

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2023-2024 school year

HIGH SCHOOL

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
July 27th	8:25a.m.	5 minutes		Fire Drill
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
July 19th	8:30a.m.	60 minutes		Round Table Security Meeting
July 25th	12:30p.m.	4 minutes		Fire Drill

Manasquan School District Final SSDS Report for 22.23 School Year




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MONMOUTH

2930

MANASQUAN BORO

District-level User: Murin

August 2, 2023

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School	Submission Status	Incidents in Progress	Incidents Completed	Total Incidents	Total Restraint/Seclusion Incidents	Trainings Completed	Programs Completed
050-Manasquan High School	Final Submitted	0	32	32	0	4	3
060-Manasquan Elementary Sch	Final Submitted	0	4	4	0	3	0
District-Wide						9	5

Summary for 050-Manasquan High School

2022-23 School Year

Incidents(Violence, Vandalism, Substances, Weapons and HIB Confirmed)

Other Incidents Leading to Removal

Restraint/Seclusion

HIB Alleged

HIB Trainings

HIB Programs

Official School Data Submission

First Name: Craig

Last Name: Murin

Position Title: District Anti-Bullying Coordinator

Summary for 060-Manasquan Elementary Sch

2022-23 School Year	
Incidents(Violence, Vandalism, Substances, Weapons and HIB Confirmed)	1
Other Incidents Leading to Removal	1
Restraint/Seclusion	0
HIB Alleged	2
HIB Trainings	3
HIB Programs	0
Official School Data Submission	
First Name: Craig	Last Name: Murin
Position Title: District Anti-Bullying Coordinator	

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Sick Leave

1642.01 SICK LEAVE

The Board of Education shall grant sick leave in accordance with N.J.S.A. 18A:30-2. All persons holding any office, position, or employment in the school district, who are steadily employed by the Board or who are protected by tenure in their office, position, or employment under the provisions of this or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes shall be allowed sick leave in accordance with N.J.S.A. 18A:30-2.

Pursuant to N.J.S.A. 18A:30-1.a., sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:

1. The employee is personally ill or injured;
2. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
3. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
4. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
 - a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
 - b. Services from a designated domestic violence agency or other victim services organization;
 - c. Psychological or other counseling;



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- d. Relocation; or
 - e. Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
- 5. The death of a family member for up to seven days;
 - 6. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
 - 7. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor due to an epidemic or other public health emergency;
 - 8. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

N.J.S.A. 18A:30-1, this Policy, and Regulation 1642.01 shall not supersede any law providing collective bargaining rights for school district employees, and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights pursuant to N.J.S.A. 18A:30-1.b.

The Board reserves the right to require of any employee who claims sick leave sufficient proof in accordance with N.J.S.A. 18A:30-4 and Section C. of Regulation 1642.01.

The Superintendent or designee will prepare rules for the administration of N.J.S.A. 18A:30-1, N.J.S.A. 18A:30-4, this Policy, and Regulation 1642.01, which shall be binding on all employees.



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The Superintendent or designee will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave may be subject to discipline.

29 U.S.C. 2601 et seq.

N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted: 22 August 2023



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R 1642.01 SICK LEAVE

A. Definitions – N.J.S.A. 18A:30-1.c. and 18A:30-4.i.

1. “Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.
2. “Child” means a biological, adopted or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.
3. “Designated domestic violence agency” means a county-wide organization whose primary purpose is to provide services to victims of domestic violence and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.
4. “Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19 and N.J.S.A. 17:29B-16.
5. “Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of the employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.
6. “Health care professional” means any person licensed under Federal, State, or local law or the laws of a foreign nation, to provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional including, but not limited to, doctors, nurses, and emergency room personnel.



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7. "Supervisor" means the building or district administrative staff member designated by the Superintendent who is responsible for supervising the employee.

B. Eligibility for Sick Leave – N.J.S.A. 18A:30-1

1. Sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:
 - a. The employee is personally ill or injured;
 - b. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
 - c. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
 - d. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
 - (1) Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
 - (2) Services from a designated domestic violence agency or other victim services organization;
 - (3) Psychological or other counseling;
 - (4) Relocation; or



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- (5) Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
 - e. The death of a family member for up to seven days;
 - f. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
 - g. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor, due to an epidemic or other public health emergency; or
 - h. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.
2. N.J.S.A. 18A:30-1, Policy 1642.01, and this Regulation shall not supersede any law providing collective bargaining rights for school district employees and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights.
- C. Physician's Certificate Required for Sick Leave – N.J.S.A. 18A:30-4
1. In case of sick leave claimed due to personal illness or injury, the Board of Education may require a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave.



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2. If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice, not to exceed seven calendar days, as determined by the Superintendent, prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.
3. If the reason for the leave is not foreseeable, the Board of Education requires an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.
4. The Board may prohibit an employee from using foreseeable sick leave on certain dates, and require reasonable documentation if sick leave that is not foreseeable is used during those dates.
5. In case of sick leave claimed for three or more consecutive days, the Board may require reasonable documentation that the leave is being taken for a purpose permitted pursuant to N.J.S.A. 18A:30-1.a. and B.1. above.
6. If the leave is permitted under N.J.S.A. 18A:30-1.a.(2) or (3) and B.1.b. or c. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, the number of days of leave, shall be considered reasonable documentation.
7. If the leave is permitted under N.J.S.A. 18A:30-1.a.(4) and B.1.d. above because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence:
 - a. Medical documentation;
 - b. A law enforcement agency record or report;
 - c. A court order;



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- d. Documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense;
 - e. Certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or
 - f. Other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
8. If the leave is permitted under N.J.S.A. 18A:30-1.a.(7) and B.1.g. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.

D. Sick Leave Charges

- 1. An employee who is absent for greater than fifty percent of their work day shall be charged a full sick day if the employee's reason for absence is covered by N.J.S.A. 18A:30-1.
- 2. A sick leave day once commenced may be reinstated as a working day only with the approval of the Superintendent or designee.
- 3. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.
- 4. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency will not be charged with a sick leave day.



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E. Readmission After Disability

1. An employee absent on sick leave, covered under N.J.S.A. 18A:30-1.a.(1); (2); and (8) and B.1.a.; b.; and h., for more than five consecutive working days who wishes to return to work shall submit the signed statement of their physician or institution indicating the employee's fitness to perform their duties.
2. The Board may, at its discretion, require the employee submit to an examination by a physician or institution designated by the Board to confirm the information submitted by the employee's physician or institution.
 - a. The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board.
3. If the results of the examination conducted pursuant to paragraph E.2. above are inconsistent with the statement of the employee's physician in E.1. above, the employee and the Board shall agree to a third physician or institution to conduct the examination. The Board shall bear the cost of this third examination.

F. Accumulation of Sick Leave

1. If any employee requires in any school year less than the specified number of days of sick leave with pay allowed, all days of such minimum sick leave not utilized that year shall be accumulative to be used for additional sick leave as needed in subsequent years in accordance with N.J.S.A. 18A:30-3.

G. Exhaustion of Sick Leave

1. The Superintendent or designee shall monitor employee accumulated sick leave and charge an employee's accumulated sick leave.
 - a. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's accumulated sick leave.



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H. Records

1. The personnel file of each person employed by this district will include an accurate record of the employee's use and accumulation of sick leave days.
 - a. The Superintendent or designee will maintain the employees record of accumulated sick leave in accordance with Policy 1642.01 and this Regulation.
2. Each employee's attendance record will record the reason for any absence.

Issued: 22 August 2023



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2419 SCHOOL THREAT ASSESSMENT TEAMS

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., and this Policy, **and Regulation 2419** must be multidisciplinary in membership and, to the extent possible, ~~shall~~ **must** include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A ~~school~~ Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.b.(5).

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.



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This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are required pursuant to N.J.S.A. 18A:17-43.4, shall be aligned with the **Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance)** guidelines developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6. and shall include, but need not be limited to:

1. — Guidance for students, teaching staff members, and all school staff members regarding the recognition of threatening or aberrant behavior in a student that may represent a threat to the school community;
2. — The designation of members of the school community to whom threatening behavior shall be reported;
3. — The development and implementation of policies concerning the assessment and intervention of students whose behavior poses a threat to the safety of the school community, and appropriate actions to be taken, including available social, developmental, and law enforcement resources, for students whose behavior is identified as posing a threat to the safety of the school community;
4. — Coordination and consultation with the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440; and
5. — The threat assessment team shall not disclose or disseminate any information obtained during their assessment beyond the purpose for which the information was provided to the threat assessment team, except that the threat assessment team is authorized to disclose the information to applicable agencies to pursue appropriate action pursuant to N.J.S.A. 18A:17-43.5.a.(3) for any student whose behavior is identified as posing a threat to the safety of the school community.

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.



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School Threat Assessment Teams

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team **must attend** ~~shall participate in~~ training **in accordance with** ~~provided by the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.43,~~ **this and Policy, and Regulation 7440** that is consistent with the **Guidance** ~~guidelines~~ developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. **Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP).** The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.



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School Threat Assessment Teams

~~The NJDOE, in consultation with State law enforcement agencies and the New Jersey Office of Homeland Security and Preparedness, shall develop guidelines for school districts regarding the establishment and training of threat assessment teams pursuant to N.J.S.A. 18A:17-43.4 et seq. The NJDOE shall provide training through the New Jersey School Safety Specialist Academy established pursuant to N.J.S.A. 18A:17-43.2. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440 shall provide training to school staff consistent with the training and guidelines provided by the NJDOE.~~

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted: 22 August 2023



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R 2419 SCHOOL THREAT ASSESSMENT TEAMS

A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.



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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

B. Multidisciplinary Threat Assessment Team

1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

(1) A Principal or other senior school administrator;



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School Threat Assessment Teams

- (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
 - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
 - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
 - (5) A teaching staff member.
 - b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
 - c. The district may choose to name the threat assessment team in a manner that suits the school community needs.
2. Threat Assessment Team Structure
- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
 - (1) School-Based Teams: The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.



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School Threat Assessment Teams

- (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
- (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
 - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
 - b. Designate a team leader.
 - c. Establish team procedures and protocols.
 - d. Meet on a regular basis and as needed.



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2. Step 2: Define Prohibited and Concerning Behaviors
 - a. Establish policy defining prohibited behaviors
 - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
 - b. Identify other behaviors for screening or intervention.
 - c. Define threshold for intervention.
 - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
 - a. Establish one or more anonymous reporting mechanisms.
 - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
 - b. Provide training and guidance to encourage reporting.
 - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
 - c. Ensure availability to respond.
 - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
 - a. Most reports can be handled by the School-Based Team.



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- b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
- 5. Step 5: Establish Threat Assessment Procedures
 - a. Decide how to document cases.
 - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
 - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
- 6. Step 6: Develop Risk Management Options
 - a. Identify all available resources for creating individualized management plans.
 - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
 - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
 - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.



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- b. Establish points of contact for all resources.
- 7. Step 7: Create and Promote Safe School Climates
 - a. Assess current school climate.
 - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
 - b. Enhance current school climate.
 - c. Strengthen students' connectedness.
 - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
 - d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.
 - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
- 8. Step 8: Conduct Training for all Stakeholders
 - a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.



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School Threat Assessment Teams

- b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
- c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
 - (1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.
- d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

1. Step 1: Receive a Report of Concern

- a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.



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2. Step 2: Screen the Case

- a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.
 - (1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).
- b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.
- c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.
- d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

3. Step 3: Gather Information from Multiple Sources

- a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.



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4. Step 4: Organize and Analyze

- a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at www.secretservice.gov/nod/2559.

5. Step 5: Make the Assessment

- a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.

6. Step 6: Develop and Implement a Case Management/Intervention Plan

- a. Develop and implement a case management plan to reduce risk.
- b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
- c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.

7. Step 7: Re-Assess (Case Monitoring)

- a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
- b. Re-assessing the person of concern, going through the assessment questions again.



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- c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

8. Step 8: Document and Close the Case

- a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
- b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
- c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

- 1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
- 2. Threat assessment team membership:
 - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.



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- b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
- c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
 - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
 - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.

3. Awareness Training for Other School Community Stakeholders

- a. Request for awareness training for school staff members should be directed to the OSPEP email at school.security@doe.nj.gov, which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

F. Other Considerations

1. Individualized Education Program (IEP) or 504 Plans

- a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special



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education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
 - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
 - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.



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3. Information Sharing

- a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
- b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

4. Family Education Rights & Privacy Act (FERPA) – Educational Records

- a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records



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- a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:
 - (1) Ask permission from the student and parent to disclose medical records;
 - (2) Provide information to health and mental professionals; and
 - (3) Ask about duty to warn or duty to protect.
- b. Additionally, medical and mental health providers may disclose protected health information when disclosure:
 - (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
 - (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted: 22 August 2023



Manasquan School District Curriculum 2023-2024

Document O

Manasquan High School

Visual and Performing Arts	
Foundations in Art*	Written: August 2015*; August 2019; revised August 2021
Introduction to Sculpture	Written: June 2009; revised August 2015; revised August 2021
AP Studio Art 3-D	Written & Approved by College Board August 2016;
AP Studio Art 2-D	Written & Approved by College Board August 2016;
AP Studio Art: Drawing	Written & Approved by College Board August 2016;
Fine Arts	Written: June 2009; revised; June 2010; August 2015; revised August 2021
Cultural Arts (Crafts)	Written: August 2017; revised August 2021
Ceramics	Written January 2012; revised August 2015: revised August 2018; revised August 202
Ceramics II	Written: August 2023
Graphic Design	Written June 2011; revised August 2015; revised August 2018; revised August 2021
Painting	Written August 2016; revised August 2021
Art I	Written August 2018; revised 2019; revised August 2021
Digital Photography I	Written August 2019; revised August 2021
Digital Photography II	Written August 2020; revised August 2021
Music Theory	Written: August 2010; August 2015; revised August 2021
Arts/Music Practicum*	Written: August 2012; revised August 2021
Improv Jazz I	Written August 2012; revised August 2015; revised August 2021
Improv Jazz II	Written: August 2012; revised August 2015; revised August 2021
Warrior Band	Written: August 2012; revised August 2015; revised August 2018
Symphonic Choir	Written: August 2017; revised August 2021
Entertainment Technology I & II (formerly TV Production)	Written: August 2017; revised August 2021
Fundamentals of Musicianship/Introduction to Music *	Written in 2018; revised August 2019*; revised August 2021
Music Production	Written August 2019; revised August 2021
Introduction to Dance	Written September 2019; revised August 2021
Dance II	Written August 2020; revised August 2021
Advanced Dance	Written August 2020; revised August 2021
A.P. Music Theory	Written August 2016*; revised August 2021
The History & Evolution of TV & Film	Written August 2021
Podcasting	Written August 2021

Musical Theatre	Written August 2021
Business & Technology	
Introduction to Business	Written: August 2010; revised August 2012; August 2015; revised August 2018
Principals of Accounting	Written: June 2004; revised August 2010; August 2015; August 2018
Accounting II	Written August 2020
Communication and Creative Media	Revised: June 2007; August 2010; revised August 2017; revised August 2018; revised August 2020 (Multimedia Tech)
Introduction to Engineering Design (Project Lead the Way)	Written: August 2021
Principles of Engineering (Project Lead the Way)	Written: August 2021
Digital Electronics (Project Lead the Way)	Written: August 2022
Civil Engineering & Architecture (Project Lead the Way)	Written: August 2022
Principles of Biomedical Science (Project Lead the Way)	Written: August 2022
Human Body Systems (Project Lead the Way)	Written: August 2022
Medical Interventions- (Project Lead the Way)	Written: August 2023
Engineering Design & Development- (Project Lead the Way)	Written: August 2023
Microsoft Suite	Written August 2019; revised August 2021
Information Technology	Written August 2019
Financial Planning	Written August 2019
Sports Marketing & Entertainment Management	Written: August 2020
Entrepreneurship	Written: August 2017; revised August 2018
Social Media & Internet Marketing	Written: August 2023
English	
English I	Written: June 2009; revised: June 2010; August 2015; August 2017; revised August 2019; revised August 2021
English I Honors	Written: August 2014; August 2017; revised August 2019; revised August 2021
English II	Written: March 2015; revised August 2017; revised August 2019; revised August 2021
English II Honors	Written: March 2015; revised August 2017; revised August 2019; revised August 2021
English III	Written: August 2017; revised August 2021
English III Honors	Written: June 2009; revised April 2010; revised August 2012; revised August 2017; revised August 2021
English IV	Written: June 2009; revised 2010; June 2012; August 2017; revised August 2018
English IV Honors	Written: June 2009; revised 2010; June 2012; August 2017

English (continued)	
AP Language & Composition	Written & approved by College Board June 2007
AP Literature & Composition	Written & approved by College Board June 2007
Screenwriting	Written: August 2010
Introduction to Acting	Written: August 2010
Writing	Written: August 2011
Movies, Films & Flicks	Written: June 2015
Journalism Workshop	Written: August 2012
Yearbook/Print Media II	Written: June 2012; Revised August 2019
ACE (Special Education)	Written August 2018
ESL	Written August 2018; revised 2019
Life Skills (Special Education)	Written August 2018
Freshman Seminar	Written August 2019
The Writing Process	Written August 2019
LGBTQ/DPC Infusion Grades 9-12	Written/Infused August 2020 (Ongoing)
Industrial Arts	
Advanced Woodworking	Written August 2019
Construction Technology	Written August 2020
Materials and Methods for Technology I	Written August 2020
Materials and Methods for Technology II	Written August 2020
Woodworking	Written August 2015
Math	
Algebra I	Written: July 2011; revised August 2017
Algebra II	Written: April 2011; August 2017
Advanced Algebra II	Written: August 2020
Algebra Honors	Written: June 2009; revised August 2011; August 2017
Algebra Concepts	Written: July 2011; August 2017
College Algebra	Written August 2021
Geometry Concepts	Written: August 2011; August 2017
Geometry	Written: August 2011; August 2017
Geometry Honors	Written: August 2011; August 2017
Pre-Calc	Written: August 2011; August 2017
Pre-Calc Honors	Written: August 2011; August 2017; revised August 2022
Calculus	Written: 2004; revised 2009; August 2012; revised August 2019
Calculus Honors	Written: August 2012; revised August 2019
AP Calc AB	Written & approved by College Board August 2010
AP Calc BC	Written & approved by College Board August 2010
Consumer Math	Written: January 2006; revised: August 2012

Math (continued)	
Statistics	Written: August 2012; revised August 2018
AP Statistics	Written & approved by College Board September 2015; revised August 2018
AP Computer Science Principal	Written & approved by College Board July 2017; revised August 2018
AP Computer Science A	Written & approved by College Board 2019
Physical Education & Health	
Phys Ed I	Written: August 2017; revised 2018; revised August 2022
Phys Ed II	Written: August 2017; revised 2018; revised August 2022
Phys Ed III	Written: August 2017; revised 2018; revised August 2022
Phys Ed IV	Written: August 2017; revised 2018; revised August 2022
Health I	Written: August 2017; revised 2018; revised August 2022
Health II/Drivers Ed	Written: August 2017; revised 2018; revised August 2022
Health III	Written: August 2017; revised 2018; revised August 2022
Health IV	Written: August 2017; revised 2018; revised August 2022
Sports Injury Management	Written: August 2012; revised August 2022
Coaching Team Sports	Written: August 1993; revised August 2012; revised August 2022
Peers	Written: 2018; revised August 2022
Academy of Health & Careers	Coordinator: Claire Kozic
Dynamics of Health Care	Written: August 2010; revised August 2015; revised August 2018
Medical Terminology	Written: August 2012; revised August 2018
Nutrition	Written: August 2010; revised August 2012; revised August 2018
Nutrition Across the Life Span	Written: August 2013; revised August 2018
Emergency & Clinical Care	Written: August 2010; revised August 2018
Fundamentals of Health & Wellness	Written: August 2017; revised August 2018
Science	
Lab Environmental Science	Written August 2016; revised August 2018; revised August 2021
Lab Integrated Marine Science	Written August 2016; revised August 2021
Lab Bio Honors	Written August 2016; revised August 2021
Lab Bio	Written August 2016; revised August 2021
AP Chemistry	Written & approved by College Board 2012; revised August 2021
Lab Chemistry Honors	Written: June 2005; revised August 2012; revised August 2021
Lab Chemistry	Written: June 2010; revised August 2020; revised August 2021
Lab Physics Honors	Written August 2016; revised August 2021
Lab Physics	Written August 2016; revised August 2020; revised August 2021
Lab Anatomy/Physiology	Written August 2016; revised August 2021
Lab Marine Science- (Lab Marine Biology/Oceanography) -Semester	Written August 2016; revised August 2018; revised August 2021; revised full-year to semester August 2023
Lab Astronomy/Meteorology-Semester	Written August 2016; revised August 2018; revised August 2021; revised full-year to semester August 2023

Science (continued)	
AP Environmental Science	Written & approved by College Board August 2017; revised August 2021
AP Biology	Written & approved by College Board August 2010 ; revised August 2018; revised August 2021
Botany	Written August 2019; revised August 2021
Forensics	Written August 2019; revised August 2021
AP Physics	Written & approved by College Board July 2020
AP Physics C	Written & approved by College Board July 2023
Science in the Kitchen	Written: August 2022
Social Studies	
Entrepreneurship	Written: August 2017; revised August 2018; revised August 2022
US History I	Written: April 2011; revised August 2015; revised August 2022
US History I Honors	Written: June 2011; revised August 2015; revised August 2022
US History II	Written: April 2011; revised August 2015; revised August 2022
US History II Honors	Written April 2011; revised April 2012; revised August 2015; revised August 2022
AP American History	Written & approved by College Board 2007
Sociology	Written: April 2010; revised August 2015 <i>no longer offered</i>
Civics	Written August 2021; revised August 2022
History of Sports in America	Written: August 2017; revised August 2022
AP Psych	Written & approved by College Board 2007
Psychology	Written: April 2010; revised August 2015; revised August 2022
Holocaust/Genocide	Written: July 1998 revised: August 2012
Economics	Written: June 2010; revised August 2015; revised August 2022
World History Honors	Written: April 2009; revised August 2015; revised August 2022
World History	Written: April 2009; revised August 2015; revised August 2019; revised August 2022
Civic Action in Democracy	Written: August 2022
Historical Perspective, Research & Debate-1770's to Today	Written: August 2022
AP World History	Written and approved by College Board September 2016
AP Human Geography	Written and approved by College Board September 2016
AP US Government & Politics	Written & approved by College Board 2017; August 2018
AP Macro/Micro Economics	Written & approved by College Board 2018; revised August 2022 (adapted to year-long courses)
AP European History	Written & approved by College Board July 2023
LGBTQ/DPC Infusion Grades 9-12	Written/Infused August 2020
Academy of Public Safety	
Public Safety I	Written: August 2017; revised August 2019
Public Safety II	Written: August 2017
Criminal Investigations	Written: August 2017; revised August 2019

Introduction to Criminal Justice	Written: August 2018
Introduction to Criminology	Written: August 2018
Introduction to Criminal Justice	Written: August 2018
Introduction to Law	Written: August 2023
Constitutional Law	Written: August 2023
Public Safety Internship	Written: August 2019
World Language	
Italian I	Written: July 2015; revised August 2021
Italian II	Written August 2016; revised August 2017; revised August 2021
Italian II Honors	Written August 2016; revised August 2017; revised August 2021
Italian III	Written August 2017; revised August 2021
Italian III Honors	Written August 2017; revised August 2021
Italian IV	Written: 2018; revised August 2021
Italian IV Honors	Written: 2018; revised August 2021
AP Italian	Written and approved by College Board August 2019; revised August 2021
French I	Written: August 2007; revised August 2011; revised 2014; revised August 2018; revised August 2021
French II	Written: June 2009; August 2011; revised 2014; revised August 2021
French II Honors	Written: August 2012; revised 2014; revised August 2021
French III	Written: August 2012; revised 2014; revised August 2021
French III Honors	Written: August 20; revised 2014; revised August 2018; revised August 2021
French IV	Written: July 1997; revised: August 2012; 2014; revised August 2021
French IV Honors	Written: July 2012; revised 2014; revised August 2018; revised August 2021
French V	Written: July 2012; revised 2014; revised August 2021
AP French Language & Culture	Written & approved by College Board 2009; revised August 2021
Introduction to Spanish	Written: June 2012; revised August 2015; revised August 2021
Spanish I	Written: July 2010; revised: July 2012; August 2015; revised August 2018; revised August 2021
Spanish II	Written: August 2017; revised August 2021
Spanish II Honors	Written: 2000; revised: July 2012; August 2015; revised August 2018; revised August 2021
Spanish III	Written: August 2017; revised August 2021
Spanish III Honors	Written: July 2000; revised: August 2012; August 2015; revised August 2019; revised August 2021
Spanish IV	Written: July 2011; revised: August 2015; revised August 2021
Spanish IV Honors	Written: August 2011; revised: August 2015; revised August 2021
Spanish V	Written: July 2005; revised August 2012; August 2014; revised August 2018; revised August 2021
Spanish AP Language & Culture	Written & approved by College Board 2014; rewritten August 2017; revised August 2021

Manasquan Elementary/Middle School	
Language Arts Literacy K-8	Written: August 2015; revised August 2016; revised August 2021; revised 2023 (K-3, Great Minds)
Mathematics K-8	Written: August 2011; revised August 2012; revised August 2017; revised August 2020 (Ready Math), revised August 2022 Grades 6-8 (Ready Math)
Algebra I (HS Course of Study)	Written August 2015; revised August 2017
Science K-8	Written August 2015; revised August 2016; revised August 2021
Social Studies K-8	Written: May 2006; revised: August 2012; revised August 2017; revised August 2018; revised August 2021
Stem Grade 7	Written: June 2015; revised August 2019
Stem Grade 8	Written: August 2016; revised August 2019
Visual & Performing Arts (Cultural Arts Through Literacy)	Written: August 2009; revised August 2014; revised August 2017; revised 2018; Written August 2021
Technology Literacy	Written: August 2016
Comprehensive Health & Phys Ed	Written: August 2007; revised: August 2011; revised August 2015; revised August 2022
French I (HS Course of Study)	Written: August 2007; revised August 2011; revised August 2014; revised August 2019; revised August 2021
Spanish I (HS Course of Study)	Written: July 2010; revised: July 2012; August 2015; revised August 2019; revised August 2021
Physical Education/Adaptive PE	Written August 2015; revised 2019 (Adaptive PE)
LGBTQ/DPC Infusion (SS & ELA) Grades 9-12	Written/Infused August 2020 (Ongoing)
Social and Emotional Learning (Grades 6-8)	Written: August 2022
Introduction to Band (Grade 4)	Written: August 2022
Podcasting (Grades 6-8)	Written: August 2022
Medical Detectives (PLTW-Gateway) (Grade 7)	Written: August 2023
App Creators (PLTW-Gateway) (Grade 8)	Written: August 2023
Citizenship/Community Service Seminar (Grade 7)	Written: August 2023

Manasquan School District Mentoring Plan 2023-2024

Document P

Mentoring

Mentoring is required for all first-year teachers and is also suggested for teachers new to the district. The district may differentiate the requirements of a mentee who already has a standard teaching certificate.

Goal:

- Assist first-year teachers and teachers new to the district in the performance of their duties and adjustment to the challenges of their teaching assignment
- Help our new teachers become an integral part of our learning community
- Improve the effectiveness of new teachers
- Enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards
- Reduce novice teacher attrition

Administrators will determine mentor eligibility through a qualification review form.

Mentor & Mentoring

- A mentor is a consultant, a collaborator and a coach
- A mentor is a person who supports and tutors his colleague in the art of teaching
- A mentor must be understanding, supportive, innovative, knowledgeable, open-minded, and committed
- A mentor answers or finds the answers to his colleagues questions no matter how mundane or monumental
- A mentor encourages his mentee, listens carefully, and provides suggestions
- A mentor must be professional, positive, and reliable
- A mentee must feel he/she can safely reveal the true nature of his/her teaching experience and his/her thoughts
- Mentoring is a reflective process for both parties that enables the novice teacher to experiment, take risks and improve his/her teaching
- All discussions between a mentor and his mentee are confidential

Responsibilities

Mentor

- meets with assigned mentee for one full school year
- meets at least once/week for the first 8 weeks of the teaching assignment
- provides confidential support and guidance
- models strong instructional practices
- discusses effective teaching strategies & resources
- observes the novice teacher
- shares feedback
- leads mentee in guided self-assessment on district's teacher practice instrument

- identifies in collaboration with mentee strengths and areas needing improvement
- works with mentee to develop lesson plans
- problem solves
- helps mentee transition from training to reality
- develops in collaboration with the mentee a New Teacher Induction Action Plan
- maintains a monthly log of contact hours with the mentee which is submitted to district mentor coordinator
- *for Alternate Route candidates: aligns support to mentee's preparation curriculum

Mentee

- keeps a journal in which he/she records weekly (minimum) reflections of teaching, instructional strategies, classroom management, and questions/concerns to discuss with mentor
- maintains a monthly log which is turned into his/her supervisor or principal
- develops a New Teacher Induction Action Plan in collaboration with mentor
- meets at least once/week for the first 8 weeks of the teaching assignment
- meets with assigned mentor for one full school year; pro-rated for part-time teachers
- observes mentor a minimum of once/month
- observes teachers in other departments
- attends new teacher workshops or assigned workshops

Administration of Program

- Director of Curriculum & Instructor oversees program (also a member of the ScIP at MHS)
- ScIP ensures that the program guidelines are adhered to & mentees receive the needed support and professional development
- Meetings with mentor/mentee are held at the beginning of the program to discuss guidelines
- Logs are turned into the Director of Curriculum & Instructor; a copy is sent to the Board Office
- Board Office is responsible for paying Mentor
 - Mentee pays mentor for service
 - Payment is deducted from the mentee's pay check per pay check (2x/month)
 - Fee for mentorship is \$550 for a CEAS and \$1,000.00 for a CE (Certificate of Eligibility) (pro-rated based on number of weeks of mentoring provided).
 - Mentor receives payment in June

**MANASQUAN SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN**

District Name	Superintendent Name	Plan Begin/End Dates
Manasquan School District	Dr. Frank Kasyan	September 2023-June 2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Increasing student achievement in the following areas:</p> <ul style="list-style-type: none"> Students' foundation in ELA (Grades K-8) Students' foundation in Math (Grades K-8) Students' literacy/math competency and inquiry skills (Grades 9-12). Students performance on Advanced Placement end-of-course exams (Grades 9-12) 	K-12	<ul style="list-style-type: none"> Manasquan Elementary School will be adopting the Great Minds (Wit & Wisdom/Geodes) program, a comprehensive, literature-based K-5 ELA curriculum that will align with NJSLA standards for the 2023-2024 academic year. Through the continued implementation of Ready Math K-8, student achievement on State tests would improve. Data from diagnostic testing and students' My Path results will be assessed so as to monitor if students are performing at grade level. The District has identified a need to apply for the International Baccalaureate (IB) Diploma Programme. Student performance on Advanced Placement exams had been in decline, Continued participation in professional development opportunities, participation in PLCs and moving more courses to digital exams will be a focus in improving the program.
2	<p>Assessing/implementing updated NJSLA standards and how they are to be implemented in current curriculum/programs, specifically in the areas of ELA, Social Studies, World Language, Science, Technology, Climate Change, and 21st Century Life & Careers.</p>	K-12	<ul style="list-style-type: none"> The New Jersey Department of Education implemented new standards that are mandated to be implemented in September of 2024.

3	Providing training and professional development opportunities for Manasquan High School teachers in the philosophy, curriculum, assessment and culture of the International Baccalaureate Diploma Programme.	K-12	<ul style="list-style-type: none"> The District will look to offer International Baccalaureate classes beginning in the 2024-2025 academic year.
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development opportunities for K-5 teachers provided by Great Minds so as to develop teachers' capacity in employing resources, labs and assessments offered in the new ELA curriculum/program.	Teachers and administrators will work together in PLCs and follow-up professional development opportunities so as to familiarize themselves with the Great Minds curriculum/platform.
	Continued PD offerings from Ready Math to support teachers/administrators in the implementation of Ready Math and assessment tools/data in IReady.	Teachers will implement the Ready Math curriculum and the IReady assessment tools and resource platform. Continued work in PLCs so as to discuss implementation strategies and data analysis gleaned from My Path and diagnostic assessments.
	Presenter Deanne Opatosky BDO Consulting Services LLC, President; literacy coach; consortium with local schools & sending districts. The focus will be on how to employ small group instruction in both math and ELA classrooms.	Teachers will collaborate in PLCs so as to discuss literacy strategies learned from the continual professional development. There will be a primary focus on how to best employ small-group instruction in the classroom.
2	Teachers will review and "unpack" newly approved New Jersey learning standards as set forth by the New Jersey Department of Education specifically in the areas of ELA, Social Studies, World Language, Science, Technology, Climate Change, and 21 st Century Life & Careers.	Teachers will collaborate in PLCs so as to discuss specific grade-level and content-specific curriculum changes and updates in activities and assessments so as to align to the new NJSLA standards.
3	Teachers and administrators will participate in professional development offerings provided by the International Baccalaureate organization so as to prepare for course implementation in 2024-2025.	Teachers, administrators and the International Baccalaureate Coordinator will work in PLCs so as to become familiar with the IB curricula and will also participate in "site visits" to high schools that offer the International Baccalaureate Diploma Programme.

3: PD Required by Statute or Regulation

State-mandated PD Activities
Meet school/district/ state mandated requirements: 1) Attend district workshops, trainings and faculty meetings that relate to the state mandated requirements 2) Complete the mandated online training programs required by the school, district and/or state Ongoing for 2023-2024 school year completed by June 2024.

4: Resources and Justification

Resources
Marking period grades; teacher observation; State-testing scores, A.P. end-of-course exams, IReady scores, ACCESS scores, review of lesson plans, status of IB application and feedback from the International Baccalaureate (IB) Project Consultant regarding the MHS adoption/implementation timeline.
Justification
1) The District identified a need to update the current K-5 literacy program at Manasquan Elementary School. 2) Students performance on Advanced Placement end-of-course exams has declined in recent years (% of total A.P. with scores 3+- down from 82.3% in 2018 to 52.7% in 2021). 3) The District has identified a need to apply for the International Baccalaureate (IB) Diploma Programme so as to enhance challenging academic offerings and opportunities for high school students.

Signature: _____
Superintendent Signature

Date

Manasquan Teacher Rubric

Document R

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><i>* Attributes</i></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><i>* Attributes</i></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><i>* Attributes</i></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><i>* Attributes</i></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 Reflective Practice Teacher Rubric

Teacher Reflective Practice Protocol Rubric

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Video Capture Lessons	Teacher provides thoughtful information concerning pedagogical strengths & areas of focus according to the teacher practice instrument. He/she recognizes the changes made in instruction and highlights the impact of those changes, along with any further adjustments needed.	Teacher provides thoughtful information concerning pedagogical areas of strengths & areas of need according to the teacher practice instrument. He/she highlights some changes in instruction but should monitor the impact more.	Teacher provides basic insights concerning pedagogical areas of strength & needed focus according to the teacher practice instrument. Further work should be done connecting observation to change in practice & impact.	Teacher provides basic information concerning video capture observations but hasn't connected those observations to instruction change or to the teacher practice instrument.
Student Performance	Teacher provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher provides insights on student progress toward academic goals while hypothesizing causes for student success, but does not outline strategies for areas of need.	Teacher provides insights on student progress toward academic goals but does not hypothesize causes for student success.	Teacher provides a list of student grades with no connection to academic goals.
Classroom Observations	Teacher connects insights from the classroom observation to their observations of practice with a focus on how progress has been made in key areas of strength and weakness.	Teacher connects insights from the administrator-conducted observation to observations of practice with a focus on how progress has been made in areas of focus.	Teacher connects insights from the administrator-conducted observation to observations, but lacks delineation between areas of strengths and weaknesses.	Teacher doesn't connect observation from the administrator-conducted observation to observation of practice.
Student Surveys	Teacher highlights areas of strength and need from a student survey and provides ideas for addressing areas of strength and strategies for addressing areas of need.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher provides a summary of student survey results without highlighting areas of strength or need.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Connected Reflection of All Sources	Teacher and administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs. A plan is developed for teacher to monitor progress and discuss at the next reflective check-in, post-conference or summative conference.	Teacher and administrator identify BOTH prevalent areas of strength and needed focus from all sources.	Teacher and administrator identify only prevalent areas of weakness gathered from a minimal amount of sources.	Teacher and administrator haven't integrated all information gathered from sources of reflection to identify prevalent areas of strength and needed focus.

Manasquan Educational and Related Services Personnel Evaluation

Domain 1: Program Planning, Implementation and Evaluation

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Facilitating, planning, monitoring, evaluating, and modifying components, activities and services of the Student Services Program.	Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities and services of the comprehensive Student Services Program.	Consistently facilitates the planning, monitoring, and evaluating, on an annual basis, and modifying components, activities, and services of the Student Services Program.	Inconsistently facilitates plans, evaluates, and modifies components, activities, and services of the Student Services Program.	Does not facilitate, plan, evaluate, and modify components, activities, and services of the comprehensive Student Services Program.
Using data to assess student needs and program outcomes.	Regularly analyzes a variety of data to assess student needs and evaluates outcomes.	Analyzes a variety of data to assess student needs and evaluates outcomes.	Sometimes analyzes a variety of data to assess student needs and evaluates outcomes.	Does not analyze data to assess student needs and evaluates outcomes.
Participating in the evaluation of the Student Services Program.	Leads the Student Services Program and collaborates consistently with the supervisor and stakeholders in the development and evaluation of program goals and action plans.	Collaborates with the Student Services Program and supervisor and stakeholders in the development and evaluation of program goals and action plans.	Inconsistently collaborates with the Student Services Program and supervisor in the development and evaluation of program goals and action plans.	Does not collaborate with the members of the Student Services Program and supervisor in the development and evaluation of program goals and action plans.

Manasquan Educational and Related Services Personnel Evaluation

Domain 2: Program Delivery

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Providing evidence-based direct services to students.	Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students.	Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students.	Inconsistently delivers direct student services for the personal/social, career, and academic development of all students.	No evidence of delivering direct student services for the personal/social, career, and academic development of all students.
Modeling high quality evidence-based practices in counseling practices with students, other counselors and counseling staff.	Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders.	Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Inconsistently delivers some responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	No evidence of the delivery of responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.
Modeling high quality evidence-based practices in counseling practices with other stakeholders.	Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.

Manasquan Educational and Related Services Personnel Evaluation

Domain 3: Leadership and Advocacy

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Collaborating with other school staff and students on school climate issues.	Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.
Promoting equity, access and inclusion for all students.	Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socio-economic status.	Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socio-economic status.	Sometimes participates in the development of policies and programs that promote equity, access, and inclusion for all students, regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socio-economic status.	No evidence of developing policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socio-economic status.
Promoting culturally responsive activities and practices.	Leads counselors and stakeholders in providing culturally responsive Student Services Program activities that promote student learning and achievement.	Consistently provides culturally responsive Student Services Program activities that promote student learning and achievement.	Sometimes provides culturally responsive Student Services Program activities that promote student learning and achievement.	No evidence of providing culturally responsive Student Services Program activities that promote student learning and achievement.

Manasquan Educational and Related Services Personnel Evaluation

Domain 4: Professionalism and Growth

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Contributing to the professional development of the Student Services Program.	Consistently seeks professional development. Actively reflects on professional practice and consistently seeks supervision.	Consistently seeks professional development. Actively reflects on professional practice and consistently seeks supervision.	Seeks some professional development. Sometimes reflects on practice and seeks and uses supervision.	Little or no evidence of professional development. Little or no evidence of reflective practice or seeking and using supervision.
Acting ethically and professionally.	Always acts ethically and professionally with all stakeholders and consults on ethical and professional matters with members of the Student Services Program.	Consistently acts ethically and professionally with stakeholders. Seeks consultation with members of the Student Services Program. on ethical issues.	Acts ethically and professionally with stakeholders.	Little or no evidence of ethical and professional practice with stakeholders.
Modeling effective communication.	Is a role model for other counselors for how to communicate and collaborate effectively with all stakeholders.	Consistently communicates and collaborates effectively with stakeholders.	Inconsistently communicates and collaborates with some stakeholders.	Little or no evidence of effective communication and collaboration with stakeholders.

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 learning district wide; uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making.	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning; school vision and mission aligns with the vision and mission of the district; explicitly links the school's vision and mission to programs and policies.	Identifies the school's vision and mission, and makes them public; school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought; refers to the school vision and mission as a document unconnected to programs, policies or practices.	Claims to have a vision and mission for the school, but keeps it private, school vision and mission are unrelated to the district vision and mission, disregards the need to use the school's vision and mission to guide goals, plans and actions.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement.	Has a process and structure in place for organizational improvement and uses it to assess the school.	Provides selected staff with opportunities to discuss school improvement efforts.	Assumes that the school's improvement is either an event or the responsibility of a single individual.

Multidimensional Principal Performance Rubric

Domain 2 - School Culture and Instructional Program

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

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice; nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice; engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support collaboration such 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 curricular 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, transparency and ethical behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

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

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

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in 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 and implement a shared vision and mission for learning</p> <p>b. leader's vision and mission align with the vision and mission of 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.	<p>a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility</p>	<p>a. implements processes and structures that support organizational improvement related to own area of responsibility</p>	<p>a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility</p>	<p>a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead</p>

Multidimensional Leadership Performance Rubric

Domain 2 - School Culture and Instructional Program

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

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<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 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 collaboration such as 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 and accountability 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 and allocates them 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.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	a. monitors, evaluates and revises management and operational systems	a. monitors and evaluates the management and operational systems	a. avoids engaging with management or operations systems

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

Multidimensional Leadership Performance Rubric

Domain 4 - Community

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

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

Multidimensional Leadership Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

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

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<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)	Not Applicable
Quality of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Quantity of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Reliability/Dependability	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Job Interest and Attitude Toward Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Relations with Others	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Grasp of Instructions and Assignments	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Adaptability (ability to adjust)	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Safety Mindedness	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable
Leadership	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	Not Applicable

**MANASQUAN BOARD OF EDUCATION
REQUEST FOR OBSOLETE EQUIPMENT DISPOSAL**

DATE	ITEM	SERIAL NUMBER
8/22/2023	Cash Register Keypad - Qty 8	
8/22/2023	Cash Register -3170	0402950247
8/22/2023	Cash Register -3170	0402950311
8/22/2023	Cash Register -3170	0402950298
8/22/2023	Cash Register -3170	0402950307
8/22/2023	Cash Register -3170	0724130476
8/22/2023	Cash Register -3170	0402950308
8/22/2023	Zenith VCR/DVD Combo-Zenith	
8/22/2023	APC	SMX1500RM2U
8/22/2023	Quantum Tape Drive-BRSLA-0705-AC	HU11347CWD
8/22/2023	Audio Enhancement-AG-201	GC5890
8/22/2023	True Look Security Camera	
8/22/2023	Dell Docking Station-WD-15 - Qty 8	
8/22/2023	Aerohive AP-HiveAP 330	33013091100296
8/22/2023	Dell 45 Watt batteries-Type 71TG4 - Qty 14	
8/22/2023	Dell 42 Watt batteries-Type WDX0R - Qty 12	
8/22/2023	Dell 56 Watt batteries-Type 33YDH - Qty 38	
8/22/2023	TrippLite UPS-BCPRO600	2706DVHBC822400343
8/22/2023	APC UPS-Back-UPS Pro 1300	4B1414P38061
8/22/2023	APC UPS	AS1144122293
8/22/2023	APC UPS	AS1144122283
8/22/2023	Activboard-PRM-AB2B-02	5441924151
8/22/2023	Motorola Droid Cell Phone-MOTXT1565B	SJUG7210AA
8/22/2023	Apple iPhone-A1549	3544060
8/22/2023	Projector Bulbs-POA-LMP132 - Qty 11	
8/22/2023	Projector Bulbs-ELPLP42 - Qty 6	
8/22/2023	Projector Bulbs-ELPLP53	
8/22/2023	Projector Bulbs-POA-LMP126-TM	
8/22/2023	Projector Bulbs-ELPLP30	
8/22/2023	Projector Bulbs-EST-P1-LAMP-TM	
8/22/2023	Projector Bulbs-BL-FP230C	
8/22/2023	Projector Bulbs-XGC50XU	
8/22/2023	Dell Wall Charger adapter - Qty 144	
8/22/2023	Dell Switching power supply	
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8E620A
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8E7269
8/22/2023	Axis Security Camera-Axis 216MFD	00408C92D3C2
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DB719
8/22/2023	Axis Security Camera-Axis 216MFD	00408CAA4619
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DB703
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DB1FE
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DB7C2
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DAADC
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8E726F
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DB7C0
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DAB82
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8E620C
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DAAD6
8/22/2023	Axis Security Camera-Axis 216MFD	00408CB033A2
8/22/2023	Axis Security Camera-Axis P3367	00408CF9D8B2

DATE	ITEM	SERIAL NUMBER
8/22/2023	Axis Security Camera-Axis 233D	00408C8FEBF7
8/22/2023	Axis Security Camera-Axis 233D	00408C8FF863
8/22/2023	Axis Security Camera-Axis P5534-E	00408CF59AA9
8/22/2023	Axis Security Camera-Axis 0266	00408C8FEDA6
8/22/2023	Axis Security Camera-Axis 233D	00408C8FEDA8
8/22/2023	Axis Security Camera-Axis P3225 LVE	ACCC8EBB5C15
8/22/2023	Axis Security Camera-Axis 216MFD	00408C8DAAD9
8/22/2023	Motorola Droid Cell Phone-XT1030	N/A
8/22/2023	Motorola Droid Cell Phone-XT1080	N/A
8/22/2023	Cisco 8831 Conference Phone	FCH21152F7H
8/22/2023	Verizon MiFi Hotspot 7730L	BF28 / 5438
8/22/2023	Verizon MiFi Hotspot 7730L	BFC2 / 5435
8/22/2023	Samsung Galaxy S10e	5520

Code of Conduct

The objective of the Manasquan High School discipline policy is two-fold. First, it is to ensure the maintenance of an orderly school environment that is conducive to student learning. Second, it is to teach students to be proactive and to take responsibility in all types of situations. The purpose of this code of conduct is to support students' rights to an education that supports students' development into better people and productive citizens.

Under no circumstances will a student be permitted to disrupt the education of other students. Students who disrupt the education of others will be subject to the disciplinary code as published. The discipline policy is intended as a guideline for administrative action. However, **the administration retains the right to modify it or use discretion when and where necessary.**

This policy establishes a system of After-School Detention (ASD), Saturday Detention (SD), In-School Suspension (ISS), and Out-of-School Suspension (OSS). Administrative detention will be held on Tuesday, Wednesday, and Thursday. Students will be assigned detention or suspension in accordance with the list of disciplinary infractions (see list on following pages).

When a Saturday Detention (SD) is assigned, parents will be notified in advance, either by phone call or by letter.

Any student assigned to ISS/OSS may not participate in any co-curricular activity until the suspension is served to its completion.

Students are expected to report to each class prepared and on time. Disciplinary action, including detention and possible loss of credit, will be assigned to students who are late. Your teachers will explain the impact that lateness and being unprepared has on class participation, which is part of your grade:

- Students are expected to follow guidelines and procedures established by the classroom teacher.
- Be seated and ready to work before the bell rings.
- Participate regularly. Your contributions affect your grades.
- Take care of classroom furniture. Students who vandalize school property are to be referred to the office. Writing on desks may result in demerits and/or detention.
- Be sure your work is done neatly and to the best of your ability.
- Pay attention to your teacher.
- Come prepared with pencils, pens and books.
- It is the teacher, not the bell that dismisses classes. Students must remain seated until your teacher dismisses you.
- A hall pass is required to leave a class in session. Detention may be assigned to students who violate this procedure.
- Texts and other materials on loan to you are to be properly covered and cared for.

Student Disciplinary Rules & Regulations

The purpose of this policy is to present a fair, firm, and orderly process for handling individual and repeated infractions of school rules and regulations. Though this policy attempts to couple the seriousness of an offense with appropriate punishment by assignment to certain levels, the administrator in charge must be afforded some latitude in handling individual cases and assigning a level.

Students have a right to attend school in a safe and secure environment. ***Students have the right to appeal any disciplinary outcome to the building principal.** All disciplinary assignments are at the discretion of the building principal or designee/Assistant Principal. Students will be notified of any disciplinary outcomes/infractions by the building principal or designee by due process.

Student Disciplinary Appeal Process (BOE Policy & Regulation #5600):

1. Level 1- Building Principal or Designee
2. Level 2- Superintendent of Schools
3. Level 3 – Board of Education

PUNISHMENT – OFFENSE

CLASSROOM DISCIPLINE

The individual staff member may at any time choose to contact a parent. Staff members should maintain a discipline log, noting dates/actions taken at levels one and two as indicated below.

Most behavioral issues can be resolved at levels one and two; however, students will be referred DIRECTLY to the administration for more serious infractions. In those instances, appropriate consequences will be imposed at Level Three. **In addition, the administration always reserves the right to intervene and act if behavior is deemed inappropriate or in violation of district-wide policies.**

LEVEL ONE:

The individual staff member will meet with the student to:

- Identify the inappropriate behavior.
- Discuss the inappropriate behavior with the student and a change in behavior that the student and teacher agree upon.
- Involve the student in developing an action plan for a change in behavior that the student and teacher agree upon.
- Contact Parent

LEVEL TWO:

If a change in behavior is not observed, because of the agreed upon level one action plan, the individual staff member will meet with the student to:

- Identify the inappropriate behavior.
- Discuss the inappropriate behavior with the student.
- Possibly assign teacher detention
- Call the parent (mandatory)

THE FOLLOWING ARE EXAMPLES OF DISCIPLINE HANDLED ON LEVEL I AND LEVEL II:

- Possession of, or playing with dice, cards, or other gambling paraphernalia
- Disruptive behavior in class
- In halls without a pass
- Eating food outside the cafeteria
- Excessive talking in class
- Lying to a school staff member
- Personal cell phone use/violations

LEVEL THREE:

If a change in behavior is not observed after the steps in levels one and two have been satisfied, the staff member will complete a “disciplinary referral” and submit it to the assistant principal. Upon receipt of a referral, the assistant principal will take the appropriate administrative action as outlined in the later sections of this code of conduct. Copies of all disciplinary referrals are sent to parents and guidance counselors indicating the reasons for the referral, the staff member’s actions taken prior to the referral, and administrative actions taken after the referral.

It is assumed that staff have already followed Level I and Level II procedures.

Immediate Level III Offenses:

1. Dress Code Violation
First Offense: Warning
Second Offense: 1 day ASD
Third Offense: 2 days ASD
2. Failure to wear Student ID
First Offense: Warning
Second Offense: 1 day ASD
Third Offense: 2 days ASD

3. Failure to report to ASD
First Offense: 2 days ASD
Second Offense: 1 day ISS plus 2 days ASD
Third Offense: 3 days ISS, conference w/ Principal & parent
4. Leaving the school building/property w/o permission
First Offense: 1 day ISS w/ police notification
Second Offense: 2 days ISS w/ police notification
Third Offense: 3 days ISS, conference w/ Principal, assistant principal, parent, guidance counselor and police notification
5. Truancy
First Offense: 1 day ISS
Second Offense: 1 day ISS, meeting w/ guidance counselor, conference w/ Principal, assistant principal, guidance counselor, student & parent
Third Offense: 3 days ISS, potential CST referral, conference w/ Principal, assistant principal, guidance counselor, student & parent
6. Smoking (including vaping/cigarettes), chewing tobacco and other use or possession of smoking / vaping products in school, on school grounds or at a school function
First Offense: 1 day ISS, complaint filed
Second Offense: 3 days OSS, meetings w/ SAC, reentry meeting
Third Offense: 5 days OSS, reentry meeting with Principal, counselor, SAC
7. Forging a pass or a note
First Offense: 1 day ASD
Second Offense: 2 days ASD
Third Offense: 3 days ISS, conference w/ Principal, assistant principal, guidance counselor, student & parent
8. Cutting class/ tardy to class: defined as greater than 5 minutes beyond the late bell.
First Offense: Administrative warning/1 ASD
Second Offense: 1 days ASD
Third Offense: 1 day ISS, conference with assistant principal, counselor
9. Willful disobedience or open defiance of a school staff member's authority (insubordination)
First Offense: 1 day ISS, contact parent
Second Offense: 3 days ISS, conference with assistant principal & counselor
Third Offense: 3 days OSS, reentry conference w/ Principal/assistant principal, guidance counselor, student & parent
10. School bus misconduct
First Offense: Warning or 1 day ASD
Second Offense: Bus suspension (3-5 days) + 1 day ISS, meeting w/ parent
Third Offense: Bus suspension (10 days), 3 days ISS

11. Leaving class, assigned area w/o permission (including unit lunch)
First Offense: 1 day ASD, student receives cut from class
Second Offense: 1 day ISS, student receives cut from class
Third Offense: 3 days ISS, student receives cut from class, reentry conference w/ Principal, assistant principal, guidance counselor, student & parent
12. Unauthorized parking
First Offense: 1 day ISS
Second Offense: 3 days ISS
Third Offense: 3 days OSS
13. Misconduct in the cafeteria
First Offense: minimum of 1 day ASD
Second Offense: 1 day ISS
Third Offense: 2 days ISS, conference with assistant principal, student, parent, and guidance counselor
14. Misconduct in the halls (running, littering, abusing lockers, improper showing of affection, loitering, horseplay)
First Offense: minimum of warning and/or 1 day ASD
Second Offense: 1 day ISS
Third Offense: 2 days ISS, conference with assistant principal, student, parent, and guidance counselor
15. Any act which one expects or knows is likely to be observed by other non-consenting individuals who would be affronted or alarmed is considered lewdness
First Offense: 3 days OSS
Second Offense: 5 days OSS, parent conference, police notification
Third Offense: 10 days OSS /re-entry conference w/ assistant superintendent, assistant principal, guidance counselor, student & parent, CST evaluation, police complaint
16. Sexual Harassment- as defined by Board Policy # 5751
First Offense: 5 days OSS / 5 days ISS, reentry conference, Principal/vice principal,
Second Offense: 10 days OSS, police complaint/Board hearing
17. Unauthorized Use of Computer / student laptop misuse
First Offense: 1 day ASD
Second Offense: 2 Days ASD, parent notification
Third Offense: 3 days ISS / minimum loss of computer privileges for 10 days / conference with student, parent, principal, assistant principal, and guidance counselor (Violation of Acceptable Use Policy)

18. Violation of Acceptable Use Policy for Access to Information, Software, and Computing Board Policy # 2361
First Offense: 3 days ISS /minimum loss of computer privileges for 10 days
Second Offense: ISS, 5 days/minimum loss of computer privileges for 20 days
Third Offense: OSS, 3 days / re-entry conference with Principal, counselor, student, and parent
19. Unacceptable language, vulgarity, obscene gesture in class or directed at a student.
First Offense: 1 day ISS
Second Offense: 2 days ISS
Third Offense: 3 days ISS –Conference with parent & Asst. Principal
20. Unacceptable language, vulgarity, obscene gestures directed toward a staff member
First Offense: 3 days OSS, reentry conference, vice principal, counselor
Second Offense: 5 days OSS, reentry conference, Principal, counselor, student, and parent
21. Unauthorized removal of school or any personal property of another (theft) (N.J.S.-2C:20)
First Offense: 3 days minimum OSS/police notification
Second Offense: 5 days OSS/police notification
Third Offense: 10 days OSS/police notification, potential Board Hearing
22. Taking or attempting to take property by force or threat
First Offense: 10 days OSS/police notification/conference w/ parents
Second Offense: 10 days OSS/police notification/conference
Third Offense: 10 days OSS/police notification/Board hearing
23. Willful destruction of school or personal property
First Offense: 3 days OSS + **restitution to school district.**
Second Offense: 5 days minimum OSS +**restitution to school district**, police notification
Third Offense: 10 days minimum OSS + **restitution to school district, police complaint.**
24. Setting off a false public alarm, bomb threat, or use of fireworks
First Offense: 10 days OSS/reentry meeting with Principal & Superintendent with parents/student will determine if Board hearing is necessary / potential medical clearance /**police notification /complaint**
25. Harassment /Intimidation /Bullying (**Policy #5512**), Includes Cyber Bullying, off campus incidents and social networks.
First Offense: Minimum 5 days ISS/OSS reentry conference with assistant principal, counseling session with guidance counselor/SAC

Second Offense: 10 days OSS, reentry with Principal/assistant principal, counselor, HIB Specialist, student, and parent

26. Aggressive Behavior-pushing, shoving, spitting, gesturing to fight

First Offense: Minimum 3 days ISS/OSS, counseling session w/ guidance counselor/SAC

Second Offense: 5 days OSS, reentry conference with Principal/assistant principal, counselor,

Third Offense: 10 days OSS, meeting with Principal & Superintendent, potential CST evaluation

27. Bias incident -**Policy #5465**

First Offense: Minimum 5 days OSS, Re-entry conference counseling session w/ guidance counselor

Second Offense: 10 days OSS , meeting with Principal & Superintendent, CST evaluation, **police notification**

28. Fighting with a student or provoking a fight:

Fighting is hereby defined as the mutual engagement in a physical confrontation that may result in bodily injury. It is recognized that one student may initiate a fight, and another may defend, but all students who fight will be suspended.

First Offense: Minimum of 5 days OSS /5 days ISS, reentry parent conference, counseling session w/ guidance counselor/SAC

Second Offense: Minimum of 10 days OSS / mandatory meeting with Principal, parent, student, and counselor

Third Offense: 10 days OSS / mandatory expulsion hearing before the Board of Education

29. Assault of student or staff member

Committing an assault, as defined under N.J.S.A. 2C:12-1(a)1, not involving the use of a weapon or firearm, upon a student. Assault is hereby defined as an action that causes (purposely, knowing or recklessly) bodily injury to another student or staff member

First Offense: 10 days OSS / police notification, reentry with Principal & Superintendent,

30. Possession of, distribution of, selling, using, or abusing drugs or alcoholic substance (positive drug test screening must be completed within two hours)
Board Policy **#5530**

First Offense: 5 days OSS / 5 days ISS / potential CST evaluation, conference w/ SAC / mandatory reentry meeting, vice principal, SAC, counselor, student and parent.

Second Offense: 10 days OSS / meeting with Principal & Superintendent

31. Refusal to undergo substance abuse screening (positive), Board Policy #5530

First Offense: 5 days OSS / 5 days ISS / CST evaluation/ conference w/ SAC/ mandatory reentry meeting/

Second Offense: 10 days OSS, meeting with Principal & Superintendent

32. Possession, use or distribution of any weapon (**Board Policy #8467 & #5612**)

First Offense: 10 days OSS / police notification / conference w/ Principal & Superintendent

33. **Terroristic Threat-** threat against student, staff or school community.

First Offense: 10 days OSS / police complaint/meeting with principal & Superintendent

34. **Gang related activity** – graffiti, tagging, displaying of gang colors /paraphernalia

First Offense: 3 days /ISS/OSS / police notification, parent conference

Second Offense: 5 days OSS / police complaint, reentry meeting with Principal, counselor/SAC

Third Offense: 10 days OSS /police complaint/ meeting with Principal & Superintendent

Emergency Lockdowns, evacuations, fire drills, etc. are necessary tools to provide maximum safety for all students and staff. The expectation of complete student cooperation is vital for the implementation of safety procedures. Any student not following staff direction will receive immediate consequences at the discretion of the administration.

Make-Up Opportunities after Out-of-School Suspension

The following procedures regarding student make-up opportunities shall apply to absence(s) as a result of the Out-of-School Suspension:

1. Completion of assignments and/or tests shall take place within a reasonable period of time. This shall not be less than an amount of time equal to the time missed or ten days as determined by the teacher and counselor.
2. Failure to complete the assignment and/or tests within the specified time shall result in the issuance of a zero grade for that assignment and/or test.

Student participation regarding proms, special events such as senior picnic, senior parent brunch, project graduation, field trips, assemblies, dances, talent shows, award ceremony and graduation ceremony:

**Students who pass beyond a certain threshold of discipline may not be permitted to participate.*

Student participation including but not limited to MHS Senior Open Lunch, MHS Athletics, Marching Band, Dance, Chorus, clubs or co-curricular activities, proms, special events such as senior trip/picnic, senior/parent brunch, field trips, assemblies, dances, talent shows, Mr. Manasquan and graduation ceremony: Students who pass beyond a certain threshold of discipline may not be permitted to participate.

Thresholds of Discipline:

1. **10 days** of cumulative discipline (any combination of OSS, ISS, ASD or Saturday Detention) = will place student on a 5-day probation from any of the above listed activities. In addition, students must satisfy completion of the issued number of student discipline from building principals.
2. **20 days** of cumulative student discipline = will prohibit the student from attending any of the above listed activities.

Thresholds of Attendance (unexcused):

1. **10 days unexcused** absence from daily attendance = 5 days probation from any of the above listed activities,
2. **20 days unexcused** absence = will not be permitted to participate in any of the above listed activities. Students who pass beyond a certain threshold of attendance will not be permitted to participate

(5) Days unexcused late = 1-day ASD

(10) Days unexcused late = Saturday Detention, **5-day** probation from any of the above listed activities

(15) Days unexcused late = Saturday Detention

(20) Days unexcused late - Saturday Detention, Exclusion from participation in the above listed activities for the remainder of the school year

Rules Governing In-School Suspension:

- Students will report to the In-School Suspension room by 7:34 am.
- The suspension will be served from 7:34 am to 2:24 pm.
- Students are responsible to bring all books and school related materials/supplies with them before entering the ISS room. There will be **NO** locker visits.
- The ISS Supervisor will forward all school-work/assignments to the students.
- Students must be on-task and follow the In-School Suspension guidelines. The student is expected to remain seated, quiet, awake and working on assignments throughout the day. Sleeping is prohibited. The student is expected to complete each day's assignment for every class according to directions.
- The student will only be allowed to use the restroom with supervision.
- **NO** electronics of any kind, including cell phones, will be permitted in the ISS room.
- **NO** food or drinks will be allowed (except bottled water) unless it is during a scheduled lunch break.
- Students are encouraged to bring a lunch with them. Students will have the opportunity to purchase lunch from the cafeteria. Lunch will be eaten in the ISS room.
- Students will not be allowed to participate in any after-school extra-curricular activities.
- All regular school rules apply as set forth by the Code of Conduct outlined in the Student Handbook.
- Any violations of ISS rules will result in additional days of ISS or may result in an Out of School Suspension.

Rules Governing Out of School Suspension:

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1. A suspension officially begins at the end of the school day (2:24 PM) in which the student is informed by the administrator and extends to the beginning of the school day the student is scheduled to return.
2. Making up missed assignments is the responsibility of the student. Work must be made up to receive credit.
3. A parent/guardian is required to schedule an appointment and accompany the student to the conference for the student to be readmitted to school.
4. Suspended students may not be on school grounds during the period of suspension.
5. Students may not take part in or attend any school-sponsored activity on or off school grounds when suspended.
6. The Assistant Principal will inform the parent/guardian of the suspension by letter and phone call.
7. Failure to abide by the rules governing suspension may result in (1) additional suspension time, (2) police action or (3) expulsion.

Additional offenses or actions that are extremely severe or dangerous to the well-being of other students or the orderly functioning of the school may result in:

1.
 1. **Recommendation to the Board of Education for expulsion**
 2. **Filing of appropriate complaints or juvenile petition**

Students Rights (BOE regulation #5600):

1. You have the right to a pre-eminent education.
2. You have the right to attend school regardless of your individual personal status, including marital status, pregnancy or parenthood.
3. You have the right to be recognized as an individual with unique needs, aspirations, and competencies.
4. You have the right to attend Manasquan High School without fear or abuse.
5. You have the right to expect fair and equitable treatment by staff and peers, including application of the code of conduct.
6. You have the right to student confidentiality regarding student records following state and federal laws.
7. You have a right to due process, appeal procedures and policies.
8. You have the right to parent notification of a student's due process consistent with policies and procedures.

Manasquan High School will provide an equitable application of the Code of Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic.

Physical Restraint of Students

The administration and staff shall comply with the Manasquan Board of Education's physical restraint and seclusion Policy and Regulation **#5561** (Use of Physical Restraint and Seclusion Techniques for Students with Disabilities) and New Jersey statutes

N.J.S.A. 18A:46-13.4, when dealing with an emergency in which a student is exhibiting behavior that places the student or others in immediate physical danger.

Comprehensive Behavioral Support

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success, which may include, but are not limited to:

1.
 - a. Senior Open Lunch
2.
 - b. Eligibility for Co-Curricular Activities

2. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of **N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation #2417**.

Community Based Family Health & Social Service

- | | | |
|---------------|--------------|--------------|
| 1. High Focus | Freehold, NJ | 800.877.3628 |
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|-------------------------|------------------|--------------|
| 2. Gen Psych | Brick, NJ | 855.436.7792 |
| 3. CPC Behavioral | Freehold, NJ | 732.780.7387 |
| 4. Meridian Behavioral | Neptune City, NJ | 732.643.4400 |
| 5. The Samaritan Center | Manasquan, NJ | 732.223.4673 |

Document 2

CODE OF PUPIL CONDUCT

The school is a community and the rule and regulations of a school are the laws of that community. The following rules and regulations are designed to protect all members of the educational community in the exercise of their rights and responsibilities, and to best insure the maintenance of a proper learning environment. The Code of Pupil Conduct supports the establishment and maintenance of civil, safe, supportive, and a disciplined school environment conducive to learning.

Students who demonstrate good conduct and academic success are integral to a positive learning environment and school culture. Those students who embody the Six Pillars of Character will serve as leaders and examples in our school community.

The Code of Pupil Conduct for Manasquan Elementary School is based on the following core ethical values:

Pillars of Character

1. Respect
2. Responsibility
3. Trustworthiness
4. Caring
5. Fairness
6. Citizenship

The following behaviors are considered unacceptable and will not be tolerated:

1. Any behavior involving intimidation, harassment, or bullying.
2. Obscene, vulgar, immoral/indecent language (including racial and ethnic remarks), writing, gestures, signs or acts.
3. Any bias incident regarding race, color, religion, ancestry, national origin, sexual orientation, gender, or disability.
4. Malicious destruction, damage or defacing of school property and equipment including textbooks.
5. Lack of respect for school personnel, other adults, and classmates.
6. Violation of safety rules and regulations in school and outside of school at extra-curricular activities.
7. Dressing inappropriately.
8. Enter school premises or any specific portion of the premises without permission and without authority.
9. Physical assault on another student or staff member. (N.J.A.C. 6:A16-5.7)
10. Possession or use of weapons or any implement intended to harm others. (N.J.A.C. 6:A16-5.5)
11. Any act of theft of property of other students, staff member, or the district.
12. Acts so recklessly as to endanger the safety of others.
13. Cheat or otherwise engage in academic dishonesty.
14. Smoking, drinking alcoholic beverages and/or the use of any illegal substance.
15. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstances hazardous to others.

Document 2

Since discipline is the key to good conduct and proper consideration for other people, violation of the Code of Pupil Conduct will result in appropriate disciplinary action according to the school's Discipline Policy. In addition to the counseling and support services provided to our families by the Manasquan School District, www.monmouthresourcenet.org provides a variety of community-based health and social service provider agencies available to support our students' and family needs.

HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Pupils are expected to behave in a way that creates a supportive learning environment and is consistent with the Code of Pupil Conduct. School procedures are in place to ensure that both appropriate consequences and remedial responses are implemented for pupils who commit one or more acts of harassment, intimidation, or bullying. An Anti-Bullying Specialist for the school, a School Safety Team, and a District Anti-Bullying Coordinator are in place to ensure that incidents of harassment, intimidation, or bullying are completely investigated, properly addressed, and clearly reported. The Anti-Bullying Specialist serves as the Chairperson of the School Safety Team. The School Safety Team's primary responsibility is to review and strengthen the policies and procedures of the school to prevent and address harassment, intimidation, and bullying of students and to further develop, foster, and maintain a positive and respectful school climate. At Manasquan Elementary School, we firmly believe that bullying is a serious problem and students who have been bullied need help from the educational community to stop those who continuously harass, intimidate, or bully. Our goal is to ensure that students feel safe and know that there is help available in their school to deal with bullying adequately and effectively should they become a victim.

- PreK – 8 Anti-Bullying Specialist: Ms. Harmony Schwier
- District Anti-Bullying Coordinator: Mr. Donald Bramley

AFFIRMATIVE ACTION

The Manasquan Board of Education hereby reaffirms its policy to ensure equal opportunity for all persons/students and to prohibit discrimination because of race, color, creed, religion, affectional or sexual orientation, sex, ancestry, national origin, or socioeconomic status. Policy confirms compliance with Section 504 of the Rehabilitation Act of 1973. An intensive affirmative action program shall be an integral part of every aspect of student life, not limited to, but including student participation in the classroom, grading, extra-curricular activities, sports, honors, course selections, and guidance services. Neither harassment nor favoritism shall be permitted in any of the above.

Students shall be protected from all types of needless labeling. Any use of stereotype identifications will be construed by the Board of Education as discrimination and will be ordered by the Chief School Administrator to cease. If any student, or parent, feels that they have been discriminated against, please follow the grievance procedure.

An Affirmative Action Officer is appointed by the district.

District Affirmative Action Officer: Mr. Donald Bramley

Document 2

Mr. Bramley is located at Manasquan High School, 732-528-8820 x 1020,
dbramley@manasquan.k12.nj.us

MANASQUAN PUBLIC SCHOOL DISTRICT AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

In keeping with federal/state antidiscrimination legislation, the Board of Education has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, employee, and parent complaints.

PURPOSE

To provide students, employees, and parents a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, affectional or sexual orientation, sex, ancestry, national origin, or socioeconomic status.

DEFINITION

- **Grievance:** A formal written complaint
- **Grievant:** Any student, employee, or parent aggrieved by a decision or condition falling under the guidelines of federal and/or state anti-discrimination laws.
- **Affirmative Action Officer:** The district employee designated to coordinate efforts with antidiscrimination legislation and charged with the responsibility of investigating complaints.

PROCEDURE

- Step 1 The grievant must present the complaint in written form to the responsible person designated as the Affirmative Action Officer. (Use Grievance Report – Form A)
- Step 2 The Affirmative Action Officer has five working days in which to investigate and respond to the grievant. (Affirmative Action Officer is to use the space provided on Grievance Report – Form A)
- Step 3 If not satisfied, the grievant may appeal within ten working days to the Superintendent or designee (not Affirmative Action Officer). (Use Appeal – Form B)
- Step 4 Response by the Superintendent or designee must be given within five working days. (Superintendent to use space provided for on Appeal – Form B)
- Step 5 If the grievant is not satisfied at this level, an appeal may be made within ten working days to the Board of Education which will hear the complaint at the next regular meeting or within thirty calendar days. (Use Appeal – Form C) Local Board hearing shall be conducted to accord due process to all parties involved in the complaint such as written notice of hearing dates, right to counsel, right to present witnesses, right to cross-examine and to present written statement. The decision of the Board shall be by a majority of the members at a meeting which shall be public.
- Step 6 The Manasquan Board of Education shall respond to the grievant within thirty calendar days. (Use space provided for an Appeal – Form C)
- Step 7 If the grievant is not satisfied with Board's decision, the grievant can have it referred to the Monmouth County Superintendent of Schools.
- Step 8 The grievant maintains the right to by-pass the grievance procedure and submit the complaint directly to any or all of the following agencies:
 1. The Commissioner of Education
Bureau of Controversies and Disputes
New Jersey Department of Education
 2. Equal Employment Opportunity
Commission Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102

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PO Box 500
Trenton, New Jersey 08625
Phone:(609) 292-5706

3. U.S. Office for Civil Rights
U.S. Department of Education
75 Park Place, 14th Floor
New York, New York 10007
Phone:(212) 264-3313 or (212) 637-6330

Phone:(973) 645-6383 or (800) 669-4000

4. New Jersey Division on Civil Rights
31 Clinton Street, 3rd Floor
Newark, New Jersey 07102
(973) 648-2700

Discipline Policy

Philosophy

The Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of pupils. The Board believes that the best discipline is self-imposed and that pupils should learn to assume responsibility for their own behavior and the consequences of their actions. Board policy requires each pupil of this district to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Furthermore, such rules and regulations are in place to ensure that the school operates in a manner that will provide for the welfare and safety of all students who attend.

To ensure that all students obtain the best education possible in a positive social climate, it is important that students understand that acceptable standards of behavior are expected at all times. Most importantly, Manasquan Elementary School students are expected to be respectful, kind, and courteous at all times. Each student should conduct himself/herself in an orderly manner within the entire building, on the playground, at all extra-curricular activities, assembly programs, and on field trips. Any act of harassment, intimidation, or bullying will not be tolerated. Disciplinary actions will be administered when an individual's actions interfere with the rights of teachers to teach and the rights of students to learn. Students who violate established school rules and do not adhere to the Code of Pupil Conduct shall be referred to the Principal and/or the Discipline Committee. Appropriate disciplinary measures will then be imposed on an individual basis. The Discipline Policy presents a fair, firm, and orderly process for handling individual and repeated infractions of school rules and regulations. Specific judgments regarding consequences will be based on Board Policy, severity, frequency, and the number of prior behavioral infractions committed during the school year.

School Behavioral Goals

Manasquan Elementary School maintains the following behavioral goals:

1. to educate children academically, socially, and emotionally;
2. to create a safe, positive learning environment; and
3. to teach good citizenship skills.

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Our school's overall behavioral objective is to foster a school-wide atmosphere of mutual respect. To successfully achieve these goals, the following guidelines for student behavior will be implemented.

Disciplinary Measures

Teachers will first attempt to contact parents when the behavior of a pupil creates a situation where the education of the child and those around him or her is disrupted. Teachers are responsible for handling minor infractions including, but not limited to, incomplete assignments, unprepared/forgotten materials, lateness to class, gum chewing, excessive talking/calling out in class, failure to return paperwork requiring a parent signature, and other common classroom situations.

Minor Infractions:

First Offense	Verbal Warning from Teacher
Second Offense	Verbal Warning and Teacher Conference with student
Third Offense	Teacher Detention and Parent Notification

Teacher Detention

Teacher detention may be assigned for disciplinary reasons or to complete missed work. For grades 1–2, detention with the classroom teacher may be assigned from 3:00 – 3:10 p.m. For grades 3–8, teachers may keep a student after school anytime up until 3:30 p.m. In all grade levels, a teacher may also have the option of keeping a student in for lunch/playground detention. In all cases of teacher detention, a parent must be notified by the teacher of the student's infraction with either a phone call or in writing. Parents must be notified with a phone call *prior* to the end of the school day regarding any student being kept after school. If a parent cannot be contacted, the student will be detained the following school day. In addition, please note that attendance at extracurricular activities (sports, clubs, etc.) are not acceptable reasons for missing teacher detention. An unexcused absence at a teacher-assigned detention will result in a formal disciplinary referral.

When the teacher has exhausted the usual means to ensure control and has followed the sequence of responses to minor infractions as listed above, the situation shall then result in a formal referral to the Administration should the inappropriate behavior(s) continue. Habitual problems or those of such a nature that disrupt the educational process will not be tolerated.

Central Detention:

Central Detention (CD) may only be assigned by the Principal for students in grades 3–8. Parents will be notified from the office of their child's Central Detention obligation by the Principal or by the student. CD will be assigned for the following day after the referral to allow for written notification. Students must return the signed referral form to the CD Proctor or the Main Office on the day of detention. Student Central Detention is served from 3:00 p.m. – 4:00 p.m. in a designated area with a CD Proctor who is a certified teacher. Any student who misses CD without a note from the parent explaining a legitimate reason (i.e., doctor's appointment or religious obligation), will be assigned three (3) additional days of CD. Please

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note that attendance at extracurricular activities (sports, clubs, etc.) **are not** acceptable reasons for missing Central Detention.

Special Education Students

Classified students are subject to the same school disciplinary procedures and may be disciplined in accordance with their Individual Education Plan (I.E.P.) in consultation with the Child Study Team. However, before disciplining a classified student, it must be determined that (1) the student's behavior is not primarily caused by his/her educational handicap; and (2) the program that is being provided meets the student's needs. The administration and staff shall comply with the Manasquan Board of Education's physical restraint and seclusion policy and regulation #5561 (Use of Physical Restraint and Seclusion Techniques for Students with Disabilities) and of the New Jersey statutes N.J.S.A. 18A:46-13.4 et seq. when dealing with an emergency in which a student is exhibiting behavior that places the student or others in immediate physical danger.

Discipline Expectations and Progressive Discipline:

Students should fully understand that any teacher or paraprofessional in the building has the authority to correct misconduct at any time and submit formal disciplinary referrals to the Administration. Disciplinary measures by Administration may include any combination of the following: lunch/recess detention, Central Detention (CD), Parental Conferences, ineligibility to participate in extra-curricular activities and/or school sponsored events, referral to the Child Study Team, and/or the possibility of in-school or out-of-school suspensions.

Consequences are determined on a case-by-case basis utilizing a progressive discipline approach. This means that behavioral issues will be monitored, and consequences will be more severe with repeated infractions. In all circumstances, the individual needs of the student and the details of the infraction will be considered when determining an appropriate consequence.

Disciplinary Actions:

Listed below are examples of unacceptable behaviors that will justify formal Disciplinary Referrals to the Principal. Such behaviors will then be subject to disciplinary actions by Administration. *Students should fully understand that any teacher or paraprofessional in the building has the authority to correct misconduct at any time and submit formal disciplinary referrals to the Administration.* Disciplinary measures by Administration may include any combination of the following: lunch/recess detention, Central Detention (CD), Parental Conferences, ineligibility to participate in extra-curricular activities and/or school sponsored events, Discipline Committee Conferences, referral to the Child Study Team, assignment of a work-related task to emphasize the importance of civic responsibility, and/or the possibility of in-school or out-of-school suspensions (as further clarified under "Suspensions and Expulsions").

MAJOR INFRACTIONS – Automatic Referral to Administration

Inappropriate Behaviors

Minimum Consequences to Be
Assigned at the Discretion of the
Principal/Building Leader

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Acts of Bullying/Harassing/Intimidation	1–5 days Central Detention to suspension to expulsion Parent notification
Disrespectful behavior to any school personnel in an authority position	1–5 days Central Detention to suspension Parent notification
Continuous infractions of classroom rules	1–5 days Central Detention to suspension Parent notification
Inappropriate behavior on field trip	1–5 days Central Detention and possible exclusion from next field trip Parent notification
Unexcused absence from assigned Central Detention	1–3 days Central Detention (Continuous unexcused absences may result in suspension) Parent notification
Damage to school property	1–2 days Central Detention to suspension Parent notification
Violation of cafeteria/hallway/ or playground rules	1–2 lunch/recess detentions to 2 days Central Detention Parent notification
Inappropriate behavior at assemblies	1–2 days Central Detention and possible exclusion from next assembly program Parent notification
Frequent lateness to class	1 day Central Detention Parent notification
Cheating/copying homework	Zero for the assignment and 1 day Central Detention
Violation of dress code	1 day Central Detention
Unexcused absence from teacher detention	1 day Central Detention Parent notification

Participation in Extra-Curricular Activities:

Students demonstrating habitual disciplinary problems may lose their extra-curricular privileges. This policy is in effect for all extra-curricular activities including, but not limited to, athletics, clubs, class trips, dances, plays, concerts, and graduation exercises. Habitual disciplinary problems may result in the consequences below:

- Three disciplinary referrals during a marking period – minimum loss of privileges for one week
- Five disciplinary referrals during a marking period – minimum loss of privileges for two weeks

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- Eight accumulated referrals during the school year – loss of privileges for the remainder of the school year
- After any disciplinary referral, upon discretion of the Administration, depending upon the severity of the infraction.

Suspension and Expulsion

The Board of Education realizes exclusion from the educational program of the schools, by suspension or expulsion, is the most severe sanction to be imposed on a student and one that cannot be imposed without due process, since exclusion deprives a child of the right to an education in our district.

For the purposes of this policy, "suspension" shall be *temporary* exclusion, by the school Principal, of a student from his/her regular school program. Such suspension may take place within (in-school suspension) or outside school facilities. A "short-term suspension" shall be a suspension of *not more than five school days*.

"Expulsion" is permanent exclusion of a student from the schools of this district. No student below the age of sixteen should be expelled from school without provision for an alternate educational program.

No student otherwise eligible for attendance at schools of this district shall be excluded from school unless he/she has interfered, materially and substantially, with the maintenance of good order in the schools or because it is necessary to protect the student's physical or emotional safety and well-being.

A student may be suspended by the building Principal, who shall report such action to the Superintendent as soon as possible; the Superintendent shall report the action to the Board of Education at its next regular meeting. The suspended student may be reinstated by the Principal within five days of the suspension, by the Superintendent at any time before the second meeting of the Board following such suspension, or the Board at their first such meeting. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate, continue the suspension of, or expel the student.

No student shall be deprived of the right to an education in the public schools of this district without being given notice of the charges and an opportunity to be heard on his/her behalf before the person or body holding authority to reinstate him/her. Each student shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension within one day thereafter (except that when extraordinary circumstances involving the health and safety of the student or others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit).

Students suspended for a period of time longer than a "short-term" suspension shall be afforded a formal hearing which shall take place not later than twenty-one days after the suspension occurred. The Board requires each such hearing shall be closed to the public (but the hearing may be publicly held should all parties thereto agree).

Each suspended student who has requested a formal hearing shall be restored to a regular educational program pending outcome of the hearing except when, in the opinion of the Superintendent, the presence of the student in school poses such a danger to himself or others as to warrant continued absence.

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The Board of Education, consistent with the provisions of N.J.A.C. 6A:16-7 and Board of Education Policy/Regulation #5610 (Suspensions) requires the oral or written notification to the student's parent/guardian of the student's removal from the student's educational program prior to the end of the school day on which the Principal decides to suspend the student.

Students referred to the Principal for infractions including, but not limited to, the following are subject to suspension/expulsion:

1. fighting on school grounds
2. continuous willful disobedience and/or open defiance toward staff members
3. physical assault on another person
4. physical assault on another person with a weapon (Manasquan Board of Education Policy #5613)
5. willfully causing or attempting to cause damage (i.e. cut/deface/otherwise injure) to School property
6. taking personal/school property from another person by force or fear
7. smoking or chewing tobacco in school or on school grounds
8. habitual use of profanity/obscene language
9. use of profanity/obscenity toward any staff member
10. verbal assault/threat toward any staff member
11. unauthorized assembly/occupancy and failure to disperse when directed to do so by the principal or others in authority
12. incitement which could possibly disrupt normal school functioning or causes violent behavior and/or truancy by students
13. continuous and deliberate class disruption
14. conduct of such character as to constitute a continuing danger to the physical well-being of other students
15. possession and/or use of drugs, alcohol, and/or other controlled dangerous substance
16. causing false alarm(s)
17. stealing
18. physical assault upon a board member or employee (Manasquan Board of Education Policy #5612).
19. lewd/obscene exposure
20. possession of a weapon(s) and/or item(s) which may present a danger to others (Manasquan Board of Education Policy #5611)

Teaching staff members shall not use physical force or the threat of physical force to maintain discipline or compel obedience except as permitted by law (exceptions as allowed in N.J.S.A. 18A:6-1) but may remove pupils from the classroom or school by the lawful procedures established for the suspension and expulsion of pupils. Any pupil who commits assault upon a teacher, administrator, board member, other employee of a school board, or another student, with a weapon, on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program pending a hearing before the local board of education. A student who is removed from the regular education program pursuant to N.J.S.A. 18A:37-2.2 must be placed in an alternative education program. If an alternative education program is not available, the student must be provided home instruction or other suitable facilities and programs until placement is possible.

The Administration reserves the right to deny any student the privilege of participation in extra-curricular activities including (but not limited to) clubs, athletic events, social activities, and class

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trips if the student has been suspended from school (2) or more times during the school year for disciplinary reasons as indicated:

Second suspension: loss of participation/privileges for 30 days

Third suspension: loss of participation/privileges for the remainder of the school year (This includes the Eighth Grade Graduation Ceremony, Eighth Grade Breakfast, and the Graduation Dance.)

Rules and regulations regarding suspensions shall be in effect at all times a student is under authority of the school. This includes (but is not limited to) the regular school day, field trips, athletic events, social events such as dances/plays, etc., in, on, and/or off Board of Education property.

Rules governing suspensions:

1. Suspension begins at the end of the school day in which the infraction was committed and extends to the beginning of the school day the student is scheduled to return.
2. Making up class assignments missed during suspension is the responsibility of the student. Work must be made up and submitted upon the day of the student's return to school to receive credit.
3. For a student to be re-admitted, a parent/guardian must accompany that student upon return to school.
4. Suspended students may not be on school grounds during the period of suspension.
5. Students under suspension may not take part in or attend any school-sponsored activity in, on, or off school property.
6. The Principal or designee will notify the parent/guardian of the suspension by both phone call and registered letter.
7. Failure to abide by the rules governing suspension may result in
 - Additional suspension period
 - Police action
 - Expulsion
8. Additional offenses or actions of extreme severity, dangerous to the well-being of other students or interfering with orderly functioning of the school will result in recommendations to the Board for expulsion and/or filing of appropriate complaints or juvenile petition.

Considerations:

- A. These rules and regulations shall be in affect at all times a student is under authority of the school. This includes (but is not limited to) the regular school day, field trips, athletic events, social events such as dances, plays, etc., in on, and/or off Board of Education property.
- B. When a student is suspended, the parent must be notified in writing.
- C. Students under suspension are ineligible to participate in all extra-curricular activities during the period of the administrative action.
- D. Continued disciplinary infractions may result in suspension or exclusion from participating in extra-curricular activities including athletics, clubs, dances, and the graduation ceremony.