

MANASQUAN PUBLIC SCHOOLS
Manasquan, New Jersey
September Enrollment Figures

Date: September (1st day,)

Elementary School

Grade	Virtual Learning Students	Students on Roll	# Sections
Pre-K	0	28	2
K	3	53	3
1	5	51	3
2	5	49	3
3	5	43	3
4	5	52	3
5	3	58	3
6	3	64	4
7	5	74	4
8	4	63	4
TOTALS	38	535	32

High School

Grade	Students on Roll	Virtual Learning Students
9	252	13
10	231	19
11	270	32
12	262	24
Totals	1015	88

DOCUMENT C

MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT

September, 2020

Case #	Date of Report	ID Victim	ID Accused	Determination	Discipline/remediation
MES					
		NO REPORT FOR THE MONTH			
MHS					
#1	08/14/2020	2137362040	12628723	Not HIB	

All victims received counseling.

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Remote Learning Options for Families

July 20

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[See POLICY ALERT No. 221]

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

- A. Unconditional Eligibility for Full-time Remote Learning
 - 1. All students are eligible for full-time remote learning.



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- a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
- b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 10 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning

[Choose one or more of the following:

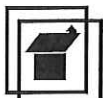
___ at the beginning of the school year.

___ at the beginning of a marking period.

X at the beginning of a mid-year semester.

___ within ___ school days after receiving written approval of the Principal or designee.]

3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;



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- b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.



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- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- 6. The Principal's written approval of the request shall be provided to the parent within 5 calendar days of receiving the parent's written request.
 - a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

- 1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
 - a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).



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(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 10 calendar days before the student is eligible for in-person services.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing

[Choose one or more of the following:

___ at the beginning of the school year.

___ at the beginning of a marking period.

X at the beginning of a mid-year semester.

___ within ___ school days after receiving written approval of the Principal or designee.]



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3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least

[Choose one or more of the following:

___ one marking period in remote learning before being eligible to transition into the school district's in-person program.

X one semester (1/2 school year) in remote learning before being eligible to transition into the school district's in-person program.

___ school days in remote learning before being eligible to transition into the school district's in-person program.]

- a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.



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- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:



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- a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
- b. Procedures for submitting full-time remote learning requests in accordance with B. above;
- c. Scope and expectations of full-time remote learning in accordance with C. above;
- d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
- e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:
“Clarifying Expectations Regarding Fulltime Remote Learning
Options for Families 2020-2021”

Adopted:



Manasquan Teacher Rubric

Document J

Domain 1: Instructional Planning

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and the use of appropriate resources, and that enable all students to learn. <i>* Attributes</i>	The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and use of appropriate resources that enable all students to learn.	The teacher inconsistently plans coherent instruction that accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher inconsistently plans effective, data-driven strategies and/or the use of appropriate resources that enable all students to learn.	The teacher plans poorly aligned instruction which does not reflect an understanding of the required standards, school curriculum and expected rigor. The teacher plans ineffective strategies which do not align to data and/or the use appropriate resources that enable all students to learn.

Attributes

- 1.1 Designs instruction connected to big ideas and essential questions.
- 1.2 Aligns lesson objectives to applicable standards, the school's curriculum and student learning needs.
- 1.3 Links instruction to real world experiences with opportunities for application.
- 1.4 Connects present content with previous and future learning and other disciplines.
- 1.5 Develops instructional outcomes that reflect high expectations & cognitive challenges.
- 1.6 Plans lessons & activities reflective of recent developments in subject area pedagogy.
- 1.7 Designs lessons which reflect an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Demonstrates knowledge of ability levels of students (high, medium, and low).
- 1.9 Considers students' interests when planning instructional activities.
- 1.10 Creates assessments which match learning outcomes while meeting expected levels of rigor and understanding
- 1.11 Analyzes and uses baseline data and formative assessments to plan instruction accordingly.
- 1.12 Determines knowledge of pre-requisite skills before beginning new instruction.
- 1.13 Creates student-centered learning activities appropriate for the skill or content area being taught and are aligned with the established objectives.
- 1.14 Plans instructional groups to support student learning.
- 1.15 Plans differentiated instruction for all levels of students in classroom.

Manasquan Teacher Rubric

Domain 2: Instructional Implementation

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson the teacher cognitively engages students in important critical thinking, discussion and learning. <i>* Attributes</i>	In addition to meeting the standard, the teacher creatively communicates content and goals while using innovative strategies and resources to teach knowledge, concepts and skills with opportunities for real-world application. Throughout the lesson, virtually all students are cognitively engaged in critical thinking, discussion and learning.	The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson most students are cognitively engaged in important critical thinking, discussion and learning.	The teacher is inconsistent in clearly and/or accurately communicating content and goals. Instructional strategies and/or resources are partially effective to teach knowledge, concepts and skills. Throughout the lesson, only some students are cognitively engaged in important thinking, discussion and learning.	The teacher is unclear and/or inaccurate in communicating content and goals. Instructional strategies and resources are ineffective and do not teach the knowledge, concepts and skills. Throughout the lesson, students are not cognitively engaged in important thinking, discussion and learning.

Attributes

- 2.1 Demonstrates knowledge of subject area content appropriate to the grade level and/or subject.
- 2.2 Conveys and reinforces learning goals consistently throughout the lesson.
- 2.3 Anticipates and addresses students' misconceptions and misunderstandings.
- 2.4 Communicates clear and understandable explanations of content.
- 2.5 Answers students' questions accurately.
- 2.6 Provides well-defined directions and when appropriate, models procedures or tasks
- 2.7 Engages and maintains students in active learning.
- 2.8 Ensures participation of all students.
- 2.9 Implements a variety of effective instructional strategies to ensure that all students meet the learning objectives.
- 2.10 Uses cognitively challenging questions to deepen student understanding and advance student learning.
- 2.11 Promotes student reasoning, critical thinking, and problem-solving.
- 2.12 Invites students to explain the content and/or their reasoning.
- 2.13 Encourages students to question themselves and others.
- 2.14 Maintains appropriate pacing for students to meet learning goals.
- 2.15 Adapts instructional plans when necessary and/or to deepen student understanding.
- 2.16 Utilizes a variety of resources relevant to the content area, tasks/activities and intended outcomes.
- 2.17 Incorporates instructional technology to enhance student learning.
- 2.18 Evaluates effectiveness of lessons and identifies area for improvement.

Manasquan Teacher Rubric

Domain 3: Instructional Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides students with timely and meaningful feedback. <i>* Attributes</i>	In addition to meeting the standard, the teacher and students formally and informally collect and evaluate a variety of formative and/or summative assessments addressing all levels of cognition to assess student progress and understanding. Frequent and meaningful feedback comes from a variety of sources to enhance learning.	The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides the students with timely and meaningful feedback to enhance learning.	The teacher inconsistently collects student data through a limited variety of formative and/or summative assessments addressing some levels of cognition to evaluate student progress and understanding. The teacher inconsistently provides students with meaningful feedback to enhance learning.	The teacher does not collect student data to evaluate student progress and understanding. The teacher does not provide students with meaningful feedback to enhance learning.

Attributes

- 3.1 Monitors student understanding throughout the lesson.
- 3.2 Uses a variety of assessment strategies and/or instruments that are valid and appropriate to the learning goal and for the student population.
- 3.3 assesses students with tasks that span the hierarchy of cognitive skills
- 3.4 Questions students to elicit understanding.
- 3.5 Provides timely and meaningful feedback to deepen student learning.
- 3.6 Uses ongoing formative assessment methods to inform, guide, and adjust instruction.
- 3.7 Utilizes summative assessment methods to measure student understanding.

Manasquan Teacher Rubric

Domain 4: Learning Environment

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students. <i>* Attributes</i>	The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.	The teacher inconsistently establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher inconsistently conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.	The teacher does not establish a respectful, positive, or safe learning environment which hinders student learning and achievement. The teacher does not share an enthusiasm for the content and/or an underlying belief of its importance.

Attributes

- 4.1 Displays enthusiasm for the instructional content.
- 4.2 Respects and encourages students' efforts and persistence.
- 4.3 Recognizes and acknowledges students' concerns and interests.
- 4.4 Attentively listens and pays attention to students' needs and responses.
- 4.5 Recognizes and respects students' diversity.
- 4.6 Establishes a climate of trust and teamwork.
- 4.7 Creates an atmosphere where students feel safe to take risks without fear of being wrong.
- 4.8 Maximizes instructional time and minimizes disruptions.
- 4.9 Establishes clear expectations for classroom rules, procedures, and behavior and enforces them consistently and fairly.
- 4.10 Manages student behavior and responds to misbehavior subtly and effectively.
- 4.11 Facilitates a safe learning environment.
- 4.12 Physically arranges the classroom to maximize learning.

Manasquan Teacher Rubric

Domain 5: Professional Responsibilities

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner. * Attributes	The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents, and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.	The teacher is inconsistently committed to improving instruction, student achievement and the school community by inconsistently attending professional development opportunities and/or collaborating with colleagues, administration, parents and community members. The teacher may not adhere to all local and state mandates and/or ethical guidelines and/or inconsistently performs all professional responsibilities in a timely manner.	The teacher does not demonstrate a commitment to improving instruction, student achievement and the school community by attending professional development opportunities and/or does not collaborate with colleagues, administration, parents and community members. The teacher does not adhere to local and state mandates and/or perform professional responsibilities in a timely manner.

Attributes

- 5.1 Sets goals for improvement of knowledge and skills.
- 5.2 Attends district and school professional development offerings.
- 5.3 Seeks opportunities for additional professional growth.
- 5.4 Incorporates learning from professional growth opportunities into instructional practice.
- 5.5 Contributes as a member of the school's professional learning community through collaboration with teaching colleagues.
- 5.6 Works in collegial and collaborative manner with administrators, colleagues, and other school personnel.
- 5.7 Engages in activities outside the classroom that contribute to the betterment of the school community.
- 5.8 Provides opportunities for family members to participate in their child's learning.
- 5.9 Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress.
- 5.10 Responds in a timely manner to professional requests and responsibilities.
- 5.11 Maintains accurate records and documents the progress of each student throughout the school year.
- 5.12 Adheres to federal and state laws, school policies and ethical guidelines.

Manasquan Educational Services Personnel Rubric

Domain 1: Professional Knowledge and Planning

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures. <i>* Attributes</i>	The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.	The educational or program specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates an awareness of individual differences, cultures and learning needs. The specialist inconsistently plans, coordinates and manages program services consistent with established guidelines, policies and procedures.	The educational or program specialist makes poor use of professional knowledge to address the needs of the target learning community and does not demonstrate an awareness of individual differences, cultures and learning needs. The specialist does not plan, coordinate and manage program services consistent with established guidelines, policies and procedures.

Attributes

Demonstrates knowledge of specialty area, current trends & technology.

Demonstrates knowledge of the school's program and student needs within that program.

Understands one's responsibility to the program.

Establishes goals for the program appropriate to the setting and learning community.

Uses district, school family, community and professional to help meet program and/or diverse learners' needs.

Plans programs and/or assistance which demonstrate an understanding of the intellectual, social, emotional and physical development of the learner.

Develops programs/support/intervention programs which are integrated within overall school/district programs.

Identifies various learning styles and individual needs to assist in the design and implementation of intervention plans/learning programs.

Researches resources/programs which apply to a variety of learners with diverse needs.

Uses the most current, appropriate resources available, including technology.

Creates a course of action or program for students, teachers and /or family members (regular school programs, interventions, responsive services, in-class activities, small group sessions) to achieve determined goals or follow specific procedures.

Develops a plan to evaluate the program and procedures.

Manasquan Educational Services Personnel Rubric

Domain 2: Program Delivery and Assessment

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s). <i>* Attributes</i>	The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).	The educational or program specialist implements a limited number of services for the targeted learning community in a manner that inconsistently promotes optimal student development. The specialist inconsistently uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).	The educational or program specialist does not implement a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist does not use data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).

Attributes

Assesses student needs.

Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.

Shares expertise with the learning community.

Collaborates with instructional staff to design, implement or support services for specific learner and/or program needs.

Researches strategies and resources for colleagues to support instructional improvement and/or student well-being.

Researches available resources necessary for individual student growth.

Identifies, obtains and manages necessary resources to address learner and program needs.

Conducts activities that assist students and teachers in the formulation of academic, personal/social and career plans.

Shares appropriate information/knowledge with staff members to ensure academic and social growth of all learners.

Consults with administration, parents, community agencies, school and support personnel to resolve issues and/or communicate progress relation to the provision of programs/services to individual learners.

Documents learner and/or program progress and outcomes.

Collects, evaluates and interprets data from multiple sources to benefit academic, emotional, social, physical growth of all learners.

Provides feedback to learners, families and staff on programs and student progress.

Demonstrates responsiveness and flexibility.

Modifies strategies, interventions, services and programs based on data and research.

Manasquan Educational Services Personnel Rubric

Domain 3: Communication and Collaboration

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist is proactive in initiating and enhancing communication and collaboration techniques between the learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist rarely/does not communicate and collaborate effectively with learners, families, staff and the community to promote student learning, development and well-being.

Attributes

Supports, promotes and communicates the mission, vision and goals of the program, school and district.

Uses effective written, verbal and non-verbal communication skills.

Initiates, maintains, and appropriately documents communication to support the needs and progress of the members of the learning community.

Uses effective written, verbal and non-verbal communication skills.

Uses resources including technology to effectively communicate with stakeholders.

Supports learner success and well-being by working collaboratively with stakeholders.

Collaborates with many sources (teachers, parents, professional organizations) to obtain input and address the needs of the student and/or community.

Collaborates with stakeholders to design, implement and/or support services for specific learner or program needs.

Collaborates with stakeholders to design, implement and/or support programs for specific learners.

Works in a collegial and collaborative manner with administrators, colleagues and other school personnel.

Coordinates programs/interventions with other specialists.

Responds promptly to learner, family, staff and community concerns.

Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress and/or well-being.

Provides opportunities for family members to participate in their child's learning and progress.

Actively assumes an advocacy role for learners and families.

Manasquan Educational Services Personnel Rubric

Domain 4: Environment

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist establishes a respectful, positive, safe environment which inspires the learners' to initiate/seek their help in promoting their own personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by students and the learning community.	The educational or program specialist inconsistently establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist inconsistently establishes and conveys the importance of the program which is shared by the learning community.	The educational or program specialist does not establish a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist does not establish and convey the importance of the program which is shared by the learning community.

Attributes

- Creates a caring environment in which respect and trust exist.
- Develops a rapport with students.
- Establishes a culture in which students actively seek assistance and/or use the resources provided.
- Engages in productive, ongoing communication.
- Fosters feelings of student academic, mental, and physical well-being.
- Establishes a culture for ongoing instructional improvement.
- Implements clearly defined procedures for teachers/students to access (instructional) support.
- Schedules and manages time effectively.
- Organizes physical space for smooth flow.
- Defines and adheres to standards of conduct which align with the code of conduct expected of students throughout the school.
- Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.

Manasquan Educational Services Personnel Rubric

Domain 5: Professionalism and Growth

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist takes a leadership role during professional growth opportunities and is proactive in the collaboration with colleagues, administration, parents and community members to ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional standards.	The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.	The educational or program specialist inconsistently engages in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist demonstrates limited understanding of legal, ethical and professional practices and standards.	The educational or program specialist does not engage in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are not consistent with all legal, ethical and professional practices and standards.

Attributes

Reflects on personal practice and program initiatives.

Sets goals for improvement of knowledge and skills.

Identifies and applies new ideas that improve the school and enhance the academic, care and personal social development of all students.

Supports, promotes and communicates the mission, vision and goals of the district, school, and program.

Attends district and school professional development offerings.

Seeks opportunities for additional professional growth.

Incorporates learning from professional growth opportunities into practice.

Contributes as a member of the school's professional learning community through collaboration with colleagues within the same and other disciplines.

Engages in activities outside the office/center that contribute to the betterment of the school community.

Responds in a timely manner to professional requests and responsibilities.

Maintains accurate records and documents the progress of each student throughout the school year.

Adheres to federal and state laws, school policies and ethical guidelines.

Multidimensional Principal Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning; school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of the learning district wide; uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making.	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning; school vision and mission aligns with the vision and mission of the district; explicitly links the school's vision and mission to programs and policies.	Identifies the school's vision and mission, and makes them public; school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought; refers to the school vision and mission as a document unconnected to programs, policies or practices.	Claims to have a vision and mission for the school, but keeps it private, school vision and mission are unrelated to the district vision and mission, disregards the need to use the school's vision and mission to guide goals, plans and actions.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement.	Has a process and structure in place for organizational improvement and uses it to assess the school.	Provides selected staff with opportunities to discuss school improvement efforts.	Assumes that the school's improvement is either an event or the responsibility of a single individual.

Multidimensional Principal Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice; nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice; engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support collaborative planning, co-facilitation or integrated curriculum design; creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures.	Acknowledges the need for communication and collaboration; provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals; creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages students and teachers in designing and revising a learner-centered program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question; supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning; involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them.	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks; supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work; maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time.	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning; provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"; allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts; maintains a hands off approach to instruction; initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school; engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization.	Develops the instructional and leadership capacity of staff; promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available.	Invests in activities that promote the development of a select group of leaders, provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences.	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students; is unaware of effective and appropriate technologies available.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.	Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other.	Uses "accountability" to justify a system that links student achievement with accolades and blame.
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement.	Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program.	Evaluates the impact of the instructional program based on results of standardized assessments.	Judges the merit of the instructional program based on what is used by others.

Multidimensional Principal Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs; embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow.	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources; develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles.	Obtains human, fiscal and technological resources and allocates them without an apparent plan; shares "leadership" by limited responsibilities for tasks and functions but no decision making ability.	Obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need; considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls.	Promotes and protects the welfare and safety of students and staff.	Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures.	Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement.	Monitors, evaluates and revises management and operational systems.	Monitors and evaluates the management and operational systems.	Avoids engaging with management or operations systems.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning.	Ensures teacher and organizational time is focused to support quality instruction and student learning.	Schedules time outside of the typical school day for teachers to support instruction and learning.	Allocates time as required to comply with regulations and mandates.

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement.	Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements.	Collects and analyzes data and information pertinent to the educational environment.	Makes decisions about whether or not to change the educational environment based on own impressions and beliefs.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning.	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities.	Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects.	Considers the community as separate from the school.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts.	Builds and sustains positive relationships with families and caregivers.	Takes actions intended to increase family and caregiver support for the school.	Identifies lack of family and caregiver involvement as a key explanation for lack of achievement.

Multidimensional Principal Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success; engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good; promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.	Ensures a system of accountability for every student's academic and social success; considers and evaluates the potential moral and legal consequences of decision-making; assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility.	Focuses on accountability for academic and social success of students whose test results threaten the school's standing; makes decisions and takes actions without considering consequences, dealing with them if and when they occur; assumes responsibility for decisions and actions related to mandates.	Associates "accountability" with threats and blame for students' academic and social difficulties; makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them; blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in collaborative and positive change in local, district, state and national decisions affecting the improvement of teaching and learning; draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements.	Acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district; assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Reacts to district, state and national decisions affecting student learning; continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field.	Appears unaware of decisions affecting student learning made outside of own school or district; waits to be told how to respond to emerging trends or initiatives.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	Advocates for children, families, and caregivers.	Advocates for selected causes.	Advocates for self and own interests.

Multidimensional Leadership Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning b. leader's vision and mission intentionally align with those of the school and/or district, and contribute to improved learning within the entire system c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making	a. collaborates with key stakeholders in the school and/or district to develop and implement a shared vision and mission for learning b. leader's vision and mission align with the school and/or district c. explicitly links the school/district vision and mission to own vision and programs and policies he/she is responsible for	a. identifies own vision and mission, and makes them public b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought c. refers to the school and/or district vision and mission as a document unconnected to own vision, or to the programs, policies or practices he/she is responsible for	a. claims to have a vision and mission, but keeps them private b. leader's vision and mission are unrelated to the school and/or district vision and mission c. disregards the need to use a vision and mission to guide goals, plans and actions
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility	a. implements processes and structures that support organizational improvement related to own area of responsibility	a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility	a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead

Multidimensional Leadership Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. uses different ways of accessing staff expertise and work within own area of responsibility (e.g. lab sites, peer coaching, mentoring, collegial inquiry, etc.) as a model for developing collaborative approaches across the school or district across the school or district across the school or district b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by supporting structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice c. works with stakeholders (e.g., students, staff, parents) to develop, implement and sustain a learning environment that actively involves students in relevant, meaningful learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning in deductive or inductive ways	a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) c. creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures, or ensures that those who create curriculum meet this expectation	a. considers proposals for collaborative structures and projects b. encourages selected staff to expand their understanding of particular practices that support collaborative planning, co-facilitation or integrated curriculum design c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	a. acknowledges the need for communication and collaboration b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices c. supports learning environments that rely on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages those they supervise, and students, in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question b. supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them	a. creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks or ensures that those they supervise meet this expectation b. supervises instruction and makes explicit the expectation that those they supervise remain current in research-based, best practices and incorporate them into their own work c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	a. supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices" c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	a. promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts b. maintains a hands off approach to instruction c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	a. develops and taps the instructional and leadership capacity of all stakeholders in the school and/or district to assume a variety of formal and informal leadership roles b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school and/or district	a. develops the instructional and leadership capacity of staff that he/she supervises b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	a. invests in activities that promote the development of a select group of leaders b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences	a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students b. is unaware of effective and appropriate technologies available
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and contextualize student achievement, both inside history and projected into the future.	a. develops and/or implements assessment systems to monitor student progress, uncover patterns and trends, so that current student strengths and needs can be contextualized inside a history that connects changes in teaching and learning to student achievement.	a. assessment and accountability systems, though in place, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other	a. uses "accountability" to justify a system that links student achievement with accolades and blame
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	a. provides the time and expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement	a. gathers input from staff and surveys from students, as well as formal assessment data, as part of process to monitor and evaluate the impact of the instructional program	a. evaluates the impact of the instructional program based on results of standardized assessments	a. judges the merit of the instructional program based on what is used by others

Multidimensional Leadership Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	a. considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs b. embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow	a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	a. obtains human, fiscal and technological resources and allocates them without an apparent plan b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need b. considers self as the sole leader while allocating unwanted tasks to others
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	a. monitors, evaluates and revises management and operational systems	a. monitors and evaluates the management and operational systems	a. avoids engaging with management or operations systems

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning	a. ensures teacher and organizational time is focused to support quality instruction and student learning	a. relies on the use of time outside the typical school day for teachers to support instruction and learning	a. allocates time as required to comply with regulations and mandates

Multidimensional Leadership Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	a. engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement	a. collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	a. collects and analyzes data and information pertinent to the educational environment	a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning	a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through scheduling or supporting diverse activities	a. provides isolated opportunities for including the community in school or district activities or for engaging students in community outreach or service projects	a. considers the community as separate from the school and/or district
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts	a. builds and sustains positive relationships with families and caregivers	a. takes actions intended to increase family and caregiver support for the school and/or district	a. identifies lack of family and caregiver involvement as a key explanation for lack of achievement

Multidimensional Leadership Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success b. engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good c. promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's/district's learning and work and align with its ethical and moral beliefs	a. ensures a system of accountability for every student's academic and social success b. considers and evaluates the potential moral and legal consequences of decision-making c. assumes responsibility for thoughtfully considering and upholding mandates so that the school and/or district can successfully tread the line between compliance and moral and ethical responsibility	a. focuses on accountability for academic and social success of students whose test results threaten the school's and/or district's standing b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur c. assumes responsibility for decisions and actions related to mandates	a. associates "accountability" with threats and blame for students' academic and social difficulties b. makes decisions based on self-interest, and is caught off guard by consequences of decisions responding by denying, becoming defensive or ignoring them c. blames mandates for decisions or actions that challenge the integrity or ethics of the school and/or district, or its various stakeholders

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school and/or district, and determining how to replicate them b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity c. creates processes that embed social justice into the fabric of the school and/or district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions	a. models principles of self-awareness, reflective practice, transparency, and ethical behavior b. safeguards the values of democracy, equity, and diversity c. promotes social justice and ensures that individual student needs inform all aspects of schooling	a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others b. holds others accountable for upholding the values of democracy, equity and diversity c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others b. pays lip service to values related to democracy, equity and diversity c. implements strategies that group and label students with specific needs, isolating them from the mainstream

Multidimensional Leadership Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. engages the entire school or district community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning b. draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school and/or district, its growth, learning and improvements	a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	a. reacts to district, state and national decisions affecting student learning b. continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	a. appears unaware of decisions affecting student learning made outside of own school or district b. waits to be told how to respond to emerging trends or initiatives
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. guided by the school and/or district vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another	a. advocates for children, families, and caregivers	a. advocates for selected causes	a. advocates for self and own interests

Manasquan Non-Certificated Personnel Evaluation

Non-Certificated Personnel Evaluation

	Highly Effective(5)	Effective(4)	Partially Effective(3)	Ineffective(2)	Unsatisfactory(1)	Not Applicable
Quality of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Quantity of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Reliability/Dependability	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Job Interest and Attitude Toward Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Relations with Others	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Grasp of Instructions and Assignments	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Adaptability (ability to adjust)	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Safety Mindedness	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Leadership	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable

Graduation Dates:

HS – June 23, 2021 (Rain or Shine)
 ES – June 22, 2021

DOCUMENT L

Manasquan Public Schools

2020-2021

School Calendar

Approved: 12/17/2019

Revision for Approval: 9/15/2020

{ } REMOTE LEARNING DAYS

/_/ SCHOOLS CLOSED

() SCHOOLS REOPEN

[] HIGH SCHOOL EXAM DAY

SEPTEMBER 2020

S	M	T	W	T	F	S
		1	2	/3/	/4/	5
6	7/	/8/	(9)	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	[25]	26
27	28	29	30			

OCTOBER 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	{14}	15	{16}	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020

S	M	T	W	T	F	S
1	{2}	3	4}	/5/	6/	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	/26/	27/	28
29	30					

DECEMBER 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	/24/	25	26
27	28	29	30	31/		

JANUARY 2021

S	M	T	W	T	F	S
					/1/	2
3	(4)	5	6	7	8	9
10	11	12	13	14	15	16
17	/18/	19	20	21	22	23
24	[25]	[26]	[27]	[28]	/29/	30
31						

Pupil Days**September**

(16)

3 Faculty Meeting/Staff In-Service
 4-7 Labor Day Weekend – Schools Closed
 8 Staff In-Service
 9 Schools Open-Early Dismissal/Staff In-Service
 10, 11, 14 Early Dismissal/Staff In-Service
 25 Remote Learning Day

October

(22)

14 HS Only Remote Learning Day
 16 Remote Learning Day

November

(17)

2-4 District Remote Learning Days, ES Early Dismissal Days for Parent Conferences
 5-6 NJEA Convention-Schools Closed
 16 Early Dismissal/Staff In-Service
 23-24 HS Early Dismissal for Parent Conferences
 25 Thanksgiving Recess begins at 12:30p.m
 26-27 Thanksgiving Day/Recess

December

(17)

7 Early Dismissal/Staff In-Service
 23 Holiday Recess begins at 12:30p.m
 24-31 Holiday Recess

January

(18)

1 Holiday Recess
 4 Schools Re-open
 18 Martin Luther King Day
 29 Faculty Only District In-Service

February

(15)

8-12 Winter Recess
 15 Schools Re-open

March

(23)

8 Early Dismissal/Staff In-Service
 22 Early Dismissal/Staff In-Service

April

(16)

2-9 Spring Recess
 12 Schools Re-open

May

(19)

28-31 Memorial Day Weekend

June

(17)

23 Students' Last Day
 24 Teachers' Last Day

Total Pupil Days: 180

Total Teacher Days: 184

THIS SCHEDULE IS SUBJECT TO EMERGENCY CHANGES & OTHER ADJUSTMENTS AS APPROVED BY THE BOARD AND/OR SUPERINTENDENT. JANUARY 18, JANUARY 29 AND MAY 28 WILL BE USED AS A MAKE UP DAYS IF SNOW DAYS OCCUR. IF NECESSARY, ANY ADDITIONAL DAYS WILL BE MADE UP AT THE END OF THE SCHOOL YEAR. NO PLANS SHOULD BE MADE THAT CANNOT BE ADJUSTED.

High School Exam Dates

Mid-Term Exams:

January 25, 26, 27, 28

Final Exams:

Grade 12: June 17, 18, 21, 22

Grades 9-11: June 18, 21, 22, 23

HS Back-To-School: September 17

HS PSAT: Oct. 14 – Grade 11

HS Open House: TBD

ES Back-To-School:

Grades K-4: September 24

Grades 5-8: September 23

FEBRUARY 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	/8/	9	10	11	12/	13
14	(15)	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021

S	M	T	W	T	F	S
				1	/2/	3
4	5	6	7	8	9/	10
11	(12)	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	/28/	29
30	31/					

JUNE 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	[17]	[18]	19
20	[21]	[22]	[23]	24	25	26
27	28	29	30			