

MANASQUAN PUBLIC SCHOOLS
Manasquan, New Jersey
September Enrollment Figures

Date: September 17, 2021

Elementary School

Grade	Boys	Girls	Total Present 1st Day	Students Not Present	Student Expected Enrollment	# Sections
Pre-K	16	22	37	1	38	2
K	26	23	47	2	49	3
1	26	23	47	2	49	4
2	14	27	40	1	41	3
3	20	25	42	3	45	3
4	22	21	42	1	43	3
5	23	29	51	1	52	3
6	25	32	55	2	57	4
7	35	32	63	4	67	4
8	43	33	75	1	76	4
TOTALS	249	268	499	18	517	33

High School

Grade	Students on Roll	Students Not Present	Total Present 2nd Friday
9	231	0	231
10	250	0	250
11	231	0	231
12	270	0	270
Totals	982	0	982

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School Employee Vaccination Requirements

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[See POLICY ALERT No. 225]

1648.13 SCHOOL EMPLOYEE VACCINATION REQUIREMENTS

In accordance with Executive Order No. 253 signed by the Governor of New Jersey on August 23, 2021, the Board shall adopt and maintain a policy that requires all covered workers to either provide adequate proof that they have been fully vaccinated or submit to COVID-19 testing at a minimum of one to two times each week.

This requirement shall take effect on October 18, 2021, at which time any covered workers that have not provided adequate proof to the school district that they are fully vaccinated must submit to COVID-19 testing at a minimum of one to two times each week on an ongoing basis until fully vaccinated.

For purposes of Executive Order 253 and this Policy, "covered workers" shall include all individuals employed by the Board of Education, both full and part-time, including, but not limited to, administrators; teachers; educational support professionals; individuals providing food, custodial, and administrative support services; substitute teachers, whether employed directly by the Board of Education or otherwise contracted; contractors; providers; and any other individuals performing work in the school district whose job duties require them to make regular visits to the school district, including volunteers. Covered workers do not include individuals who visit the school district only to provide one-time or limited duration repairs, services, or construction.

A covered worker shall be considered "fully vaccinated" for COVID-19 two weeks or more after they have received the second dose in a two-dose series or two weeks or more after they have received a single-dose vaccine. Individuals will only be considered fully vaccinated after they have received a COVID-19 vaccine that is currently authorized for Emergency Use Authorization (EUA) by the United States Food and Drug Administration (FDA) or the World Health Organization (WHO), or that are approved for use by the same.

Workers who are not fully vaccinated, or for whom vaccination status is unknown, or who have not provided sufficient proof of documentation, shall be considered unvaccinated in accordance with the provisions of Executive Order 253.



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School Employee Vaccination Requirements

Covered workers shall demonstrate proof of full vaccination status by presenting any of the following documents if they list COVID-19 vaccines currently authorized for EUA by the FDA or the WHO, or that are approved for use by the same, along with an administration date for each dose:

1. The Centers for Disease Control and Prevention (CDC) COVID-19 Vaccination Card issued to the vaccine recipient by the vaccination site, or an electronic or physical copy of the same;
2. Official record from the New Jersey Immunization Information System (NJHIS) or other State immunization registry;
3. A record from a health care provider's portal/medical record system on official letterhead signed by a licensed physician, nurse practitioner, physician's assistant, registered nurse, or pharmacist;
4. A military immunization or health record from the United States Armed Forces; or
5. Docket mobile phone application record or any State specific application that produces a digital health record.

The Board of Education's collection of vaccination information from covered workers shall comport with all Federal and State laws, including, but not limited to, the Americans with Disabilities Act, that regulate the collection and storage of that information.

To satisfy the testing requirement of Executive Order 253 and this Policy, an unvaccinated covered worker must undergo screening testing at a minimum of one to two times each week, to be determined by the Superintendent of Schools.

An unvaccinated covered worker is required to submit proof of a COVID-19 test. The unvaccinated covered worker may choose either antigen or molecular tests that have EUA by the FDA or are operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.

Where a Board of Education provides the unvaccinated covered worker with on-site COVID-19 test(s), the school district may similarly elect to administer or provide access to either an antigen or molecular test.



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School Employee Vaccination Requirements

If the covered worker is not working on-site in the school district during a week when testing would otherwise be required, the Superintendent or designee may not require the worker to submit to testing for that week. This requirement shall not supplant any requirement imposed by the Board of Education regarding diagnostic testing of symptomatic workers or screening testing of vaccinated workers.

The Board of Education shall track test results required by Executive Order 253 and must report those results to the local public health department.

Nothing in Executive Order 253 and this Policy shall prevent a Board of Education from revising this Policy to include additional or stricter requirements, as long as such revisions comport with the minimum requirements of Executive Order 253.

Executive Order 253 authorizes the Commissioner of the Department of Health (DOH) to issue a directive supplementing the requirements outlined in Executive Order 253, which may include, but not be limited to, any requirements for reporting vaccination and testing data to the DOH. Actions taken by the Commissioner of the DOH pursuant to Executive Order 253 shall not be subject to the requirements of the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq.

This Policy shall be supplemented by Policy 1648.11 – Appendix A, which shall include the school district's protocols implementing the provisions of this Policy.

The Superintendent is authorized to implement revisions to provisions in this Policy based on any subsequent Executive Orders or any additional mandates that affect any provisions of this Policy. Any such revisions in this Policy shall be submitted by the Superintendent to the Board of Education for ratification if the Board cannot approve such revisions before the effective date.

Executive Order 253 – August 23, 2021



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APPENDIX A – District Protocols

The district shall require all employees covered under Executive Order 253 to submit a record of their vaccination to the Superintendent's office or affirmatively indicate that they do not intend to be vaccinated and therefore be subject to weekly testing.

The Superintendent or designee shall maintain a current list of all employees who have verified their vaccination status and a current list of all employees not fully vaccinated who must be tested weekly. These lists shall be kept confidential and considered part of an employee's medical file.

The Superintendent or designee shall designate a weekly deadline and method for covered employees who are not fully vaccinated to submit weekly test results.

The Superintendent or designee shall review the list of covered employees who are not fully vaccinated weekly to confirm that all listed employees have submitted test results.

Casual employees, including those paid hourly or per diem, who are not fully vaccinated must be tested weekly and submit their test results to the district through a designed process weekly to remain eligible to work. A casual employee who is not fully vaccinated who does not submit a weekly test result to the district shall not be eligible to continue to work and shall not be eligible to work again during the period Executive Order 253 is in effect unless they resume submission of weekly test results and are granted permission to become eligible for work again by the Superintendent or designee.

Adopted:



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Federal Awards/Funds Internal Controls –
Allowability of Costs

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[See POLICY ALERT No. 224]

6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.302(b)(7) requires written procedures for determining the allowability of costs in accordance with 2 CFR §200 – Cost Principles. Determining the allowability of costs shall be in accordance with the requirements outlined in 2 CFR §200.403 – Factors Affecting Allowability of Costs. The School Business Administrator/Board Secretary or designee shall be responsible for determining the allowability of costs are in accordance with the provisions of 2 CFR §200.403.

The following procedures shall be used to determine the allowability of costs in accordance with 2 CFR §200.403:

Except where otherwise authorized by statute, the School Business Administrator/Board Secretary or designee will ensure costs meet the following general criteria in order to be allowable under Federal awards:

1. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
2. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the non-Federal entity.
4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.



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Federal Awards/Funds Internal Controls – Allowability of Costs

5. Be determined in accordance with Generally Accepted Accounting Principles (GAAP), except for State and local governments, which includes school districts, as otherwise provided for in 2 CFR §200.403.
6. Not be included as a cost or used to meet cost sharing or matching requirements of any other Federally-financed program in either the current or a prior period. (See also 2 CFR §200.306 – Cost Sharing or matching 2. above).
7. Be adequately documented. (See also 2 CFR §200.300 – Statutory and National Policy Requirements through 2 CFR §200.309 – Period of Performance).

In the event the School Business Administrator/Board Secretary or designee is not sure if a cost is allowable under 2 CFR Subpart E - §200.403, the School Business Administrator/Board Secretary or designee will contact the New Jersey Department of Education or the United States Department of Education for assistance.

2 CFR §200.302(b)(7)
2 CFR §200.403

Adopted:



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Federal Awards/Funds Internal Controls –
Mandatory Disclosures

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[See POLICY ALERT No. 224]

6115.02 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – MANDATORY DISCLOSURES

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.113 – Mandatory disclosures requires a non-Federal entity or applicant (a New Jersey Board of Education) for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or to the New Jersey Department of Education all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.

If the Board of Education receives a Federal award including the terms and conditions outlined below as per 2 CFR §200 – Appendix XII – Award Term and Condition for Recipient Integrity and Performance Matters shall report certain civil, criminal, or administrative proceedings to the System for Award Management (SAM). Failure to make required disclosures can result in any of the remedies described in 2 CFR §200.338 - Remedies for noncompliance, including suspension or debarment. (See also 2 CFR §180, 31 USC 3321, and 41 USC 2313)

A. General Reporting Requirement

1. If the total value of all Board of Education currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds \$10,000,000 for any period of time during the period of performance of this Federal award, then the Superintendent or designee, on behalf of the Board of Education as the recipient during that period of time, must maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system about civil, criminal, or administrative proceedings described in B. below.
2. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 USC 2313).



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3. As required by section 3010 of Public Law 111-212, all information posted in designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

B. Proceedings About Which the Board of Education Must Report

1. The Superintendent or designee must disclose to the Federal awarding agency or to the New Jersey Department of Education information required about each proceeding that:
 - a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;
 - b. Reached its final disposition during the most recent five-year period; and
 - c. Is one of the following:
 - (1) A criminal proceeding that resulted in a conviction, as defined in E. below;
 - (2) A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of \$5,000 or more;
 - (3) An administrative proceeding, as defined in F. below, that resulted in a finding of fault and liability and the payment of either a monetary fine or penalty of \$5,000 or more or reimbursement, restitution, or damages in excess of \$100,000; or
 - (4) Any other criminal, civil, or administrative proceeding if:



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- (a) It could have led to an outcome described in B.1.c.(1), (2), or (3) above of this award term and condition;
- (b) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on the school district's part; and
- (c) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.

C. Reporting Procedures

- 1. The Superintendent or designee shall enter in the SAM Entity Management area the information that the SAM requires about each proceeding described in B. above.
- 2. The Superintendent or designee does not need to submit the information a second time under assistance awards the Board of Education received if the Superintendent or designee already provided the information through the SAM because the Board of Education was required to do so under Federal procurement contracts the Board of Education was awarded.

D. Reporting Frequency

- 1. During any period of time when the Board of Education is subject to the requirement in A. above, the Superintendent or designee must report proceedings information through the SAM for the most recent five year period, either to report new information about any proceeding(s) the Board of Education has not reported previously or affirm that there is no new information to report.
- 2. If the Board of Education has Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than \$10,000,000, the Board of Education must disclose semiannually any information about the criminal, civil, and administrative proceedings.



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E. Definitions

1. For purposes of this Policy:

- a. “Administrative proceeding” for the purposes of 2 CFR §200 - Appendix XII and this Policy means a non-judicial process that is adjudicatory in nature in order to make a determination of fault or liability. This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.
- b. “Conviction” for the purposes of 2 CFR §200 - Appendix XII and this Policy, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.
- c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:
 - (1) Only the Federal share of the funding under any Federal award with a Board of Education cost share or match; and
 - (2) The value of all expected funding increments under a Federal award and options, even if not yet exercised.

2 CFR §200.113

Adopted:



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Federal Awards/Funds Internal Controls –
Conflict of Interest

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[See POLICY ALERT No. 224]

6115.03 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – CONFLICT OF INTEREST

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.318 – General Procurement Standards addresses standards of conduct covering conflict of interest and governs the actions of school district employees, officers, and agents in the selection, award, and administration of contracts supported by a Federal award.

The Board of Education must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to the applicable Federal law and the standards identified in 2 CFR §200.

The Board of Education must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Board of Education must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts supported by a Federal award.

1. No employee, officer, or agent of the Board of Education may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.
 - a. Such a conflict of interest would arise when a Board of Education employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.



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Federal Awards/Funds Internal Controls -- Conflict of Interest

2. The Board of Education officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
3. However, a Board of Education may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.
4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

The Board of Education's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the Board of Education is encouraged to enter into State and local intergovernmental agreements or inter-entity agreements where appropriate for procurement of use of common or shared goods and services.

The Board of Education is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

The Board of Education is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

The Board of Education must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. (See also 2 CFR §200.213 – Suspension and Debarment).



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Federal Awards/Funds Internal Controls – Conflict of Interest

The Board of Education must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

The Board of Education may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to a Board of Education is the sum of:

1. The actual cost of materials; and
2. Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since the time and material formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the Board of Education awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

The Board of Education alone must be responsible, in accordance with good administrative practice and sound business judgement, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the Board of Education of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgement for that of the Board of Education unless the matter is primarily a Federal concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

The Board of Education and its employees shall be required to comply with all New Jersey statutes and administrative codes regarding school ethics and internal controls.

2 CFR §200.318

Adopted:



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The Road Forward COVID-19 – Health and Safety

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[See POLICY ALERT No. 224]

1648.11 THE ROAD FORWARD COVID-19 – HEALTH AND SAFETY

The Board of Education plans to provide full-day, full-time, in-person instruction and operations for the 2021-2022 school year. In June 2021, the New Jersey Department of Health (NJDOH) and the New Jersey Department of Education (NJDOE) worked collaboratively to develop guidance, The Road Forward – Health and Safety Guidance for the 2021-2022 School Year (The Road Forward).

The Road Forward replaces the mandatory anticipated minimum standards outlined in the NJDOE's "The Road Back – Restart and Recovery Plan for Education" (June 2020) and provides a range of recommendations rather than mandatory standards. These recommendations are meant to assist school districts in implementing protocols to reduce risks to students and staff from COVID-19 while still allowing for full-time learning.

The Board considered many factors as they prepared for the 2021-2022 school year, including the level of COVID-19 transmission in the community at large and in the school community, as well as vaccination coverage rates in both the community at large and the school community.

For the purpose of this Policy, "Order" shall mean any Governor of New Jersey Executive Order, New Jersey State Agency mandate, Centers for Disease Control and Prevention (CDC) guidance, New Jersey statute, or administrative code requiring compliance by the school district.

The Board considered the recommendations outlined in The Road Forward to develop health and safety protocols. The Board will consider all recommended Orders and comply with all mandatory Orders when developing health and safety protocols and reviewing them periodically.

The Board considered the recommendations outlined in The Road Forward to develop the school district's COVID-19 protocols in the following areas and included in corresponding Appendices:

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The Road Forward COVID-19 – Health and Safety

- A. General Health and Safety Concerns of Students, Staff Members, and Visitors
 - 1. Vaccination – See Appendix A.;
 - 2. Communication with the Local Health Department – See Appendix B.;
 - 3. Mask Wearing Protocol – See Appendix C.;
 - 4. Physical Distancing and Cohorting Protocols – See Appendix D.;
 - 5. Hand Hygiene and Respiratory Etiquette Protocols – See Appendix E.;
 - 6. Provision of Meals – See Appendix F.; and
 - 7. Transportation Protocols – See Appendix G.
- B. Cleaning, Disinfection, and Airflow – See Appendix H.
- C. Screening, Exclusion, and Response to Symptomatic Students and Staff Members – See Appendix I.
- D. Contact Tracing – See Appendix J.
- E. Testing – See Appendix K.
- F. Student and Staff Member Travel – See Appendix L.

The absence of one or more of the recommendations outlined in The Road Forward and/or in the school district's health and safety protocols will not prevent the reopening of the school(s) in the district for full-day in-person operation with all enrolled students and staff members present.

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The Road Forward COVID-19 –Health and Safety

Pursuant to N.J.S.A. 18A:7F-9, schools must be in session for 180 days to receive State Aid. The statute requires that school facilities be provided for at least 180 days during the school year. N.J.S.A. 18A:7F-9(b) indicates when a school district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of virtual or remote instruction commensurate with in-person instruction will count toward the school district's 180-day requirement.

The school district may be confronted with the incidence of COVID-19 positive cases among staff and/or students. If the school district is required to exclude a student, group of students, a class, or multiple classes as a result of possible exposure to COVID-19, while the school itself remains open for in-person instruction, the school district may offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible. In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count toward the school district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

The school district anticipates updates to The Road Forward and as such this Policy is subject to review by the Superintendent to ensure compliance with Orders that may arise after Board adoption of this Policy. All revisions to Orders affecting this Policy and corresponding Appendices shall be reviewed by the Superintendent with the Board Attorney, School Physician, and Board of Education, if appropriate. The Superintendent may revise the health and safety protocols included in any Appendix as necessary and appropriate. All students, parents, and staff members will be notified of any changes to school district-developed protocols implemented as a result of this Policy, as appropriate.

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The Road Forward COVID-19 –Health and Safety

Appendices

Appendix A – Vaccination

For purposes of contact tracing and potential quarantine, the District will maintain the records of student and employees who voluntarily disclose and document their vaccination status. For the purpose of contact tracing and quarantines, it will be assumed individuals are not vaccinated unless proof of vaccination is on file.

Proof of vaccination can be provided at any time.

Vaccination records of students shall be maintained by the school nurse in their assigned school building as part of the student's vaccination record.

Vaccination records of employees shall be maintained by the district office as part of the employee's confidential medical file.

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Appendix B – Communication with the Local Health Department

The district will maintain close communication with the Monmouth County Department of Health to provide information and share resources on COVID-19 transmission, prevention, and control measures and to establish procedures for Local Health Department (LHD) notification and response to COVID-19 illness in the district's schools.

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The Road Forward COVID-19 – Health and Safety

Appendix C – Mask Wearing Protocol

Wearing masks is one prevention strategy to help slow the spread of COVID-19, especially when combined with everyday preventive actions and social distancing in public settings.

Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case.

Information will be provided to staff and students on proper use, removal, and washing of masks.

- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.
- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp, or damaged.
- Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

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The Road Forward COVID-19 –Health and Safety

Appendix D – Physical Distancing and Cohorting Protocols

Physical distancing, while desirable, will not prevent schools from offering full-day, full-time, in person learning to all students.

The arrangement of classroom furniture will be such that students will be spaced as far apart as possible. Teachers will be encouraged to face desks in the same direction and to avoid grouped seating arrangements when possible and not educationally necessary.

Students will not be required to be cohorted but will remain with any educationally appropriate cohorts as much as possible.

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The Road Forward COVID-19 –Health and Safety

Appendix E - Hand Hygiene and Respiratory Etiquette Protocols

The district will encourage teachers to teach and reinforce hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). The district will encourage students and staff to cover coughs and sneezes with a tissue if not wearing a mask.

The district will maintain adequate supplies including soap, hand sanitizer with at least 60% alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.

Teachers will assist/observe young children to ensure proper hand washing.

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Appendix F – Provision of Meals

While meals are being offered in cafeterias or other group dining areas the district will implement other layered prevention strategies to the greatest extent possible to help mitigate the spread of COVID-19. These strategies could include:

- Maintaining physical distancing between students and staff, if possible.
- Considering alternatives to use of group dining areas such as eating in classrooms or outdoors.
- Staggering eating times to allow for greater physical distancing.
- Discouraging students from sharing meals.
- Encouraging routine cleaning between groups.

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Appendix G – Transportation Protocols

Students attending Manasquan High School from a sending district (Avon-by-the-Sea, Belmar, Brielle, Sea Girt, Spring Lake, or Spring Lake Heights) should consult with their sending district regarding transportation guidelines. All transportation provided by the Manasquan School District is through contracts with private transportation providers. District-provided transportation for athletics, activities, vocational school, field trips, etc. may have specific COVID-19 prevention protocols at the discretion of these providers. Students will be required to follow all protocols established by the transportation provider at the time.

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Appendix H – Cleaning, Disinfection, and Airflow

The district will adhere to existing facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The district will continue with enhanced cleaning and disinfecting measures including the following will be implemented:

- Bathrooms will be cleaned and disinfected regularly during the school day.
- Classrooms will be disinfected nightly.
- Common areas will be disinfected regularly.
- Regular sanitization and disinfecting of all hard, nonporous surfaces and common touch points (e.g. door handles, water fountains, cafeteria tables) will occur during the school day using EPA-approved broadband Q256 and RX75, hospital level disinfectants and virucides and electrostatic sprayers which kill human Coronavirus within two minutes.

Building HVAC systems provide fresh air at an exchange rate pursuant with the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) to all indoor areas of the district. Staff will be encouraged to keep windows open at all times while the building is occupied unless outdoor weather or temperatures preclude this.

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The Road Forward COVID-19 –Health and Safety

Appendix I - Screening, Exclusion, and Response to Symptomatic Students and Staff Members

One of the most effective ways of limiting the spread of COVID in our schools is to do our best to keep it from entering. The district will encourage all parents screen their students at home for COVID symptoms prior to sending them to school.

When students arrive at school, they will be asked to verbally confirm that they are not experiencing symptoms.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others at a designated area for each building. If it is determined by a school nurse or other medical professional that student or staff member is presenting with symptoms consistent with those of COVID-19* they will be removed from the school as soon as possible and not permitted to return until medical clearance is obtained (doctor's note or negative COVID-19 test result).

**Individuals are considered symptomatic if they are experiencing at least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose; OR at least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder.*

ADMINISTRATION



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The Road Forward COVID-19 –Health and Safety

Appendix J – Contact Tracing

The district will work cooperatively with the Monmouth County Health Department in reporting and identifying close contacts of an individual associated with the school who has tested positive for COVID-19. School nurses will participate in the contract tracing process in consultation with the Monmouth County Health Department and were involved with this process's development. Contract tracing of students will involve using:

- Records of groups/cohorts
- Assigned staff
- Daily attendance
- Teacher Seating Charts

Unless otherwise directed by the Health Department, a close contact is defined as being within six feet for a period of at least 15 minutes in a 24-hour period.

Anyone who is identified as a close contact* (defined as being within 6-feet for a cumulative 15 minutes of someone who tests positive within 48 hours of that contact) must quarantine for 10 days, which can be shortened to 7 days if a test is taken between days 5-7 and is negative. If a quarantined individual is seeking a shortened quarantine period, proof of a negative test should be forwarded to the school nurse. No student or staff member should return to school prior to the original, 10-day quarantine date until they receive written confirmation from the school nurse that their negative test result has been reviewed and a new quarantine end date has been issued. A student who is completing an isolation or quarantine period will receive assignments and materials as they would if they were sick from school for any other illness.

**Exceptions: Any individual who has been fully vaccinated is not required to quarantine when identified as being a close contact. Any individual who has received a positive COVID-19 test within the past 3 months is not required to quarantine when identified as being a close contact. In both cases, proof of vaccination or positive test must be submitted to the school nurse who will confirm with the individual that the quarantine period can be waived.*

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Appendix K – Testing

Students or staff experiencing symptoms of COVID-19 will be encouraged to get tested as quickly as possible and contact their personal healthcare provider for guidance and advice or assistance getting tested. School nurses will make every effort to assist any student or staff member who requires assistance locating a testing option.

ADMINISTRATION



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Appendix L – Student and Staff Member Travel

The District will adhere to any domestic travel advisories and subsequent quarantine requirements in place at the time of travel in place by the State of New Jersey at the time of travel. Up-to-date domestic travel advisory information is available at <https://covid19.nj.gov/forms/njtravel>.

The District will adhere to any international travel advisories and subsequent quarantine requirements in place at the time of travel in place by the Center for Disease Control (CDC) at the time of travel. Up-to-date international travel advisory information is available at

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/testing-international-air-travelers.html>.



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Eligibility of Resident/Nonresident Students

Aug 21

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[See POLICY ALERT Nos. 189, 208, 217, 220, and 224]

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.S.A. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the



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Eligibility of Resident/Nonresident Students

student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1.c., any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly persons offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1.b. if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1.d. if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;
2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;



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3. If the student previously resided in the school district and if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3.b. The school district shall not be obligated for transportation costs; and
4. If the student resides on Federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in accordance with the provisions of N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A. 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.S.A. 18A:7B-12; if the criteria contained in N.J.S.A. 18A:7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless shelter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:22-3.3(b)1., immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.



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Eligibility of Resident/Nonresident Students

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or subset of documents without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.

In the case of a dispute between the school district and the parent of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1.3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.



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Eligibility of Resident/Nonresident Students

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.



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Eligibility of Resident/Nonresident Students

Enrollment or attendance at the school shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.



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Eligibility of Resident/Nonresident Students

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a

Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1.b(1), appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.



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Eligibility of Resident/Nonresident Students

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board of Education may assess tuition, for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship and discipline.

Optional

~~Children Who Anticipate Moving to or from the District~~

~~A nonresident student otherwise eligible for attendance whose parent or guardian anticipates school district residency and has entered a contract to buy, build, or rent a residence in this school district may be enrolled _____ (with or~~



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Eligibility of Resident/Nonresident Students

~~without) payment of tuition for a period of time not greater than _____ weeks prior to the anticipated date of residency. If any such student does not become a resident of the school district within _____ weeks after admission to school, tuition will be charged for attendance commencing the beginning of the _____ week and until such time as the student becomes a resident or withdraws from school.~~

~~Students whose parent or guardian have moved away from the school district on or after _____ (date) and twelfth grade students whose parent or guardian have moved away from the school district on or after _____ (date) will be permitted to finish the school year in this school district _____ (with or without) payment of tuition.]~~

Optional

[Children of District Employees

Children of Board of Education employees who do not reside in this school district may be admitted to school in this district _____ with _____ (with or without) payment of tuition in accordance with the Manasquan Education Association's collective bargaining agreement, provided that the educational program of such children can be provided within school district facilities.]

Optional

[Other Nonresident Students

Other nonresident students, otherwise eligible for attendance may be admitted to this school district _____ with _____ (with or without) payment of tuition and Board approval.]

F-1 Visa Students

[Option – Select One Option

☐ F-1 Visa students will not be admitted to this school district.

☒ The school district is not required to, but may permit the attendance of F-1 Visa students into the school district only with the payment of full



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tuition and a signed tuition contract. The district may require advance

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Eligibility of Resident/Nonresident Students

payment of full tuition before providing the requested 1-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. A F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family ~~must be domiciled in the school district and~~ shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a F-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.]

J-1 Visa Students

[Option – Select One Option

☐ J-1 Visa students will not be admitted to this school district.

☒ The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family ~~must be domiciled in the school district and~~ shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.]

N.J.S.A. 18A:38-1 et seq.; 18A:38-1.1; 18A:38-1.3; 18A:38-3;
18A:38-3.1; 18A:7B-12

N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-1.1 et seq.
8 CFR 214.3



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Adopted:



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MANASQUAN BOARD OF EDUCATION

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ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

R 5111 ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

M

A. Definitions

1. "Affidavit student" means a student attending, or seeking to attend, school in a district pursuant to N.J.S.A. 18A:38-1.b and N.J.A.C. 6A:22-3.2(a).
2. "Appeal" means contested case proceedings before the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
3. "Applicant" means a parent, guardian, or a resident supporting an affidavit student who seeks to enroll a student in a school district; or an unaccompanied homeless youth or adult student who seeks to enroll in a school district.
4. "Commissioner" means the Commissioner of Education or his/her designee.
5. "Guardian" means a person to whom a court of competent jurisdiction has awarded guardianship or custody of a child, provided that a residential custody order shall entitle a child to attend school in the residential custodian's school district unless it can be proven that the child does not actually live with the custodian. "Guardian" also means the Department of Children and Families for purposes of N.J.S.A. 18A:38-1.e.

B. Eligibility to Attend School -- Students Domiciled in the District

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the student is domiciled within the district:



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ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

- a. A student is domiciled in the school district when he or she is living with a parent or guardian whose domicile is located within the school district.
 - (1) When a student's parents or guardians are domiciled within different school districts and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the school district of the parent or guardian with whom the student lives for the majority of the school year. This provision shall apply regardless of which parent has legal custody.
 - (2) When a student's physical custody is shared on an equal-time, alternating week/month or other similar basis so the student is not living with one parent or guardian for a majority of the school year and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the present domicile of the parent or guardian with whom the student resided on the last school day prior to October 16 preceding the application date.
 - (a) When a student resided with both parents or guardians, or with neither parent or guardian, on the last school day prior to the preceding October 16, the student's domicile is the domicile of the parent or guardian with whom the parents or guardians indicate the student will be residing on the last school day prior to the ensuing October 16.



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When the parents or guardians do not designate or cannot agree upon the student's likely residence as of that date, or if on that date the student is not residing with the parent or guardian previously indicated, the student shall attend school in the school district of domicile of the parent or guardian with whom the student actually lives as of the last school day prior to October 16.

- (b) When the domicile of the student with disabilities as defined in N.J.A.C. 6A:14 cannot be determined pursuant to N.J.A.C. 6A:22-3.1, nothing shall preclude an equitable determination of shared responsibility for the cost of such student's out-of-district placement.
- (3) When a student is living with a person other than a parent or guardian, nothing in N.J.A.C. 6A:22-3.1 is intended to limit the student's right to attend school in the parent or guardian's school district of domicile pursuant to the provisions of N.J.A.C. 6A:22.
- (4) No school district shall be required to provide transportation for a student residing outside the school district for all or part of the school year unless transportation is based upon the home of the parent or guardian domiciled within the school district or otherwise required by law.
- b. A student is domiciled in the school district when he or she has reached the age of eighteen or is emancipated from the care and custody of a parent or guardian and has established a domicile within the school district.



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ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

- c. A student is domiciled in the school district when the student has come from outside the State and is living with a person domiciled in the school district who will be applying for guardianship of the student upon expiration of the six-month "waiting period" of State residency required pursuant to N.J.S.A. 2A:34-54 ("home state" definition) and 2A:34-65.a(1). However, a student may later be subject to removal proceedings if application for guardianship is not made within a reasonable period of time following expiration of the mandatory waiting period or if guardianship is applied for and denied.
 - d. A student is domiciled in the school district when his or her parent or guardian resides within the school district on an all-year-round basis for one year or more, notwithstanding the existence of a domicile elsewhere.
 - e. A student is domiciled in the school district if the Department of Children and Families is acting as the student's guardian and has placed the student in the school district.
2. When a student's dwelling is located within two or more school districts, or bears a mailing address that does not reflect the dwelling's physical location within a municipality, the school district of domicile for school attendance purposes shall be the municipality to which the majority of the dwelling's property tax is paid, or to which the majority of the dwelling's or unit's property tax is paid.
- a. When property tax is paid in equal amounts to two or more municipalities, and there is no established assignment for students residing in the affected dwellings, the school district of domicile for school attendance purposes shall be determined through assessment of individual proofs as provided pursuant to N.J.A.C. 6A:22-3.4.



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ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS (M)

- b. This provision shall not preclude the attendance of currently enrolled students who were permitted to attend the school district prior to December 17, 2001.
 - c. When a student's parent or guardian elects to exercise such entitlement, nothing in N.J.A.C. 6A:22-3.1 shall exclude a student's right to attend the school district of domicile although the student is qualified to attend a different school district pursuant to N.J.S.A. 18A:38-1.b or the temporary residency (less than one year) provision of N.J.S.A. 18A:38-1.d.
3. Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other section of law to the contrary, a child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in any of the armed forces of the United States in a time of war or national emergency, shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. The school district shall not be responsible for providing transportation for the child if the child lives outside of the district. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.S.A. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

C. Eligibility to Attend School – Other Students Eligible to Attend School

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to



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attend school in this school district pursuant to N.J.S.A.

18A:38-1.b if that student is kept in the home of a person other than the student's parent or guardian, and the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child.

a. A student is not eligible to attend this school district pursuant to this provision unless:

(1) The student's parent or guardian has filed, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and that the student is not residing with the other person solely for the purpose of receiving a free public education; and

(2) The person keeping the student has filed, if so required by the Board of Education:

(a) A sworn statement that he or she is domiciled within the school district, is supporting the child without remuneration and intends to do so for a longer time than the school term, and will assume all personal obligations for the student pertaining to school requirements; and

(b) A copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner.



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- b. A student shall not be deemed ineligible under this provision because required sworn statement(s) cannot be obtained when evidence is presented that the underlying requirements of the law are being met, notwithstanding the inability of the resident or student to obtain the sworn statement(s).
 - c. A student shall not be deemed ineligible under this provision when evidence is presented that the student has no home or possibility of school attendance other than with a school district resident who is not the student's parent or guardian, but is acting as the sole caretaker and supporter of the student.
 - d. A student shall not be deemed ineligible under this provision solely because a parent or guardian gives occasional gifts or makes limited contributions, financial or otherwise, toward the student's welfare provided the resident keeping the student receives from the parent or guardian no payment or other remuneration for regular maintenance of the student.
 - e. Pursuant to N.J.S.A. 18A:38-1.c, any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another school district commits a disorderly persons offense.
2. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is



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otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A.

18A:38-1.b if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency.

- a. Eligibility under this provision shall cease at the end of the school year during which the parent or guardian returns from active military duty.
3. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.d if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere.

- a. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of the student attending the school district of temporary residence;

- b. When one of a student's parents or guardians temporarily resides in a school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with N.J.A.C.

6A:22-3.1(a)11. However, no student shall be eligible to attend school based upon a parent or guardian's temporary residence in a school district unless the parent or guardian demonstrates, if required by the Board of Education, the temporary residence is not solely for purposes of a student's attending the school district.



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4. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.f if the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2, Education of Homeless Children.
5. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-2 if the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2. As used in this section, "court order" shall not encompass orders of residential custody under which claims of entitlement to attend a school district are governed by provisions of N.J.S.A. 18A:38-1 and the applicable standards set forth in N.J.A.C. 6A:22.
6. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-3.b if the student previously resided in the school district and if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district. A school district admitting a student pursuant to N.J.S.A. 18A:38-3.b shall not be obligated for transportation costs.



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7. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend the school district pursuant to N.J.S.A. 18A:38-7.7 et seq, if the student resides on Federal property within the State.
8. In accordance with N.J.S.A. 18A:38-1.1, a student who is not considered homeless under N.J.S.A. 18A:7B-12 and who moves to a new school district during the academic year as a result of a family crisis shall be permitted to remain enrolled in the original school district of residence for the remainder of the school year without the payment of tuition. A student attending an academic program during the summer, who is otherwise eligible except for the timing of the move, shall be permitted to remain in the school district for the remainder of the summer program if it is considered an extension of the preceding academic year.
 - a. For purposes of N.J.A.C. 6A:22-3.2(h) and Policy and Regulation 5111, "family crisis" shall include, but not be limited to:
 - (1) An instance of abuse such as domestic violence or sexual abuse;
 - (2) A disruption to the family unit caused by death of a parent or guardian; or
 - (3) An unplanned displacement from the original residence such as fire, flood, hurricane, or other circumstances that render the residence uninhabitable.
 - b. Upon notification of the move by the parent or guardian, the original school district of residence shall allow the student to continue attendance and shall provide



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transportation services to and from the student's new domicile in accordance with N.J.S.A. 18A:39-1. The original school district of residence may request from the parent or guardian and may review supporting documentation about the reason(s) for the move; however, any such review shall not interrupt the student's continued enrollment in the school district and in the current school of attendance with the provision of transportation.

- (1) Examples of documentation include, but are not limited to, newspaper articles, insurance claims, police or fire reports, notes from health professionals, custody agreements, or any other legal document.
- c. If the parent or guardian or the relevant documentation indicates the child is homeless pursuant to N.J.S.A. 18A:7B-12, the school district liaison shall assume the coordination of enrollment procedures pursuant to N.J.A.C. 6A:17-2.5 and the student shall not be eligible for enrollment under N.J.S.A. 18A:38-1.1.
- d. If the original school district of residence determines the situation does not meet the family crisis criteria outlined in 8.a. above, the Superintendent or designee shall notify the parent or guardian in writing. The notification shall inform the parent or guardian of his or her right to appeal the decision within twenty-one calendar days of his or her receipt of the notification, and shall state that if such appeal is denied, he or she may be assessed the costs for transportation provided to the new residence during the period of ineligible attendance. It shall also state whether the parent or guardian is required to withdraw the student by the end of the twenty-one day appeal period in the absence of an appeal.



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- (1) The parent or guardian may appeal by submitting the request in writing with supporting documentation to the Executive County Superintendent of the county in which the original school district of residence is situated.
 - (2) Within thirty calendar days of receiving the request and documentation, the Executive County Superintendent shall issue a determination whether the situation meets the family crisis criteria set forth at 8.a. above. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued.
 - (3) If the Executive County Superintendent determines the situation does not constitute a family crisis, the school district may submit to the Executive County Superintendent for approval the cost of transportation to the ineligible student's new domicile. The Executive County Superintendent shall certify the transportation costs to be assessed to the parent or guardian for the period of ineligible attendance.
- e. When the original school district of residence determines the situation constitutes a family crisis pursuant to N.J.S.A. 18A:38-1.1, the Superintendent or designee shall immediately notify the parent or guardian in writing.
- (1) When the original school district of residence anticipates the need to apply for reimbursement of transportation costs, it shall send to the Executive County Superintendent a request and documentation of the family crisis for confirmation the situation meets the criteria set forth at 8.a. above.



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- (2) Within thirty days of receiving the school district's request and documentation, the Executive County Superintendent shall issue a determination of whether the situation meets the criteria for a family crisis. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued, and shall not be reimbursed for additional transportation costs unless the Executive County Superintendent determines the situation is a family crisis or as directed by the Commissioner upon appeal.
- f. In providing transportation to students under N.J.S.A. 18A:38-1.1, the Board shall use the most efficient and cost-effective means available and in conformance with all laws governing student transportation.
- g. At the conclusion of the fiscal year in which the Executive County Superintendent has determined the situation constitutes a family crisis, the original school district of residence may apply to the Executive County Superintendent for a reimbursement of eligible costs for transportation services.
 - (1) Eligible costs shall include transportation for students who are required to be transported pursuant to N.J.S.A. 18A:39-1.
 - (2) The school district shall provide documentation of the transportation costs for the eligible student(s) to



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the Executive County Superintendent who shall review and forward the information to the Department's Office of School Facilities and Finance for reimbursement payment(s) to the school district.

- (3) Payment to the school district shall be made in the subsequent fiscal year and shall equal the approved cost less the amount of transportation aid received for the student(s).

- h. Nothing in N.J.A.C. 6A:22-3.2 shall prevent the Board of Education from allowing a student to enroll without the payment of tuition pursuant to N.J.S.A. 18A:38-3.a.

- i. Nothing in N.J.A.C. 6A:22-3.2 shall prevent a parent or school district from appealing the Executive County Superintendent's decision(s) to the Commissioner in accordance with N.J.A.C. 6A:3-1.3. If the Commissioner of Education determines the situation is not a family crisis, his or her decision shall state which of the following shall pay the transportation costs incurred during the appeal process: the State, school district, or parent.

D. Housing and Immigration Status

- 1. A student's eligibility to attend school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.



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2. Except as set forth in a. below, immigration/visa status shall not affect eligibility to attend school. Any student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, who is domiciled in the school district or otherwise eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 shall be enrolled without regard to, or inquiry concerning, immigration status.
 - a. However, the provisions of N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22 shall not apply to students who have obtained, or are seeking to obtain, a Certificate of Eligibility for Nonimmigrant Student Status (INS Form I-20) from the school district in order to apply to the INS for issuance of a visa for the purpose of limited study on a tuition basis in a United States public secondary school ("F-1" Visa).

3. F-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family ~~must be domiciled in the school district~~ and shall submit a request to the Superintendent of Schools with documentation as determined by the Superintendent or designee. A student with a F-1 Visa must be approved by the Board for attendance in the school district. The



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student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

4. J-1 Visa Students

The school district is not required to, but may permit the attendance of J-1 Visa students into the school district. The host family must ~~be domiciled in the school district and shall~~ submit a request to the Superintendent of Schools with documentation as determined by the Superintendent or designee. A student with a J-1 Visa must be approved by the Board for attendance in the school district and shall not pay tuition. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

B. Nothing in Policy and Regulation 5111 or N.J.A.C. 6A:22-3.2 shall be construed to limit the discretion of the Board to admit nonresident students, or the ability of a nonresident student to attend school with or without payment of tuition, with the consent of the district Board pursuant to N.J.S.A. 18A:38-3.a.

F. Proof of Eligibility

1. The Board of Education shall accept a combination of any of the following or similar forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district:



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- a. Property tax bills; deeds; contracts of sale; leases; mortgages; signed letters from landlords; and other evidence of property ownership, tenancy, or residency;
- b. Voter registrations; licenses; permits; financial account information; utility bills; delivery receipts; and other evidence of personal attachment to a particular location;
- c. Court orders; State agency agreements; and other evidence of court or agency placements or directives;
- d. Receipts; bills; cancelled checks; insurance claims or payments; and other evidence of expenditures demonstrating personal attachment to a particular location, or to support the student;
- e. Medical reports; counselor or social worker assessments; employment documents; unemployment claims; benefit statements; and other evidence of circumstances demonstrating family or economic hardship, or temporary residency;
- f. Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance, from the parent, guardian, person keeping an "affidavit student," adult student, person(s) with whom a family is living, or others, as appropriate;
- g. Documents pertaining to military status and assignment; and
- h. Any other business record or document issued by a governmental entity.



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2. The Board of Education may accept forms of documentation not listed above, and shall not exclude from consideration any documentation or information presented by an applicant.
3. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or subset of documents without regard to other evidence presented.
4. The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school. They include, but are not limited to:
 - a. Income tax returns;
 - b. Documentation or information relating to citizenship or immigration/visa status, except as set forth in N.J.A.C. 6A:22-3.3(b);
 - c. Documentation or information relating to compliance with local housing ordinances or conditions of tenancy; and
 - d. Social security numbers.
5. The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in 4. above, or pertinent parts thereof if voluntarily disclosed by the applicant. However, the Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.



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6. In the case of a dispute between the school district and the parents of a student in regard to a student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

G. Registration Forms and Procedures for Initial Assessment:

1. The Board of Education shall use Commissioner-provided registration forms, or locally developed forms that:
 - a. Are consistent with the forms provided by the Commissioner;
 - b. Do not seek information prohibited by N.J.A.C. 6A:22 or any other provision of statute or rule;
 - c. Summarize, for the applicant's reference, the criteria for attendance set forth in N.J.S.A. 18A:38-1, and specify the nature and form of any sworn statement(s) to be filed;



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- d. Clearly state the purpose for which the requested information is being sought in relation to the criteria; and
 - e. Notify applicants that an initial eligibility determination is subject to a more thorough review and evaluation, and that an assessment of tuition is possible if an initially admitted applicant is later found ineligible.
2. The Board of Education shall make available sufficient numbers of registration forms and trained registration staff to ensure prompt eligibility determinations and enrollment. Enrollment applications may be taken by appointment, but appointments shall be promptly scheduled and shall not unduly defer a student's attendance at school.
- a. If the school district uses separate forms for affidavit student applications rather than a single form for all types of enrollment, affidavit student forms shall comply in all respects with the provisions of G.1. above. When affidavit student forms are used, the school district shall provide them to any person attempting to register a student of whom he or she is not the parent or guardian, even if not specifically requested.
 - (1) The Board of Education or its agents shall not demand or suggest that guardianship or custody must be obtained before enrollment will be considered for a student living with a person other than the parent or guardian since such student may qualify as an affidavit student.
 - (2) The Board of Education or its agents shall not demand or suggest that an applicant seeking to enroll a student of whom the applicant has



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guardianship or custody produce affidavit student proofs.

- b. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.
3. Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials.
 - a. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.
 - b. When a student appears ineligible based on information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the school district's determination and intent to appeal to the Commissioner.
 - (1) An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed without a hearing before the Board if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.
4. When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and



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sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement that the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for purposes of ensuring compliance with compulsory education laws, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.

5. Enrollment or attendance in the school district shall not be conditioned on advance payment of tuition in whole or part when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information.
6. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2 - Education of Homeless Children.
7. Enrollment or attendance in the school district shall not be denied based upon absence of a certified copy of the student's birth certificate or other proof of his or her identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.



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8. Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.
9. When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

H. Notice of Ineligibility

1. When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district shall immediately provide notice to the applicant that is consistent with Commissioner-provided sample form(s) and meets the requirements of N.J.A.C. 6A:22-4 et seq.
 - a. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside.
2. Notices of ineligibility shall include:
 - a. In cases of denial, a clear description of the specific basis on which the determination of ineligibility was made:



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- (1) The description shall be sufficient to allow the applicant to understand the basis for the decision and determine whether to appeal; and
 - (2) The description shall identify the specific subsection of N.J.S.A. 18A:38-1 under which the application was decided.
- b. In cases of provisional eligibility, a clear description of the missing documents or information that still must be provided before a final eligibility status can be attained under the applicable provision of N.J.S.A. 18A:38-1;
 - c. A clear statement of the applicant's right to appeal to the Commissioner of Education within twenty-one days of the notice date, along with an informational document provided by the Commissioner describing how to file an appeal;
 - d. A clear statement of the student's right to attend school for the twenty-one day period during which an appeal can be made to the Commissioner. It also shall state the student will not be permitted to attend school beyond the twenty-first day following the notice date if missing information is not provided or an appeal is not filed;
 - e. A clear statement of the student's right to continue attending school while an appeal to the Commissioner is pending;
 - f. A clear statement that, if an appeal is filed with the Commissioner and the applicant does not sustain the burden of demonstrating the student's right to attend the school district, or the applicant withdraws the appeal, fails to prosecute or abandons the appeal by any means other



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than settlement, the applicant may be assessed, by order of the Commissioner enforceable in Superior Court, tuition for any period of ineligible attendance, including the initial twenty-one day period and the period during which the appeal was pending before the Commissioner;

- g. A clear statement of the approximate rate of tuition, pursuant to N.J.A.C. 6A:22-6.3, that an applicant may be assessed for the year at issue if the applicant does not prevail on appeal, or elects not to appeal:
 - (1) If removal is based on the student's move from the school district, the notice of ineligibility shall also provide information as to whether district Policy permits continued attendance, with or without tuition, for students who move from the school district during the school year.
- h. The name of a contact person in the school district who can assist in explaining the notice's contents; and
- i. When no appeal is filed, notice that the parent or guardian shall still comply with compulsory education laws. In the absence of a written statement from the parent or guardian that the student will be attending school in another school district or non-public school, or receiving instruction elsewhere than at a school, school district staff shall notify the school district of actual domicile/residence, or the Department of Children and Families, of a potential instance of "neglect" pursuant to N.J.S.A. 9:6-1. For purposes of facilitating enforcement of the State compulsory education requirement (N.J.S.A. 18A:38-25), staff shall provide the student's name, the name(s) of the parent/guardian/resident, address to the extent known, denial of admission based on residency or domicile, and



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absence of evidence of intent to attend school or receive instruction elsewhere.

I. Removal of Currently Enrolled Students

1. Nothing in N.J.A.C. 6A:22 and this Regulation shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.
2. When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal.
 - a. The Superintendent shall issue a preliminary notice of ineligibility meeting the requirements of N.J.A.C. 6A:22-4.2. However, the notice shall also provide for a hearing before the Board of Education prior to a final decision on removal.
3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student," has been informed of his or her entitlement to a hearing before the Board of Education.
4. Once the hearing is held, or if the parent, guardian, adult student, or resident keeping an "affidavit student," does not respond within the designated time frame to the Superintendent's notice or appear



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for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2.

5. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board of Education or a Board committee, at the discretion of the full Board. If the hearing is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. However, no student shall be removed except by vote of the Board of Education taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

J. Appeal to the Commissioner

1. An applicant may appeal to the Commissioner of Education a school district determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition, which shall be filed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3.
 - a. Pursuant to N.J.S.A. 18A:38-1.b(1), appeals of "affidavit student" ineligibility determinations shall be filed by the resident keeping the student.

K. Assessment and Calculation of Tuition

1. If no appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an "affidavit" student following notice of an ineligibility determination, the Board of Education may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner.



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- a. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.
2. If an appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an "affidavit" student and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition for the period during which the hearing and decision on appeal were pending, and for up to one year of a student's ineligible attendance in a school district prior to the appeal's filing and including the twenty-one day period to file an appeal.
 - a. Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition for up to one year of ineligible attendance pursuant to N.J.A.C. 6A:22-6.1(a) plus the period of ineligible attendance after the appeal was filed. If the record of the appeal includes a calculation reflecting the tuition rate(s) for the year(s) at issue, the per diem tuition rate for the current year and the date on which the student's ineligible attendance began, the Commissioner may order payment of tuition as part of his or her decision. In doing so, the Commissioner shall consider whether the ineligible attendance was due to the school district's error. If the record does not include such a calculation and the Board of Education has filed a counterclaim for tuition, the counterclaim shall proceed to a hearing notwithstanding that the petition has been abandoned.



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- b. An order of the Commissioner assessing tuition is enforceable through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division, in accordance with N.J.S.A. 2A:58-10.
3. Tuition assessed pursuant to the provisions of N.J.A.C. 6A:22-6 shall be calculated on a per-student basis for the period of a student's ineligible enrollment, up to one year, by applicable grade/program category and consistent with the provisions of N.J.A.C. 6A:23A-17.1. The individual student's record of daily attendance shall not affect the calculation.
4. Nothing in N.J.A.C. 6A:22 shall preclude an equitable determination by the Board of Education or the Commissioner that tuition shall not be assessed for all or part of any period of a student's ineligible attendance in the school district when the particular circumstances of a matter so warrant. In making the determination, the Board of Education or Commissioner shall consider whether the ineligible attendance was due to the school district's error.

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[See POLICY ALERT Nos. 208, 217, 219, and 224]

2422 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The curriculum requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences. The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.



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5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.
6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.
7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.
9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.
13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.



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14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.
15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.
16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.
17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.
18. Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.
19. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.
20. Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.



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21. **Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38)** requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.
22. **Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39)** requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.
23. **Information About "New Jersey Safe Haven Infant Protection Act" Included in Public School Curriculum (N.J.S.A. 18A:35-4.40)** information on the provisions of the "New Jersey Safe Haven Infant Protection Act" shall be included in curriculum for public school students in grades nine through twelve.
24. **Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43)** requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.
25. **Other Statutory or Administrative Codes.** The board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.



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Comprehensive Health and Physical Education

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or IITB investigation and these students shall be provided restorative justice activities during the recess period.

Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

N.J.S.A. 18A:35-4.31

Adopted:



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[See POLICY ALERT Nos. 185, 211, and 224]

2467 SURROGATE PARENTS AND RESOURCE FAMILY FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, ~~as defined according to N.J.A.C. 6A:14-1.3,~~ cannot be identified;
2. The parent cannot be located after reasonable efforts;
3. An agency of the State of New Jersey has guardianship of the student ~~or the student is determined a ward of the State and, if the student is placed with a resource family parent, the resource family parent declines to serve as the student's parent; and that agency has not taken steps to appoint a surrogate parent for the student; or~~
4. ~~The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;~~
5. ~~No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and~~
46. The student is an unaccompanied homeless youth as that term is defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 USC §11434.(a)6) and N.J.A.C. 6A:17-1.2 ~~and no State agency has taken steps to appoint a surrogate parent for the student.~~



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Surrogate Parents and Resource
Family Foster Parents

Qualifications and Selection

The district ~~shall~~ **will** make reasonable efforts to appoint a surrogate parent within thirty days of ~~the~~ **its** determination that a surrogate parent is ~~needed~~ **required** for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The district shall establish a method for selecting and training surrogate parents.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with ~~the~~ **interest** those of the student ~~they~~ **he/she** represents;
2. Possess knowledge and skills that ensure adequate representation of the student;
3. Not be replaced without cause;
4. Be at least eighteen years of age; **and**
5. ~~Complete~~ **Have a criminal history review pursuant to in accordance with N.J.S.A. 18A:6-7.1 if the person completed prior to his or her serving as the surrogate parent, if the school district is compensated. compensates the surrogate parent for such services; and**
6. ~~Not be an employee of the New Jersey Department of Education; this district, or a public or nonpublic agency that is involved in the education or care of the child.~~

The person(s) serving as a surrogate parent may not ~~Not~~ be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent will ~~may~~ **be paid solely to act in this capacity.]**



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Surrogate Parents and **Resource
Family Foster-Parents**

The _____ shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a **resource family foster-parent**, and the **resource family foster parent** is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the district where the **resource family foster parent** resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the **Superintendent or designee** ~~Surrogate Parent Coordinator~~ shall obtain all required consent from, and provide written notices to, the parent.

If the district cannot ascertain the whereabouts of the parent, the **resource family foster parent**, ~~unless that person is unwilling to do so~~, shall serve as the parent ~~unless that person is unwilling to do so pursuant to N.J.A.C. 6A:14-1.3~~. If there is no **resource family foster parent**, or if the **resource family foster parent** is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent, ~~and appointing a surrogate parent, and obtaining all required consent from, and providing~~ written notices to, the surrogate parent.

Training

N.J.A.C. 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training ~~may will~~ include, but not be limited to:

1. Providing the surrogate parent a copy of:
 - a. Parental Rights in Special Education booklet;



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- b. N.J.A.C. 6A:14;
 - c. The Special Education Process;
 - d. **Administrative** Code Training Materials from the Department of Education website; and
 - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
 4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
 5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted:



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Education of Homeless Children

Aug 21

[See POLICY ALERT Nos. 210, 211, and 224]

5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing.

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is _____. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).



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Education of Homeless Children

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).

The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and



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Education of Homeless Children

request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

On or before December 31 of each year, the district shall report to the Office of Homelessness Prevention in the Department of Community Affairs an accounting of each instance in which the district is made aware that a student enrolled in the district because the student's parent moved to the district as a result of being homeless.

N.J.S.A. 18A:7B-12; 18A:7B-12.1; 18A:38-1
N.J.A.C. 6A:17-2.1 et seq.

Adopted:



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Eye Protection
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[See POLICY ALERT Nos. 168 and 224]

7432 EYE PROTECTION

The Board of Education requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3. Appropriate eye protective devices must be worn by anyone engaged in a process or activity where exposure to which might have a tendency to cause damage to the eyes pursuant to N.J.A.C. 6A:26-12.5(a) and N.J.S.A. 18A:40-12.1 ~~directs the rigorous implementation and enforcement of eye safety practices for students, staff members, and visitors exposed to conditions potentially hazardous to the eyes in the instructional program of this district.~~

The term "appropriate eye protective device" shall include plain or prescription lenses provided the lenses and other portions of the device meet or exceed the prescribed specifications for the device. Specifications for appropriate eye protection for various activities shall meet or exceed standards described in the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1-1989; American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1-1986, and eye protective procedures recommended by the manufacturer of the laser device.

Optional

~~[including the adult evening school program.]~~

The Superintendent or designee shall be responsible for the continual monitoring of the school program, including, but not limited to, all vocational education, industrial arts education, science education, technology education and arts education, for conditions under which students, staff members, or visitors are exposed to a process or activity that might have a tendency to cause damage to the eyes.



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Eye Protection

~~Each student, staff member, and visitor, exposed to a condition identified as hazardous to the eyes must wear an eye protective device appropriate to the activity and certified to meet the standards established by the State Board of Education, the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1 1979, and American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1 1986 and the New Jersey Administrative Code. The appropriate eye protective device shall be supplied by the Board, except that the student, staff member, or visitor, including individuals present for evening adult-school programs, may wear personal eye wear that is appropriate to the activity and certified, in writing, by a licensed optician or other qualified licensed eye professional to meet or exceed those standards. District-owned appropriate eye protective devices shall be inspected regularly by the appropriate staff member, and defective or poorly fitting devices shall be returned to the Principal for repair or discard. Any shared appropriate eye protective devices shall be disinfected between uses by the method prescribed by the school medical inspector.~~

Each classroom, shop, laboratory, and other area of the school in which students or staff members are exposed to caustic materials that can cause damage to the eyes shall be equipped with an emergency eye wash fountain in accordance with standards established by the New Jersey Department of Education.

The Building Principal or designee shall ensure that each area in the school identified as housing an activity hazardous to the eyes shall be posted with conspicuous signs that warn participants that an appropriate eye protective device must be worn during the activity. Staff members of such activities are responsible for instructing students in appropriate eye safety practices and for serving as exemplary models in the implementation of such practices.

The Board authorizes each staff member responsible for an activity or process hazardous to the eyes to compile and maintain, for the duration of the course of study, a list of students in the course who wear contact lenses.

~~A student who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices shall be dismissed from the day's class by his/her teacher. Any such dismissal from class will be considered to be an absence, in accordance with Board policy on student attendance, and an accumulation of such absences may result in loss of course credit.~~



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Eye Protection

~~A staff member who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be disciplined for insubordination for failing to obey the rules established by this Board. The proper implementation of eye protection practices shall be a criterion in the evaluation of every staff member required to observe such practices.~~

~~A visitor to the schools who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be requested to leave the school premises.~~

~~The school district Superintendent shall promulgate regulations to implement this policy that conform to rules of the State Board of Education and shall provide annual in-service training and appropriate supplies and equipment to all school personnel responsible for implementing the eye-safety policies and program. The training shall cover all aspects of eye protection in schools as described in N.J.A.C. 6A:26-12.5(a) through (f). staff members whose instructional duties include activities hazardous to the eyes. The Superintendent shall report annually to the Board on the implementation of the eye protection program and the eye injuries, if any, occurring in the course of the instructional program.~~

N.J.S.A. 18A:40-12.1; 18A:40-12.2
N.J.A.C. 6A:7-1.3
N.J.A.C. 6A:26-12.5
N.J.A.C. 6:53-5.1 [vocational districts]

Adopted:



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[See POLICY ALERT Nos. 133 and 224]

R 7432 EYE PROTECTION PRACTICES

A. Eye Protection Devices - N.J.A.C. 6A:26-12.5(a)

The Board of Education requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3 in accordance with N.J.S.A. 18A:40-12.1 and N.J.A.C. 6A:26-12.5.

B. Eye Protection Devices - N.J.A.C. 6A:26-12.5(e)

±. The following types of eye protective devices shall be used to fit the designated activities or processes. ~~The following types of eye protective devices must be worn by all students, staff members, and visitors (including persons attending evening adult school programs) participating in the activity or process designated wherever it may occur on school premises:~~

Potential Eye Hazard	Protective Devices
Caustic or explosive	Goggle, flexible fitting materials, hooded ventilation; add plastic window face shield for severe exposure
Dust producing operations	Goggle, flexible fitting, hooded ventilation
Electric arc welding	Welding helmet in combination with spectacles with eye cup or semi- or flat-fold side shields
Oxy-acetylene welding	Welding goggle, eye cup type with tinted lenses; welding goggle, coverspec type with tinted lenses or tinted plate lens



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Potential Eye Hazard	Protective Devices
Hot liquids and gases	Goggle, flexible fitting, hood ventilation; add plastic window face shield for severe exposure
Hot solids	Clear or tinted goggles or spectacles with side shields
Molten materials	Clear or tinted goggles and plastic or mesh window face shield
Heat treatment or tempering	Clear or tinted goggles or clear or tinted spectacles with side shields
Glare operations	Tinted goggles; tinted spectacles with side shields or welding goggles, eye cup or coverspec coverage type with tinted lenses or tinted plate lens
Shaping solid materials	Clear goggles, flexible or rigid body; clear spectacles with side shields; add plastic window face shield for severe exposure
Laser device operation or experimentation	Appropriate for specific hazard
Vehicle repair or servicing Repair or servicing of vehicles	Clear goggles, flexible or rigid body; clear spectacles with side shields
Other potentially hazardous processes or activities	Appropriate for specific hazard



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C. Eye Protective Policy and Program – N.J.A.C. 6A:26-12.5(f)

1. The Board of Education establishes and implements Policy and Regulation 7432 to assure:

- a. No staff member, student, or visitor shall be subjected to any hazardous environmental condition without appropriate eye protection;
- b. The detection of eye hazardous conditions shall be continuous;
- c. Eye protection devices shall be inspected regularly and adequately maintained;
- d. Shared eye protective devices shall be disinfected between users by a method prescribed by the local school medical inspector;
- e. All eye protective devices shall meet or exceed the appropriate specifications for the various types of devices and suppliers of eye protective devices shall certify, in writing, that the devices meet or exceed said specifications;
- f. Specific policy and procedures shall be established to deal with individuals who refuse to abide by established eye-safety practices and procedures;

[Optional

 X (1)

A student who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices shall be dismissed from the day's class by his/her teacher. Any such dismissal from class will be considered to be an absence, in accordance with Board policy on student attendance, and an accumulation of such absences may result in loss of course credit;



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- (2) A staff member who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be disciplined for insubordination for failing to obey the rules established by this Board. The proper implementation of eye protection practices shall be a criterion in the evaluation of every staff member required to observe such practices; and
- (3) A visitor to the schools who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be requested to leave the school premises;]
- g. The use of contact lenses shall be restricted in learning environments that entail exposure to chemical fumes, vapors, or splashes, intense heat, molten metals, or highly particulate atmospheres. When permitted, contact lenses shall be worn only in conjunction with appropriate eye protective devices, and the lens wearer shall be identified for appropriate emergency care in eye hazardous learning environments;

[Optional

- ☒ (1) Staff members in these learning environments shall identify the students in his/her class who wear contact lenses. A list of such students shall be kept by the staff member in order that appropriate emergency eye care may be given; the list shall be destroyed at the end of the course of study;]
- h. All spectacle-type eye protective devices shall have side shields of the eye-cup, semi- or flat-fold type; and



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- i. Students, staff members, or visitors wearing personal corrective eyewear shall be required to wear cover goggles or similar devices unless a competent authority can certify the personal eyewear meets or exceeds standards identified in N.J.A.C. 6A:26-12.5(b).
2. ~~The supplier of any eye protective device to this district shall certify in writing that the device meets or exceeds ANSI standards. All spectacle-type eye protective devices shall have side shields of the eye cup, semi-, or flat-fold type.~~
3. ~~Staff members shall regularly and frequently inspect the eye protective devices used in their classes and shall report to the Principal devices that are defective or poorly fitting. All eye protective devices shall be identified with the name(s) of the user(s) and shall be properly stored when not in use.~~
4. ~~An eye protective device that is shared shall be disinfected between uses by a method prescribed by the local school medical inspector.~~
5. ~~The use of contact lenses shall be restricted in learning environments which entail exposure to chemical fumes, vapors or splashes, intense heat, molten metals, or highly particulate atmospheres. Staff members in these learning environments shall identify the students in his/her class who wear contact lenses. A list of such students shall be kept by the staff member in order that appropriate emergency eye care may be given; the list shall be destroyed at the end of the course of study.~~

~~When permitted, contact lenses may be worn only in conjunction with appropriate eye protective devices. The contact lens wearer shall be identified for appropriate emergency eye care in hazardous learning environments.~~



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6. ~~A student who wears prescription glasses shall be provided with an appropriate eye protective device that fits over his/her glasses. A student or staff member may wear his/her personal corrective eye wear in the course of an activity hazardous to the eyes provided that the eye wear has been certified in writing by a licensed optician to meet or exceed ANSI standards as defined in N.J.A.C. 6:29-1.7(b)1 and 2 for the appropriate eye protective device required.~~
7. ~~The responsible staff member will provide each visitor to an area in which an activity hazardous to eyes is conducted with an appropriate eye protective device.~~

DE. Eye Wash Fountains - N.J.A.C. 6A:26-12.5(d)

1. **Emergency eye wash fountains, or similar devices capable of a minimum fifteen minutes continuous flow of eye-wash solution, shall be provided in classrooms, shops, laboratories, or other areas where students or instructors are exposed to caustic materials that can cause damage to the eyes in accordance with N.J.A.C. 6A:26-12.5(d). Eye wash fountains or similar devices, capable of a minimum of fifteen minutes of continuous flow of eye wash solution shall be provided in accordance with Policy No. 7432 and the standards of the State Department of Education and N.J.A.C. 6:29-1.7(d).**
2. Eye wash fountains shall be routinely checked by the responsible staff member and any fountain that does not operate properly shall be promptly reported to the Principal.

EE. Inspection Enforcement

1. ~~Staff members shall not permit students to engage in an activity potentially hazardous to the eyes without appropriate eye protection and shall dismiss from the class period a student who refuses or persistently neglects to wear eye protection or to observe established eye protection practices. Any such dismissed student shall be reported absent for the class.~~



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2. ~~Staff members shall report to the Building Principal a visitor who refuses or persistently neglects to wear eye protection or observe established eye protection practices.~~
3. The Principal or designee shall annually inspect the school premises for the existence of conditions potentially hazardous to the eyes, for the placement of signs requiring appropriate eye protective devices, and for an adequate supply of appropriate eye protective devices in satisfactory condition. Conditions potentially hazardous to the eyes include, in addition to the activities listed in paragraph A.1. above, the likelihood of flying objects and spilled liquids and the presence of protruding and sharp objects.

FD. Training and Supplies - N.J.A.C. 6A:26-12.5(g)

The school district shall provide annual training and appropriate supplies and equipment to all school personnel responsible for implementing the eye safety policies and program. The training shall include all aspects of eye protection as defined in this Policy and Regulation 7432 and in accordance with N.J.A.C. 6A:26-12.5(g) regulation.

Adopted Issued:



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[See POLICY ALERT Nos. 189, 191, 221, and 224]

8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement **comprehensive** written plans, and procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be **notified** ~~briefed~~ in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the



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effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

~~In accordance with N.J.S.A. 18A:41-1, at least one fire drill and one school security drill will be conducted each month within school hours, including any summer months, which the school is open for instructional programs. A school security drill means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, bomb threat, or active shooter situation that is similar in duration to a fire drill. Schools are required to hold a minimum of two active shooter, non-fire evacuation, bomb threat, and lockdown security drills annually. Fire alarm systems shall be initiated only during a fire drill evacuation. Responses made necessary by the unplanned activation of emergency procedures or by any other emergency shall not be substituted for a required school security drill.~~

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year.



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The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. **A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1** ~~Although these outside agencies are not required to observe school security drills, the Principal is encouraged to invite representatives from local law enforcement and emergency responder agencies to attend and observe at least four different security drills annually.~~

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds **in accordance with N.J.A.C. 6A:16-5.1** ~~as provided by the New Jersey Office of Homeland Security and Preparedness.~~

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. 18A:41-1 et seq.; 18A:41-2; 18A:41-6; 18A:41-7

N.J.A.C. 6A:16-5.1; 6A:27-11.2

Adopted:



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See POLICY ALERT Nos. 189 and 224]

R 8420.1 FIRE AND FIRE DRILLS

A. Fire Drills

1. The Principal of each school building will conduct at least one fire drill each month within school hours, including any summer months during which the school is open for instructional programs. **The Principal shall require all teachers to keep all doors and exits of their respective rooms and buildings unlocked during school hours. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill.** ~~Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should always be unannounced to school staff and students. The Principal shall inform local fire fighting officials whenever a fire alarm is for drill purposes.~~

Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should be unannounced to school staff and students. The Principal shall inform local firefighting officials whenever a fire alarm is for drill purposes.

An actual fire that occurs at a school building during the month and includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of this Regulation and N.J.S.A. 18A:41-1.

2. ~~The fire~~ **The fire** alarm shall be by a building-wide audible designated signal. Alarm signals should be tested regularly, ~~before or after the school session.~~



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Fire and Fire Drills

3. When the fire alarm rings, each **staff member supervising students** ~~teacher~~ will:
 - a. Direct students to form into a single file line and proceed along the evacuation route to the nearest exit designated for evacuation;
 - b. Close the windows of the room and turn off all lights and audio-visual equipment;
 - c. Take the class register or roll book;
 - d. Ascertain that all students have left the room and that any student who may have left the classroom prior to the fire drill is located and escorted from the building;
 - e. Close all doors to the room when the room is empty and keep all doors and exits of their respective rooms and buildings unlocked ~~during the school hours, except during an emergency lockdown or an emergency lockdown drill;~~
 - f. Ensure their **assigned** students ~~assigned to him/her~~ have left the school along the route prescribed in the school evacuation plan. In the event a school building has been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill;
 - g. Direct ~~his/her~~ students to a location not less than a distance twice the height of the building walls and keep the students in a single file line facing the building;
 - h. Take attendance to determine all students who reported to ~~his/her~~ class have been evacuated from the building and report immediately to the Principal any student who is unaccounted for; and
 - i. When the recall signal is given, conduct ~~his/her~~ students back to the classroom.



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Fire and Fire Drills

4. Evacuation of the school in a fire drill must be conducted quickly and quietly and in an orderly fashion. Students must be silent, refrain from talking and running, and remain in closed, single file lines. Any student or staff member whose behavior disrupts the conduct of the fire drill shall be reported to the Principal and will be subject to discipline.
5. All persons in the school must leave the building during a fire drill, including all aides, visitors, volunteer workers, and all office, cafeteria, custodial, and maintenance employees, except those employees who have been assigned specific duties to be performed in the school building during a fire drill.
6. Physical education classes in progress outside the building should stop the game activity and line up in place or in their regularly assigned drill position.
7. Students will be instructed not to gather belongings to take outside on the fire drill. In inclement or cold weather, students may pick up their coats and put them on as they exit the building, provided no time is lost in that activity.
8. The office employee responsible for keeping the central attendance register, or a designated substitute, must carry the register out of the building during the drill.
9. Each Principal shall report monthly to the Superintendent on the conduct of fire drills. ~~His/Her~~ **Their** report will include the date, weather conditions, and time to evacuate for each drill conducted, as well as any comments that could assist in improving the conduct of future drills.
10. Every fire drill will be conducted with seriousness and with the assumption that prompt evacuation is actually required for the safety and survival of persons in the school.



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11. Principals are encouraged to change the circumstances of fire drills so that staff members and students are subjected to various conditions and learn to respond to them quickly, constructively, and safely. Any such variations should take into account the ages and abilities of children.
 - a. One or more exits may be designated as "blocked" so that students are required to use alternative evacuation routes.
 - b. A fire drill may be designated as a "smoke drill" so that students learn to avoid the hazards of smoke by walking in a low or crouching position (not a crawling position).
- B. Fire
1. A school staff member or any building occupant who detects a fire in a school building or on school grounds shall immediately report the fire by calling 911 and/or by activating a fire alarm pull station in accordance with law.
 2. The school staff member or building occupant shall also report the fire to the school Principal, if possible.
 3. In the event of a fire in a school building, the school Principal shall immediately sound the fire alarm, in the event the fire alarm had not been previously activated, for the evacuation of all students, staff members, visitors, and volunteers.
 4. Evacuation shall be conducted in accordance with the fire drill procedures established in paragraph A. above, except that no employee may remain in the building to perform specific duties.
 5. As a precaution, the Principal or designee will maintain a record of disabled students who may require special attention in the event of fire or other evacuation. Fire fighters will be promptly informed of the location and special circumstances of each such student.
 6. As soon as practicable after the incident, the Principal shall submit a report to the Superintendent on the appropriate form.



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Fire and Fire Drills

7. The school district shall immediately notify the appropriate local fire department of any fire which occurs in a school building or on school property in accordance with N.J.S.A. 18A:41-5.

C. Fire and Smoke Doors

Every Principal and custodian/janitor in each school building in the district which has a furnace room, hallway, or stair-tower fire or smoke doors shall keep them closed during the time the school building is occupied by teachers and students pursuant to N.J.S.A. 18A:41-2.

Adopted:



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[See POLICY ALERT Nos. 206 and 224]

8540 SCHOOL NUTRITION PROGRAMS

The Board of Education recognizes the importance of a child receiving a nutritious, well-balanced meal to promote sound eating habits, to foster good health and academic achievement, and to reinforce the nutrition education taught in the classroom. Therefore, the Board of Education may participate in the school nutrition programs of the New Jersey Department of Agriculture in accordance with the eligibility criteria of the program. These programs may include the National School Lunch Program, the School Breakfast Program, the After-School Snack Program, and the Special Milk Program.

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year are eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a "Breakfast After the Bell" program for that school in accordance with N.J.S.A. 18A:33-11.1 et seq. The district may request a waiver of the requirements of the "Breakfast After the Bell" program pursuant to N.J.S.A. 18A:33-12.

The Board of Education shall sign an Agreement with the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture for every school nutrition program operated within the school district. Any child nutrition program operated within the school district shall be operated in accordance with the provisions of the Agreement and all the requirements of the program.

Students may be eligible for free or reduced pricing in accordance with the requirements of the program operating in the school district. Prices charged to paying children shall be established by the Board of Education, but must be within the maximum prices established by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Prices charged to adults shall be in accordance with the requirements of the program.



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School Nutrition Programs

The Superintendent or designee shall annually notify parents of all children in the school district of the availability, eligibility requirements, and application procedures for free or reduced price meals or free milk in accordance with the notification requirements and procedures of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Superintendent will designate in the annual notification to parents, the person who will determine, in accordance with standards issued by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture, a student's eligibility for free or reduced price meals or free milk depending on the programs operated in the school district.

A parent may request a household application and instructions from the Principal of their child's school. A household application must be completed before eligibility is determined. Where necessary, the Principal or designee shall assist the applicant in the preparation of the household application.

Applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of the receipt of the completed application. Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of his/her eligibility and shall continue to receive such meals during the pendency of any inquiry regarding his/her eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

A denial of eligibility for free or reduced price meals or free milk shall be in writing and shall include the reasons for which eligibility was denied, notice of the parent's right to appeal the denial, the procedures for an appeal, and a statement reminding parents that they may reapply at any time during the school year. Appeal procedures shall include: a hearing, if requested by the parent, held with reasonable promptness and convenience of the parent before a hearing officer other than the school official who denied the application; the parent's opportunity to be represented by counsel; a decision rendered promptly and in writing; and an opportunity to appeal the decision of the hearing officer to the School Business Administrator/Board Secretary. The appeal hearing will be conducted in accordance with the provisions as outlined by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.



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School Nutrition Programs

There shall be no overt identification of any child(ren) who may be eligible to receive free or reduced price school meals or free milk. The identity of students who receive free or reduced price meals will be protected. Eligible students shall not be required to work in consideration for receiving such meals or milk. Eligible children shall not be required to use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, or consume their meals or milk at a different time. A student's eligibility status will not be disclosed at any point in the process of providing free or reduced price meals or free milk in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the, Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Board of Education will comply with all the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture Local Education Agency (LEA) Agreement and all requirements outlined in the School Nutrition Electronic Application Reimbursement System (SNEARS).

7 C.F.R. 210.1 et seq.
N.J.S.A. 18A:33-5; **18A:33-11.1 et seq.**; 18A:58-7.2
N.J.A.C. 2:36

Adopted:



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Unpaid Meal Charges/Outstanding

Food Service **Bill Charges**

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[See **POLICY ALERT** Nos. 206, 208, 212, and 224]

8550 ~~UNPAID MEAL CHARGES/OUTSTANDING~~ FOOD SERVICE BILL CHARGES

[Select One Option Below

- ☐ The Board of Education does not permit a student in the school district to charge for breakfast or lunch.
- ☒ The Board of Education shall establish a meal charge program to permit students in the district to charge for breakfast or lunch. Collection of any payment for a meal charge program account that is in arrears shall be addressed in accordance with provisions of this Policy.]

The Board of Education recognizes a student may forget to bring breakfast or lunch (meal), as applicable, or money to purchase a meal to school on a school day. In this circumstance, the food service program will provide the student a meal and will inform the Principal or designee. The Principal or designee will contact the student's parent to provide notice of an outstanding meal bill and will provide the parent with a period of ten school days to pay the amount due. If the student's parent has not made full payment by the end of the ten school days, the Principal or designee shall again contact the parent with a second notice informing the parent of any action to be taken by the school district in response to a student's school breakfast or school lunch bill being in arrears. Such action may include denying the student school breakfast or lunch. A school district shall report at least biannually to the New Jersey Department of Agriculture the number of students who are denied school breakfast or school lunch in accordance with N.J.S.A. 18A:33-21a. and this Policy.

The school district shall not:

1. Publicly identify or stigmatize a student who cannot pay for a meal or whose school meal bill is in arrears. (For example, by requiring the student to sit at a separate table or wear a wristband, hand stamp, or identifying mark or by serving the student an alternative meal);



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Unpaid Meal Charges/Outstanding
Food Service Bill Charges

2. Require a student who cannot pay for a school meal or whose school meal bill is in arrears to do chores or other work to pay for the school meal; or
3. Require a student to discard a school meal after it has been served because of the student's inability to pay for a school meal or because money is owed for previously provided meals.

If a student owes money for the equivalent of five or more school meals at any time during the school year, the Principal or designee shall:

1. Determine if the student is eligible for a free or reduced-price school meal;
2. Make at least two attempts, not including the application or instructions provided to the parent each school year pursuant to N.J.S.A. 18A:33-21b.; to contact the student's parent and have the parent fill out an application for the school lunch program and school breakfast program; and
3. Contact the student's parent to offer assistance with the application for the school lunch and school breakfast program; determine if there are other issues within the household that have caused the child to have insufficient funds to purchase a school breakfast or school lunch; and offer any other appropriate assistance.

The school district shall direct communications about a student's school meal bill being in arrears to the parent and not the student. The school district's contact with the parent may be via email or telephone call. Nothing in N.J.S.A. 18A:33-21 shall prohibit the school district from sending a student home with a letter addressed to a parent.

If the student's meal bill is in arrears, but the student has the money to purchase a meal on a subsequent school day, the student will be provided a meal with payment and the food service program will not use the student's payment to repay previously unpaid charges if the student intended to use the money to purchase that school day's meal.



POLICY GUIDE

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Unpaid Meal Charges/Outstanding
Food Service **Bill Charges**

A parent who has received a second notice their child's meal bill is in arrears and who has not made payment in full within one week from the date of the second notice will be requested to meet with the Principal or designee to discuss and resolve the matter.

A parent's refusal to meet with the Principal or designee or take other steps to resolve the matter may be indicative of more serious issues in the family or household. However, when a parent's routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child abuse or neglect, the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent's meeting with the Principal or designee.

Students receiving free meals will not be denied a meal even if they accrued a negative balance from other purchases in the cafeteria.

In accordance with N.J.S.A. 18A:33-21b., at the beginning of each school year, and upon initial enrollment in the case of a student enrolling during the school year, the school district shall provide to the parent of each student:

1. Information on the National School Lunch Program and the Federal School Breakfast Program;
2. An application to apply for the school lunch and school breakfast programs and instructions for completing the application; and
3. Information on the rights of students and their families under N.J.S.A. 18A:22-21 et seq.

The school district may provide the application and information electronically through the means by which the school district communicates with parents electronically. The application and information shall be in a language the parent understands.

The school district's liaison for the education of homeless children shall coordinate with school district personnel to ensure that a homeless student receives free school meals and is monitored according to the school district policies pursuant to N.J.S.A. 18A:33-21c.



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Unpaid Meal Charges/Outstanding
Food Service **Bill Charges**

The school district may post this Policy on the school district's website provided there is a method in place to ensure this Policy reaches all households without access to a computer or the Internet.

N.J.S.A. 18A:33-21; 18A:33-21a.; 18A:33-21b.; 18A:33-21c.

Adopted:



POLICY GUIDE

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Student Transportation
Aug 21
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[See POLICY ALERT Nos. 218 and 224]

8600 STUDENT TRANSPORTATION

The Board of Education shall transport eligible students to and from school and school related activities in accordance with N.J.S.A. 18A:39-1 et seq., N.J.A.C. 6A:27-1 et seq., and Board policy. Transportation shall be provided only to eligible public and nonpublic school students, authorized school staff members, and adults serving as approved chaperones.

Nonpublic school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-2.1 et seq.

Charter or renaissance school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-3.1 et seq.

~~{Only Required for School Districts that Provide Courtesy Busing~~

~~The Board may provide transportation to and from school for public school students less than remote.}~~

~~{Optional for School Districts Limiting Time a Student is Riding on a School Bus~~

~~The Board has determined that no public school student in grades _____ to _____ shall be required to ride a school bus more than _____ minutes one way per day.}~~

~~{Optional for School Districts Limiting a Student's Walking Distance to Bus Stops~~

~~Students in grades _____ shall not be required to walk more than _____ miles to the bus stop to which they have been assigned.}~~



POLICY GUIDE

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Student Transportation

~~[Optional for School Districts that Provide Transportation to a Student with a Temporary Disability]~~

~~The Board will transport students certified by a physician as temporarily disabled regardless of the distance between their home and school.]~~

~~Students with special needs shall be provided transportation in accordance with N.J.S.A. 18A:39-1 et seq., and with their Individualized Education Program (IEP) pursuant to N.J.A.C. 6A:27-5.1.~~

The Board will approve all bus routes each school year. Bus routes for all non-remote students who must walk to and from school along hazardous routes will be designated and approved by the Board. The Board may consider, but shall not be limited to, the criteria outlined in N.J.S.A. 18A:39-1.5 in determining "Hazardous Routes."

The Board will not be responsible for the transportation of nonresident students to or from school, except that transportation to and from school will be provided for homeless students; students residing in group homes; students residing in resource family homes; and students residing in shared custody homes pursuant to N.J.A.C. 6A:27-6.2, 6.3, 6.4, and 6.5.

~~[Only required for any school district located in a county of the third class with a population of not less than 80,000 and not more than 120,000. A third class county is defined as a county that does not border the Atlantic Ocean and has a population between 50,000 and 200,000.]~~

~~Transportation services will be provided in accordance with N.J.A.C. 6A:27-2.2(e)1, and this Policy to a nonpublic school located outside the State not more than twenty miles from the student's home.]~~

~~[Optional for School Districts that Require an Emergency List of Students]~~

~~The Board may require the compilation of a list of the names of students being transported by a school bus to a school sponsored activity, including but not limited to, field trips or interscholastic sports programs. The staff member(s) supervising the school sponsored activity shall create a list of students on each school bus and submit it to the Principal or designee, and the Principal or designee shall maintain the list for use in the case of an emergency in accordance with N.J.A.C. 6A:27-11.5.]~~



POLICY GUIDE

OPERATIONS
8600/page 3 of 3
Student Transportation

When the schools of this district are closed for inclement weather or other conditions, no transportation will be provided for students enrolled in any public, nonpublic, charter school, and/or renaissance school.

The Board shall utilize cooperative/coordinated transportation services in accordance with the provisions of N.J.S.A. 18A:39-11.1 et seq. and N.J.A.C. 6A:27-10.1 et seq. The Board shall utilize one of the agencies prior to determining to pay aid in lieu of transportation if in the prior year payments in lieu of transportation were provided. The Board will provide to the cooperative/coordinated transportation services any unique limitations or restrictions of the required transportation.

Vehicles used to transport students to and from school or school related activities shall meet standards, registration, and inspection requirements of the New Jersey Department of Education (NJDOE), the New Jersey Motor Vehicle Commission (NJMVC), and any applicable Federal regulations. The operation and fiscal management of the district's transportation system shall be conducted in strict accordance with rules of the New Jersey State Board of Education and the NJDOE.

In addition to the provisions of any State law, rule, or regulation containing more stringent requirements, provided that those requirements are compatible with Federal law, and notwithstanding the provisions of any State law, rule, or regulation to the contrary, school bus operations in the State shall comply with the requirements outlined in N.J.S.A. 39:3B-27.

N.J.S.A. 18A:18A-1 et seq.; 18A:39-1 et seq.; 18A:39-11.1 et seq.
N.J.S.A. 27:15-16
N.J.S.A. 39:3B-1 et seq.; 39:3B-2.1; 39:3B-10; 39:3B-27
N.J.A.C. 6A:27-1.1 et seq.; 6A:27-2.1 et seq.; 6A:27-3.1 et seq.;
6A:27-4.1 et seq.; 6A:27-5.1; 6A:27-6.2 through 6.5;
6A:27-7.1 et seq.; 6A:27-9.1 et seq.; 6A:27-10.1 et seq.;
6A:27-11.1 et seq.; 6A:27-12.1 et seq.

Adopted:



POLICY GUIDE

FINANCES

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Contracts for Goods or Services Funded by

Federal Grants

Aug 21

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[See POLICY ALERT Nos. 192, 221 and 224]

6311 CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS

Any vendor providing goods or services to the school district to be funded by a Federal grant must be cleared for contract in accordance with the provisions of the **Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.213 – Suspension and Debarment Federal Acquisition Regulations (FAR) Subpart 9.4 – Debarment, Suspension, and Ineligibility.**

The School Business Administrator/Board Secretary shall be responsible to check the web-based **System for Award Management (SAM) Excluded Parties Lists System (EPLS)** maintained by the **United States government - the General Services Administration (GSA)**. The purpose of the **SAM EPLS** is to provide a single comprehensive list of individuals and firms excluded by Federal government agencies from receiving Federal contracts or Federally approved contracts or Federally approved subcontracts and from certain types of Federal financial and nonfinancial assistance and benefits.

The School Business Administrator/Board Secretary, upon opening of bids or upon receipt of proposals for goods or services to be funded by a Federal grant shall **access review** the **SAM EPLS** to determine if the vendor has been disbarred, suspended, or proposed for disbarment. The School Business Administrator/Board Secretary shall also **access review** the **SAM EPLS** list immediately prior to the award of a bid or contract to ensure that no award is made to a vendor on the list.

In the event a vendor under consideration to be awarded a bid or contract for goods or services to be funded by a Federal grant is on the **SAM EPLS** list or proposed for disbarment, the School Business Administrator/Board Secretary shall comply with the contracting restrictions as outlined in **2 CFR §200 FAR Subpart 9.405**.



POLICY GUIDE

FINANCES

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Contracts for Goods or Services Funded by
Federal Grants

Continuation of current contracts and restrictions on subcontracting with vendors who are on the ~~SAM EPLS~~ list or proposed for disbarment shall be in accordance with the limitations as outlined in ~~2 CFR §200 FAR Subparts 9.405.1 and 9.405.2.~~

Any rejection of a bid or disqualification of a vendor who has been disbarred, suspended, or proposed for disbarment shall be consistent with the requirements as outlined in N.J.S.A. 18A:18A – Public School Contracts Law and all applicable State laws.

~~Federal Acquisition Regulations (FAR) Subpart 9.4.2 CFR §200~~

Adopted:



POLICY GUIDE

STUDENTS

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Children Displaced by Domestic Violence

Aug 21

[See POLICY ALERT No. 224]

5114 CHILDREN DISPLACED BY DOMESTIC VIOLENCE

The Board of Education will cooperate with the County Office of Education, as appropriate and feasible, in the education of children temporarily displaced by domestic violence. Any student attending the schools of this district, whether regularly enrolled in this or another district, who has been admitted to a shelter for victims of domestic violence will be permitted and encouraged to continue an appropriate educational program with minimal disruption.

The Board will cooperate with other educational institutions in the sharing of pertinent student records and in the establishment of sending/receiving relationships on behalf of displaced children. The confidentiality of all matters concerning displaced children will be strictly observed, and no information regarding the present residence of the child will be released.

N.J.S.A. 18A:38-1 et seq.

Adopted:



POLICY GUIDE

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Religious Holidays
Aug-21

[See **POLICY ALERT Nos. 164 and 224**]

8810 RELIGIOUS HOLIDAYS

The Board of Education recognizes the acknowledgment of religious holidays in the public school may be a source of community concern. It is a goal of the district educational program to teach mutual understanding and brotherhood and respect for group differences. In pursuing this goal, the educational program may recognize that various religious groups celebrate different holidays with different practices.

In the acknowledgment or observance of any religious holiday, the Superintendent shall ensure the school and/or school officials do not mandate, organize, participate in an official capacity, endorse, persuade, compel, prevent or deny participation in constitutionally protected prayer or religion in violation of the governing principles of the First Amendment of the United States Constitution. Consistent with these principles, the Superintendent shall ensure:

1. No worship or religious service of any kind is sponsored by the school district and conducted during the school day, whether or not conducted by a clergyman;
2. Religious exhibits or displays include only materials that are a necessary or integral part of the curriculum;
3. Any religious music played is selected primarily for its artistic content; and
4. Any acknowledgment of a religious holiday neither advances nor inhibits any particular religious sect or religion consistent with the governing principles of the First Amendment of the United States Constitution.

U.S. Const., First Amendment
N.J. Const., Art. 1, paragraph 4
United States Department of Education—Guidance on
Constitutionally Protected Prayer in Public Elementary
and Secondary Schools
N.J.S.A. 18A:36-16
N.J.A.C. 6:20-1.3(j)

Cross-reference: Policy Guide No. 2270

Adopted:





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Manasquan Teacher Rubric

Document Q

Domain 1: Instructional Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>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.</p> <p>* Attributes</p>	<p>In addition to meeting the standard, the teacher plans highly coherent instruction which reflects an extensive understanding of the required standards, school curriculum and expected rigor. The teacher plans student-directed and creative, data-driven strategies with real-world applications, and/or plans the use of innovative resources that enable all students to learn.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p><i>* Attributes</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p>* Attributes</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p>* Attributes</p>	<p>In addition to meeting the standard, the teacher fosters intellectual curiosity, high student achievement and inspires the students' enthusiasm for the content.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p>* Attributes</p>	<p>In addition to meeting the standard, the teacher takes a leadership role during professional development opportunities and is pro-active in the collaboration with colleagues, administration, parents and community members.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p>* Attributes</p>	<p>In addition to meeting the standard, the educational or program specialist uses innovative, professional knowledge to address the needs of the target learning community and/or leads or engages others while demonstrating an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages innovative program services consistent with established guidelines, policies and procedures.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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).</p> <p>* Attributes</p>	<p>In addition to meeting the standard, the educational or program specialist implements a variety of innovative 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).</p>	<p>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).</p>	<p>The educational or program specialist implements a limited number of services for the targeted learning community in a manner that 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).</p>	<p>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).</p>

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)
<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p> <p>* Attributes</p>	<p>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.</p>	<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>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.</p>	<p>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.</p>

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 learners 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)
<p>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.</p> <p>* Attributes</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)
<p>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.</p> <p><i>* Attributes</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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,3 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, as 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 providing others with 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, and ethical transparency and 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 collaborating to make proactive 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.	<p>a. engages stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning</p> <p>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</p> <p>c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making</p>	<p>a. collaborates with key stakeholders in the school and/or district to develop vision and mission for learning</p> <p>b. leader's vision and mission align with the school and/or district</p> <p>c. explicitly links the school/district vision and mission to own vision and mission, as well as to programs and policies he/she is responsible for</p>	<p>a. identifies own vision and mission, and makes them public</p> <p>b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought</p> <p>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</p>	<p>a. claims to have a vision and mission, but keeps them private</p> <p>b. leader's vision and mission are unrelated to the school and/or district vision and mission</p> <p>c. disregards the need to use a vision and mission to guide goals, plans and actions</p>
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)
<p>Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.</p>	<p>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</p> <p>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</p> <p>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</p>	<p>a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice</p> <p>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)</p> <p>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</p>	<p>a. considers proposals for collaborative structures and projects</p> <p>b. encourages selected staff to expand their understanding of particular practices that support collaborative planning, co-facilitation or integrated curriculum design</p> <p>c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>a. acknowledges the need for communication and collaboration</p> <p>b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices</p> <p>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</p>

	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.	<p>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</p> <p>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</p> <p>c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>	<p>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</p> <p>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</p> <p>c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>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</p> <p>b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p> <p>c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>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</p> <p>b. maintains a hands off approach to instruction</p> <p>c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>

	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.	<p>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</p> <p>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</p>	<p>a. develops the instructional and leadership capacity of staff that he/she supervises</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>a. invests in activities that promote the development of a select group of leaders</p> <p>b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences</p>	<p>a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students</p> <p>b. is unaware of effective and appropriate technologies available</p>
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.	<p>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</p> <p>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</p>	<p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>a. obtains human, fiscal and technological resources without an apparent plan</p> <p>b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability</p>	<p>a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need</p> <p>b. considers self as the sole leader while allocating unwanted tasks to others</p>
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff</p>	<p>a. promotes and protects the welfare and safety of students and staff</p>	<p>a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it</p>
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p>	<p>a. monitors, evaluates and revises management and operational systems</p>	<p>a. monitors and evaluates the management and operational systems</p>	<p>a. avoids engaging with management or operations systems</p>

	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.	<p>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</p> <p>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</p> <p>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</p>	<p>a. ensures a system of accountability for every student's academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>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</p>	<p>a. focuses on accountability for academic and social success of students whose test results threaten the school's and/or district's standing</p> <p>b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>c. assumes responsibility for decisions and actions related to mandates</p>	<p>a. associates "accountability" with threats and blame for students' academic and social difficulties</p> <p>b. makes decisions based on self-interest, and is caught off guard by consequences of decisions responding by denying, becoming defensive or ignoring them</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the school and/or district, or its various stakeholders</p>

	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.	<p>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</p> <p>b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>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</p>	<p>a. models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>b. safeguards the values of democracy, equity, and diversity</p> <p>c. promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>b. holds others accountable for upholding the values of democracy, equity and diversity</p> <p>c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others</p> <p>b. pays lip service to values related to democracy, equity and diversity</p> <p>c. implements strategies that group and label students with specific needs, isolating them from the mainstream</p>

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.	<p>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</p> <p>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</p>	<p>a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>a. reacts to district, state and national decisions affecting student learning</p> <p>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</p>	<p>a. appears unaware of decisions affecting student learning made outside of own school or district</p> <p>b. waits to be told how to respond to emerging trends or initiatives</p>
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 Mindfulness	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