

Manasquan High School Enrollment for BOE Agenda: June 2024

Month: May 2024

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Full Time Student CLI	Total Student Count
Avon	21	0	0	0	0	21
Belmar	128	6	14	4	3	155
Brielle	213	4	0	0	3	220
Lake Como	37	1	2	0	2	42
Manasquan	262	6	3	0	2	273
Sea Girt	43	0	0	0	1	44
Spring Lake	32	1	1	0	1	35
Spr Lk Hts	119	4	2	2	0	127
Parent Paid	23	0	0	0		23
Employee Child	9	0	0	0		9
Neptune					1	1
Totals	887	22	22	6	13	950
					TOTAL MHS	950
					TOTAL MES	505
					TOTAL ENROLLMENT	1,455

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2023-2024 school year

	<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>
HIGH SCHOOL			
May-23	94.30	936.10	882.98
May-24	93.68	936.05	877.26
ELEMENTARY SCHOOL			
May-23	95.717	505.5	478.55
May-24	96.002	505	474.524

HIGH SCHOOL/CENTER FOR LEARNING INDEPENDENCE

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
May 23rd	12:15 p.m.	5 minutes		Fire Drill
May 30th	8:45 a.m.	10 minutes		Shelter in Place Drill
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
May 23rd	1:30 p.m.	7 minutes		Lockdown Drill
May 28th	10:05 a.m.	5 minutes		Fire Drill

Manasquan High School 2023 - 2024 Tardy Report

	Sept.	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Number of Students Tardy 1 time	173	226	205	214	229	200	231	198	224		
Number of Students Tardy 2 times	49	77	97	84	51	74	87	59	92		
Number of Students Tardy 3 times	11	39	31	24	23	37	28	24	46		
Number of Students Tardy 4 times	13	21	7	14	13	12	16	17	35		
Number of Students Tardy 5 times	2	2	7	7	6	6	5	4	19		
Number of Students Tardy 6 times	4	5	4	6	3	3	6	4	6		
Number of Students Tardy 7 times	1	5	1	2	5	2	5	3	7		
Number of Students Tardy 8 times	2	1	3	3	2	1	2	2	8		
Number of Students Tardy 9 times		1	1	2	0	2	1	1	1		
Number of Students Tardy 10 times		2	0		1	2	2	1	5		
Number of Students Tardy 11 times		1	2			0	1	2	3		
Number of Students Tardy 12 times		0				2	1	1	4		
Number of Students Tardy 13 times		1					1	1	2		
Number of Students Tardy 14 times							0	0	1		
Number of Students Tardy 15 times				1			1	1	1		
Number of Students Tardy 16 times											
Number of Students Tardy 17 times											
Number of Students Tardy 18 times											
Number of Students Tardy 19 times											
Number of Students Tardy 20 times											
Total number of students tardy	255	381	358	357	333	341	387	318	454	0	3184
Total number of tardy	413	717	641	652	561	639	745	618	1125	0	6111

Manasquan High School

2023 - 2024 Suspensions by Month

OUT OF SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
FIGHTING	2		1				2		2		7
DEFIANCE	1										1
MARAJUANA USE CONFIRMED		1		1	2			1			5
DISRESPECTFUL TO STAFF		1	1				1				3
Disruptive/inappropriate behavior			1								1
Suspention from Vocational				1							1
Possession of Knife				1							1
Possession of Marajuana					1						1
Truancy						1					1
Threat						1					1
Substance Suspected / test refusal								1			1
											0
											0
											0
											0
											0
TOTALS	3	2	3	3	3	2	3	2	2	0	23
IN SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
SMOKING / POSESSION OF TABACCO	1		1					1			3
MARAJUANA USE CONFIRMED		1									1
LEAVING SCHOOL GROUNDS		1						2			3
Disruptive/inappropriate behavior					2			1			3
DISRESPECTFUL TO STAFF							1	1			2
FIGHTING							2		2		4
Substance Suspected / test refusal								1			1
Skipped Saturday Detention								1			1
											0
											0
											0
											0
TOTALS	1	2	1	0	2	0	3	7	2	0	18
TOTAL STUDENTS SUSPENDED	4	4	4	3	5	2	6	9	4	0	41

TOTAL SATURDAY DETENTIONS	0	0	1	1	8	3	5	7	1		26
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STUDENTS SUSPENDED 1 TIME	33
STUDENTS SUSPENDED 2 TIMES	9
STUDENTS SUSPENDED 3 TIMES	1
STUDENTS SUSPENDED 4 TIMES	2
STUDENTS SUSPENDED 5 TIMES	
STUDENTS SUSPENDED 6 TIMES	
STUDENTS SUSPENDED 7 TIMES	
STUDENTS SUSPENDED 8 TIMES	
STUDENTS SUSPENDED 9 TIMES	

TOTAL NUMBER OF SUSPENSIONS TO DATE	62
TOTAL NUMBER OF INDIVIDUAL STUDENTS SUSPENDED TO DATE	38

Manasquan High School 2023 - 2024 Suspensions by Grade

OUT OF SCHOOL SUSPENSIONS:	9	10	11	12	TOTALS
FIGHTING	3	1	3		7
DEFIANCE			1		1
MARAJUANA USE CONFIRMED	2	2	1		5
DISRESPECTFUL TO STAFF	1		2		3
Disruptive/inappropriate behavior			1		1
Suspention from Vocational			1		1
Possession of Knife		1			1
Possession of Marajuana	1				1
Threat			1		1
Truancy				1	1
Substance suspected / test refusal		1			1
					0
					0
					0
					0
					0
Totals	7	5	10	1	23
IN SCHOOL SUSPENSIONS:	9	10	11	12	TOTALS
SMOKING / POSESSION OF TABACCO		1	2	1	4
MARAJUANA USE CONFIRMED	1				1
LEAVING SCHOOL GROUNDS	1	10		1	12
Disruptive/inappropriate behavior			2	2	4
FIGHTING	3				3
DISRESPECTFUL TO STAFF	1		1		2
Substance suspected / test refusal		1			1
skipped Saturday detention				1	1
					0
					0
					0
					0
TOTALS	6	12	5	5	28
TOTAL STUDENTS SUSPENDED	13	17	15	6	51
TOTAL SATURDAY DETENTIONS	8	2	10	6	26

2024-2027 Language Instruction Educational Program (LIEP) Three-Year Plan

Pursuant to the regulatory requirements for Bilingual Education in New Jersey's Bilingual Education Code (N.J.A.C. 6A:15-1.5), every three years local educational agencies (LEAs) must submit a plan describing the LEA's language instruction educational plan (LIEP) for multilingual learners. The LIEP Plan must contain the following components:

- A. Identification of MLs in preschool through grade 12.
- B. LIEP description.
- C. The number of staff hired for the LIEP by certificate type.
- D. Bilingual and ESL curriculum.
- E. Evaluation design.
- F. Review process for a student's exit from ML status.
- G. A budget for all components of the LIEP.

For further information see the following regulations: N.J.A.C. 6A:32.; P.L. 2007, c. 260; N.J.A.C. 6A:15.

The LIEP Plan is an opportunity for educators to review the academic needs of their multilingual learners and the type of bilingual/primary/English language development necessary for multilingual learners to have equitable access to educational instruction, activities and programs aligned to the LEA's comprehensive equity plan (N.J.A.C. 6A:7).

Section 1: Instructions

First, read all instructions carefully:

- The homeroom application will remain open until July 10, 2024.
- This submission will include the district's plan for the 2024-2027 school years.
- All LEAs must complete the General Information section.
- All LEAs complete the Statement of Assurance.
- For LEAs that enroll at least one multilingual learner, there is a 3-part submission:
- Complete the Three-Year Plan Forms.
- Upload completed printed version of the Three-Year Plan Forms.
- Upload dated board-approved minutes in Homeroom.
- Each response should be completed using available data.

All questions must be completed; you will receive an error message if any questions are left blank.

You may change your responses at any time while you are in the application; use the back and next buttons to toggle between sections.

Once you have carefully reviewed each section of your response, click the “submit” button.

Once you click “submit” you will not be able to edit the form responses.

You will receive additional instructions on how to upload the board approved minutes, after your submission is completed.

For this submission, references to the following terms refer to the date ranges as follows:

- Current year means “SY 2023-2024”.
- Last year means “SY 2022-2023”.
- Last year for which assessments were administered means “SY 2022-2023.”
- Last accountability year means “SY 2022-2023”.
- Last three years means “SYs 2021-2022, 2022-2023, 2023-2024”.

Section 2: General Information

All LEAs must complete this section.

1. Select your entity type: Required to answer. Single choice.

- Traditional school district
- Charter school or Renaissance School Project
- Educational Service Commissions and Jointures
- Special Services School District
- Vocational
- Other

2. What is the LEA's district operating type? Required to answer. Single choice.

This data may be obtained from NJSMART SID. The response should reflect the grades which the LEA operates. Example: LEA is a Pre-Kindergarten to Grade 3. Choose K-6 option.

- K-6
- K-8
- K-12
- 7-12
- 9-12
- Other

3. Select the county where your LEA is located. Required to answer. Single choice.

Monmouth

4. Select your district: Single choice.

Manasquan Public Schools

Section 25: Important Note

In New Jersey, the term multilingual learner is used for a student who has been identified through the multi-step process set forth at N.J.A.C. 6A:15.

The term multilingual learner is synonymous with “English learner” or “English language learner.” Sources which are cited from the United States Department of Education may still reference the use of the term English learner or EL. The NJDOE recognizes that multilingual learners may enter New Jersey’s schools with a level of proficiency in a world language other than English. The NJDOE will use “Multilingual Learner” and “ML,” respectively, to shift to asset-based language and honor a student’s primary language.

Section 26: Statement of Assurance

All LEAs must complete this section.

The following is a Statement of Assurance by the Local Educational Agency (LEA) which certifies regarding the enrollment of multilingual learners (ML).

26. The LEA is accountable for at least one (1) multilingual learner enrolled. Required to answer. Single choice.

- Yes.
- No. (e.g., no MLs enrolled, receiving district only, educational commission, other)

Section 27: Statement of Assurance of No Multilingual Learners

N.J.A.C. 6A:15-1.5 requires a plan to ensure that the LEA has a system of support for all MLs that is aligned to this chapter. The LEA has certified that there are no multilingual learners currently enrolled. Therefore, a LIEP Plan is not required at this time.

LEAs may experience midyear a demographic change in the number of multilingual learners enrolled at the LEA. Any LEAs experiencing such changes post the open submission period of the LIEP Plan, may need to update the type of LIEP implemented. LEAs should contact the NJDOE Office of Supplemental Educational Programs via email at ML@doe.nj.gov to inform the NJDOE of such changes and receive next steps.

27. Chief School Administrator Name Required to answer.

Enter your answer **N/A – plan required**

28. I, the Chief School Administrator, certify that the LEA does not need to submit a LIEP Plan at this time. Required to answer. Date.

This electronic certification is made with the express approval of the Chief School Administrator.

Please input date (M/d/yyyy) N/A – plan required

29. Contact Name. Required to answer.

Enter the contact name of person completing this section or the best contact person in the LEA, if there are any questions related to multilingual learners.

Enter your answer N/A – plan required

30. Contact Person Title. Required to answer.

Enter your answer N/A – plan required

31. Contact Person Email. Required to answer.

Enter your answer N/A – plan required

Section 28: Contact Information

32. Enter the Bilingual/ESL Point of Contact Name. Required to answer.

Enter your answer Megan Manetta

33. Enter the email address for the Bilingual/ESL Point of Contact. Required to answer.

Enter your answer mmanetta@manasquan.k12.nj.us

34. Enter the Chief School Administrator/Charter School Lead Person Name. Required to answer.

Enter your answer Dr. Frank Kasyan

35. Enter the date of Board Approval for the Three-Year Plan (SY 2024-2027). Required to answer. Date.

6/11/2024

If the board meeting date occurs after the submission window closes, please contact us at ML@doe.nj.gov.

Please input date **6/11/2024**

Section 29: Background

Purpose

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA includes provisions to ensure:

- Multilingual learners (MLs) and immigrant students succeed academically.
- MLs are provided high quality language instruction educational programs (LIEPs).
- MLs meet state academic standards while they develop English language proficiency.

Goal

The overall goal of the three-year planning process is to ensure an equitable and appropriate educational learning environment for students who are in the process of learning academic English. This goal is accomplished by:

- Articulating which LIEPs the district is implementing for MLs for the next three years.
- Ensuring equitable access to all programs and services in school for MLs (ESSA §§3001 and N.J.A.C. 6A:15).
- Informing district policies and classroom practices, including effective instruction for MLs.
- Providing schools with a framework for using data to drive effective, culturally and linguistically responsive instruction for MLs.
- Providing a guide for districts to analyze and review data that relates to MLs.
- Identifying trends and developing goals that will enable MLs to succeed academically and linguistically.
- Aligning funding sources to ensure educators have the tools and skills to instruct MLs.
- Ensuring alignment of program practices with the district's vision for student success.
- Increasing the number of MLs who achieve English language proficiency (ELP) as set forth in NJ's ESSA plan.

Section 30: A. Identification of MLs in preschool through grade 12.

For MLs, the identification process must include measures of both content and language proficiency development. Educators must be mindful of the screening tools used to ensure they are culturally and linguistically appropriate. The content area classroom teacher should consult with the bilingual/ESL teacher to ensure that screening tools are appropriate, including whether accommodations are needed. MLs should also participate in school universal screening or

benchmark assessments administered to all students enrolling at an LEA. It is recommended screening or benchmark assessments are provided in the student's primary language.

As part of the Records Review process for identification (Step 2), other sources of data may contextualize results from a screening tool. Some sources may include but are not limited to:

- Intake interviews in home language and English.
- Screening in home language and English.
- Grade level meeting notes.
- Academic achievement data (in home language and English).
- WIDA ACCESS for ELLs scores (composite and domain scores).
- Cumulative school records (previous schooling information).
- Cultural background information.

Citation: (ESSA §§ 3111 (b)(2)(A) and N.J.A.C. 6A:15-1.3(a)(b)2).

To complete this section, possible collaborators may include the Director and/or Supervisor of Bilingual/ESL programs, the intake center personnel, front office staff, registration staff, and other staff who are a part of registration and enrollment of students. The following data sources may provide information to respond to questions in this section:

- District written procedures on registration, enrollment, and identification of students as MLs.
- NJSMART Student Identification (SID) submission.
- District Student Information System (SIS).

36. Who is responsible for overseeing the ML identification process? Required to answer. Single choice.

The identification process is a multi-step process which includes - Step 1: home language survey (HLS), Step 2 - Records Review, and Step 3: ELP Screening, if applicable.

- **Bilingual ESL Director or Supervisor**
- Bilingual/ESL Lead Teacher
- Content Area Supervisor
- LEA Intake Center
- Front Office Staff
- No one assigned
- Other

37. How is the home language survey (HLS) completed? Select all that apply. Required to answer. Multiple choice.

- At home self-report
- Over the phone interview
- In-person interview
- Not administered
- Other: Completed online in SIS system during registration

38. In what language is the HLS completed? Required to answer. Single choice.

- Primary language
- English
- Both
- Not Administered

39. Who conducts the Records Review Process? (Select all that apply). Required to answer. Multiple choice.

- Bilingual/ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Bilingual/ESL Teacher
- General Education Administrator
- General Education Teacher
- Basic Skills Teacher
- Step 2 - Records Review is not completed in the LEA
- Not Sure
- Other

Section 31: B. LIEP Description

An effective and appropriate program includes a high-quality, evidence-based curricular LIEP design and harnesses the value of parent, family and community engagement.

Pursuant to N.J.S.A. 18A:7F-46, the LEA shall provide all kindergarten to 12th-grade MLs enrolled in the school district with all required courses and support to prepare MLs to meet the New Jersey Student Learning Standards (NJSLS) for high school graduation.

Parent, family and community engagement in student learning and achievement is a central element that enriches and improves a student's ability to apply the knowledge and skills gained in the classroom across all facets of their personal, academic, and social life. Families should have input into the design of LIEPs implemented in the LEA. Each LEA implementing a bilingual

education program shall establish a parent advisory committee on bilingual education on which the majority will be parent(s) of students identified as MLs.

Citations: ESSA §§ 1112 (3)(C)), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8, N.J.A.C. 6A:15-1.15, QSAC Personnel Indicators 2.

To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and a guidance counselor. The following data sources may provide information to respond to questions in this section:

- District procedures for establishing a LIEP.
- LEA procedures for placement of MLs in a specific LIEP.
- Master schedule.
- Advanced courses enrollment by student group.
- Rosters for specials, extra-curriculars.
- Parent advisory committee description (e.g., goals, purpose and members).
- Parent advisory committee agendas and minutes.

40. Did the LEA request a bilingual program waiver for the upcoming school year? Required to answer. Single choice.

LEAs must implement a full-time bilingual education program when enrolling 20 or more MLs in a single language group throughout grades kindergarten through 12. If your LEA enrolls 20 or more MLs in a single language group and is not currently providing or planning to provide a full-time bilingual education program, it must request a waiver to implement an instructional program alternative. Bilingual program waiver requests are submitted via [Homeroom](#).

- Yes
- No

41. Which LIEP(s) does the LEA implement? Select all that apply. LIEPs with an asterisk (*) require a bilingual program waiver request. Required to answer. Multiple choice.

See [Bilingual Education code](#) for program definitions.

- ELS Only
- Full-time bilingual
- Dual language
- Bilingual part-time*
- Bilingual resource*
- Bilingual tutorial*
- High-Intensity ESL*
- Sheltered English Instruction*
- ESL Only

42. The LEA has criteria for the selection of their LIEP. Required to answer. Single choice.

- Yes
- No
- Work in progress
- Not Sure

43. The LEA has criteria for placing MLs in the appropriate LIEP(s). Required to answer. Single choice.

- Yes
- No
- Work in progress
- Not Sure

44. The LEA monitors the master schedule to ensure that MLs have access to the full curriculum, including Advanced Placement (AP), Gifted & Talented (G&T) and International Baccalaureate (IB) courses. Required to answer. Single choice.

- Yes
- No
- Not Sure

45. Which school-based extra-curricular activities engage MLs? Select all that apply. Required to answer. Multiple choice.

- Academic (e.g. Debate, Honor Society, Language, Student Paper, College Prep)
- Sports (e.g. Soccer, Basketball, Tennis)
- Arts (e.g. Dance, Photography, Band, Choir, Culture Club)
- Life Skills (e.g. Conflict Resolution, Cooking, 4-H, Boy/Girl Scouts)
- Internship or Volunteer
- None
- Other

46. A bilingual parent advisory committee (PAC) is established in the LEA consisting primarily of the parents of MLs. Required to answer. Single choice.

A PAC gives parents the opportunity to provide direct input to their child's school/LEA about policies, programs, practices, and services that have an impact on their child's education.

- Yes
- No
- Does not apply, we have an ELS or ESL program only

47. Which of the following groups participate in the LEA's bilingual PAC? Select all that apply. Required to answer. Multiple choice.

- Parent/Family of MLs

- Bilingual/ESL Educators
- Bilingual/ESL Supervisor
- Community Representative
- General Education Educators
- Teachers/Child Study Team Member
- Student Delegate
- Principal or School Administrator
- All of the above
- None of the above
- Other

48. How often does the PAC meet? Required to answer. Single choice.

- Once per month
- Once every other month
- Quarterly
- Twice a year
- Once a year
- Never
- Other

49. Do members of the LEA's PAC contribute to the selection of the LIEP(s) type? Required to answer. Single choice.

- Yes
- No
- Not Sure

50. The following topics are shared with parents. Select all that apply. Required to answer. Multiple choice.

- Helping with Homework
- Social emotional learning practices and strategies
- What does it mean that my child is a ML
- The importance of reading in their primary language to their child(ren).
- Adult ESL
- How to use technology
- Community resources
- None
- Other

51. The LEA/school creates a culturally and linguistically welcoming environment for students and families. Required to answer. Single choice.

- Yes
- No

Section 32: C. The number of staff hired for the LIEP by certificate type (staff capacity)

The LEA has a plan that includes hiring the appropriate number of certified teachers to staff the LIEP. The LEA shall develop a plan for in-service training for bilingual, ESL, and general education teachers, administrators who supervise bilingual/ESL programs, and any personnel who observe and evaluate teachers of MLs.

Citation: ESSA §§ 3115 (c)(2)(A-D), QSAC Personnel Indicators 2, N.J.A.C. 6A:15-1.7, N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.7.

To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and a guidance counselor. The following data sources may provide information to respond to questions in this section:

- NJSMART SID
- District SIS
- NJSMART SMID
- District Professional Development Plan
- Educator Professional Development Hours
- NJDOE Fall Data Enrollment Reports

52. What is the LEA's total student size? Required to answer. Single line text.

Enter a numerical value. The value should reflect the total population entered in NJSMART during the October 15 snapshot for the current school year.

Enter your answer **1439**

53. The LEA identifies pre-school students as MLs. Required to answer. Single choice.

Only select 'N/A', if there are no preschool grades in the LEA.

- **Yes**
- No
- Not Sure
- N/A

54. How many pre-school students were identified as MLs in the current year? Single line text.

Enter a numerical value. The value should reflect the total number of pre-school students identified as multilingual learners and entered in NJSMART during the October 15 snapshot for the current school year.

Enter your answer **0**

55. What is the LEA's K-12 ML size? Required to answer. Single line text.

Enter a numerical value. The value should reflect the total number of students identified as multilingual learners and entered in NJSMART during the October 15 snapshot for the current school year.

Enter your answer **30**

56. In what languages, does the LEA have 20 or more MLs in a single language? Required to answer. Multiple choice.

Example: LEA has 100 MLs. 32 Spanish speakers, 26 Arabic speakers, 40 Gujarati speakers, 2 Chinese Mandarin speakers. Select Spanish, Arabic, Gujarati only.

A LEA's NJSMART data person can query the languages by identified MLs.

- **Spanish**
- Arabic
- Portuguese
- Chinese
- Gujarati
- Hindi
- Telegu
- Korean
- Urdu
- Haitian Creole
- Other

57. How many total K-12 certified teachers are in the LEA? Required to answer. Single line text.

Enter your answer **148**

58. How many K-12 Bilingual/Bicultural certified teachers are in the LEA? (if none, enter "N/A") Required to answer. Single line text.

Include only teachers serving in LIEPs.

Enter your answer **2**

59. There are sufficient bilingual/bicultural certified teacher to implement the required LIEP. Required to answer. Single choice.

Only select 'N/A' if the LEA does not implement a full-time bilingual education program AND does not require a waiver.

- **Yes**
- No
- N/A

60. The class sizes for bilingual education program classes are . . . as classes for English-only speaking students. Required to answer. Single choice.

Class size impacts the learning of all students. N.J.A.C. 6A:13-3.1 stipulates the class size in LEAs. Only select 'N/A' if the LEA does not implement any bilingual education programs.

- Higher class size
- About the same class size
- Lower class size
- N/A

61. How many K-12 ESL certified teachers are in the LEA? (if none, enter "N/A") Required to answer. Single line text.

Include only teachers serving in LIEPs.

Enter your answer **2**

62. There are sufficient ESL certified teachers to provide MLs with appropriate ELP level classes. Required to answer. Single choice.

Only select 'N/A' if the LEA does not implement an ESL Class.

- Yes
- No
- N/A

63. The class sizes for ESL classes are . . . as content area classes. Required to answer. Single choice.

Class size impacts the learning of all students. N.J.A.C. 6A:13-3.1 stipulates the class size in LEAs. Only select 'N/A' if the LEA does not implement any ESL classes.

- Higher class size
- About the same class size
- Lower class size
- N/A

64. In the LEA, are all certified teachers required to be Sheltered English Instruction (SEI) trained per LEA hiring or training policy or practice? Required to answer. Single choice.

Sheltered English instruction “means an instructional approach used to make academic instruction in English understandable to MLs. Sheltered English classes are taught by general education classroom teachers who have received training on strategies to make content-area standards comprehensible for MLs.”

- Yes
- No

65. How many K-12 certified teachers in the LEA are trained in SEI? Required to answer. Single choice.

See N.J.A.C. 6A:15-1.7(b). May include SEI training and/or receive training on the ELD standards, and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- 100%

66. What percent of K-12 certified teachers are trained in socio-emotional and/or culturally responsive teaching and learning? Required to answer. Single choice.

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- About 100%

67. In the past 3 years, the LEA's ML population has . . . Required to answer. Single choice.

Enrollment data can be found on [NJDOE Fall Enrollment reports](#).

- Stayed the same
- Increased significantly
- Increased somewhat
- Decreased somewhat
- Decreased significantly

68. In the past three years, the LEA has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ML population demographic growth trends. Required to answer. Single choice.

Enrollment data can be found on [NJDOE Fall Enrollment reports](#).

- Yes
- No

69. In the LEA, when creating the master schedule, the scheduling of classes for MLs is prioritized. Required to answer. Single choice.

- Yes
- No

70. In the LEA, there is common planning time for general education teachers and bilingual/ESL teachers. Required to answer. Single choice.

- Yes
- No

Section 33: D. Bilingual and ESL curriculum.

As per federal and state requirements, MLs must be provided equitable educational opportunities. LEAs are required to implement LIEPs that assist MLs in achieving English language proficiency (ELP) while learning the challenging content state standards.

In New Jersey, LIEPs include: Full-time bilingual, dual language, bilingual part-time, bilingual resource, bilingual tutorial, high-intensity ESL, sheltered English instruction, English as a second language (ESL), and English language services (ELS). For definitions for each LIEP type, see [N.J.A.C. 6A:15](#).

Citation: N.J.A.C. 6A:15-1.4 and N.J.A.C. 6A:15-1.15.

To complete this section, possible collaborators may include the Assistant Superintendent of Curriculum, Director and/or Supervisor of Bilingual/ESL programs, Bilingual/ESL lead teachers, and guidance counselor. The following data sources may provide information to respond to questions in this section:

- NJSMART SID.
- District SIS.
- NJDOE Graduation Data.

71. My LEA include grades in the following grade bands. Required to answer. Single choice.

- K-8
- K-12

72. For the past three years, what is the LEA's average 4-year graduation rate for all students? Required to answer. Single line text.

Graduation data can be found at [NJDOE Graduation Rate Reports](#).

Enter your answer **96.2%**

73. For the past three years, what is the LEA's average 4-year graduation rate for current MLs?
Required to answer. Single line text.

Graduation data by student group can be found at [NJDOE Graduation Rate Reports](#).

Enter your answer *data not displayed to protect student privacy

74. For the past three years, what is the LEA's average 4-year graduation rate for former MLs?
Required to answer. Single line text.

The LEA's NJSMART data person may query former MLs in the Student Assessment Registration submission and identify graduation rates for former MLs.

Enter your answer 67%

75. There is a process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards. Required to answer. Single choice.

See the [WIDA English language development standards](#).

- Yes
- No

76. Explain why there is no process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards. Required to answer. Single line text.

Enter your answer N/A a process exists

77. In the past three years, the LEA has reviewed the eligibility criteria for participation in advanced courses to ensure equitable access for MLs and parity in participation. Required to answer. Single choice.

- Yes
- No

78. The LEA participates in the N.J. State Seal of Biliteracy. Required to answer. Single choice.

- Yes
- No
- N/A, LEA does not have 9-12 grades.

79. In the last school year, how many total students received the N.J. State Seal of Biliteracy in the LEA? Single line text.

Enter your answer 28

80. In the last school year, what percentage of MLs received the N.J. State Seal of Biliteracy in the LEA? Single line text.

Calculate the percentage of MLs from the total number of students who received the Seal.

Enter your answer **10.7%**

81. In the last school year, what percentage of former MLs received the N.J. State Seal of Biliteracy in the LEA? Single line text.

Calculate the percentage of former MLs from the total number of students who received the Seal.

Enter your answer **0%**

Section 34: E. Evaluation design

Consultation with diverse sets of stakeholders is a requirement under ESSA whenever a LEA receives federal funding. Annually, it is a best practice to engage with school interest holders to analyze data, assess needs and identify root causes which drives the design and implementation of LIEPs to ensure academic success for MLs. LEA leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally and linguistically representative of the LEA's populations. LEA teams must ensure LIEP(s) are effective and appropriate.

To complete this section, some possible collaborators may include the content area supervisors, Director and/or Supervisor of Bilingual/ESL programs, state test coordinator, and/or ACCESS District Test Coordinator. The following data sources may provide information to respond to questions in this section:

- District formative and summative evaluations of LIEPs.
- District Performance Reports.
- District Accountability Profile.
- NAEP Results.
- ACCESS for ELLs composite and domain scores, including ALT ACCESS.
- ESSA indicator "Progress toward English language proficiency" growth-to-target data.

82. What assessments and other measures are used to evaluate the effectiveness of the LIEPs? Select all that apply. Required to answer. Multiple choice.

Refer to Chapter 9 of the [English Learner Toolkit](#) by US Ed.

- Class grades
- Formative assessments
- Summative assessments
- WIDA assessments (ACCESS for ELLs, Alternate ACCESS, MODEL, Screener)
- New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) performance
- NJSLA math performance
- National Assessment of Educational Progress (NAEP) performance
- Graduation rate
- None of the above
- All of the above
- Other

83. In the last three years, the LEA evaluated the LIEP(s) implemented. Required to answer. Single choice.

See [US Ed English Learner Toolkit](#).

- Yes
- No

84. In the last three years, the LEA modified the LIEP(s) in response to available data. Required to answer. Single choice.

- Yes
- No

85. For the last year in which assessments were administered, MLs in the LEA met the ELA academic achievement indicator. Required to answer. Single choice.

See [NJDOE Performance Reports](#).

- Yes
- No
- Did not meet N-size of 20

86. For the last year in which assessments were administered, MLs in the LEA met the Math academic achievement indicator. Required to answer. Single choice.

See [NJDOE Performance Reports](#).

- Yes
- No
- Did not meet N-size of 20

87. For the last year in which assessments were administered, MLs in the LEA met the ELA progress indicator. Required to answer. Single choice.

See [NJDOE Performance Reports](#).

- Yes
- No
- Did not meet N-size of 20

88. For the last year in which assessments were administered, MLs in the district met the Math progress indicator. Required to answer. Single choice.

See [NJDOE Performance Reports](#).

- Yes
- No
- Did not meet the N-size of 20

89. For the last year in which assessments were administered, MLs in the LEA met the ELP indicator. Required to answer. Single choice.

See NJDOE Performance Reports at <https://rc.doe.state.nj.us/>.

- Yes
- No
- Did not meet N-size of 20

90. For the last accountability year, MLs met/not met the chronic absenteeism indicator. Required to answer. Single choice.

See [NJDOE Performance Reports](#).

- Met
- Not Met

91. Which language domain do most of the LEA's Kindergarten MLs need additional support? Select all that apply. Required to answer. Multiple choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

92. Which language domain do most of the LEA's Grade 1-3 MLs need additional support? Select all that apply. Required to answer. Multiple choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

93. Which language domain do most of the LEA's Grades 4-5 MLs need additional support? Select all that apply. Required to answer. Multiple choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

94. Which language domain do most of the LEA's Grades 6-8 MLs need additional support? Select all that apply. Required to answer. Multiple choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

95. Which language domain do most of the LEA's Grades 9-12 MLs need additional support? Select all that apply. Required to answer. Multiple choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

96. The LEA shares WIDA ACCESS for ELLs scores, Alternate ACCESS and/or ELP Indicator data with general education teachers. Required to answer. Single choice.

- Yes
- No

97. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Kindergarten MLs? Required to answer. Single choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

98. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 1-3 MLs? Required to answer. Single choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9 3.96%
- 4.0-4.9
- 5.0-6.0
- N/A

99. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 4-5 MLs? Required to answer. Single choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

100. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 6-8 ELLs? Required to answer. Single choice.

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

101. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the LEA's Grade 9-12 MLs? Required to answer. Single choice.

Only select "N/A" if the LEA does not serve any of the indicated grades.

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

102. General education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data to inform classroom instruction, strategies, and practices. Required to answer. Single choice.

- Yes
- No

103. For MLs, which grade levels require additional supports based on their performance on the following assessments (e.g. NJSLA performance, NAEP, WIDA ACCESS for ELLs)? Select all that apply. Required to answer. Multiple choice.

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- N/A

Section 35: F. Review process for a student's exit from ML status

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment (which measures the four language domains of listening, speaking, reading, and writing). A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher or an A3 or higher on the Alternate ACCESS. Multiple criteria included in the English Language Observation Form must support the student's exit from ML status.

In addition, former MLs must be monitored for two years after they exit ML status to evaluate their academic progress and ensure they have not been prematurely exited, have no gaps in content knowledge and their progress in ELP is supported.

Citation: QSAC DPR I&P #5, N.J.A.C. 6A:15-1.10(e)

Resource Reference: US ED EL Fact Sheet, May 18, 2020.

To complete this section, some possible collaborators may include the Director and/or Supervisor of Bilingual/ESL programs and Lead Bilingual/ESL teachers. The following data sources may provide information to respond to questions in this section:

- NJSMART Student Assessment Registration (SAR) submission.
- District Performance Report.

104. What is the average amount of time the LEA's MLs remain in a LIEP? Required to answer. Single choice.

- 1-2 years
- 3-4 years
- 5-7 years
- Other

105. What percent of MLs exited ML status in the last three years?

Enter your answer 21%

106. What percent of former MLs were re-identified as a ML within 2 years due to lack of progress in English-only classes?

Enter your answer 0%

107. What percent of former MLs met the ELA academic achievement indicator? Required to answer.

See [NJDOE Performance Reports](#) and the [Companion Guide](#). Enter "N/A" if the LEA did not meet the n-size.

Enter your answer

N/A

108. What percent of former MLs met the Math academic achievement indicator? Required to answer.

See [NJDOE Performance Reports](#) and the [Companion Guide](#). Enter "N/A" if the LEA did not meet the n-size.

Enter your answer **N/A**

109. What percent of former MLs met the graduation indicator? Required to answer. Single line text.

See [NJDOE Performance Reports](#) and the [Companion Guide](#). Enter "N/A" if the LEA did not meet the n-size or is a K-8 LEA.

Enter your answer **N/A**

Section 36: G. A budget for all components of the LIEP

The LEA must use state and federal funds to support MLs academic success and English language development. The federal funds must supplement the state funds.

To complete this section, possible collaborators may include the federal grants manager, the business administrator, the Director of Bilingual/ESL programs. The following data sources may provide information to respond to questions in this section:

- ESEA Grant Application in the Electronic Web-Enabled Grant Consolidated.
- State/local budget.

110. The LEA uses state funds to support - Select all that apply: Required to answer. Multiple choice.

- Salaries of Teachers
- Other Salaries for Instruction
- Purchased Professional-Educational Services
- **Purchased Technical Services**
- **Other Purchased Services**
- **General Supplies**
- **Textbooks**
- Other Instructional Programs Salaries
- Other Instructional Program Materials
- Other Instructional Program Purchased Services
- All of the Above
- None of the Above
- Other

111. For the current year, what is the status of the LEA's federal Title III allocation? Required to answer. Single choice.

Refer to the NJDOE [Electronic Web-Enabled Grant system](#) (Click on Public Access).

- Accepted Funds - stand-alone LEA
- Accepted Funds - joined a consortium
- Refused funds
- No allocation received in the current fiscal year

112. What is the status of the LEA's federal Title III Immigrant allocation? Required to answer. Single choice.

Refer to the NJDOE [Electronic Web-Enabled Grant system](#) (Click on Public Access).

- Accepted Funds
- Refused Funds
- No allocation received in the current fiscal year

113. The LEA typically carries over funds to support MLs. Required to answer. Single choice.

- Never
- Rarely
- Sometimes (e.g., every 2-3 years)
- Occasionally (e.g., every 4-5 years)
- Every Year

Section 37: Plan Submission

Carefully review responses in each section, then click the “submit” button.

Note: Once you click “submit” you will not be able to edit the form responses.

Do not complete the questions that indicate "DO NOT RESPOND - INTERNAL USE ONLY."

114. On this date, I the Chief School Administrator assure the LEA's LIEP Plan is board approved. Required to answer. Date.

You have completed the electronic form. Remember to upload board approved minutes into Homeroom.

Please input date (M/d/yyyy)

MANASQUAN/SENDING DISTRICTS

Professional Days

<u>Date</u>	<u>Name</u>	<u>Destination</u>	<u>Purpose</u>	<u>Sub</u>	<u>Cost</u>
October 21-24, 2024	Manasquan Board of Education Members & District Administrators	Atlantic City	NJSBA Workshop 2024	No	Group Registration: \$2,100
October 22-23, 2024	Lesley Kenney Cindy Cimino	Atlantic City	NJSBA Workshop 2024	No	Hotel - \$118.00 M/IE - \$88.50 Mileage - \$49.50 Parking - \$50.00
October 21-23, 2024	Robert Goodall Matthew Hudson	Atlantic City	NJSBA Workshop 2024	No	Hotel - \$360.00 M/IE - \$147.50 Mileage - \$49.50 Parking - \$75.00
October 21-22, 2024	Jesse Place	Atlantic City	NJSBA Workshop 2024	No	Hotel - \$118.00 M/IE - \$88.50 Mileage - \$49.50 Parking - \$50.00
July 16, 2024	Matthew Hudson	Mount Olive High School	NJSBGA Meeting	No	Mileage - \$70.87

Costs per traveler unless otherwise noted.

MANASQUAN/SENDING DISTRICTS**Student Action
Field Trips**

<u>Date</u>	<u>Name</u>	<u>Subject</u>	<u>Destination</u>	<u>Purpose</u>	<u>Sub</u>	<u>Other Board Costs</u>	<u>Other Funds</u>
July 8, 15, 22, 29, 2024 August 5, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Wall Shoprite	Community Based Learning	No	1 Bus - \$275.00	None
July 10, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Brick Ice Palace	Community Based Learning/Leisure Activities	No	1 Bus - \$275.00	None
July 31, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Howell Lanes	Community Based Learning/Leisure Activities	No	1 Bus - \$275.00	None
July 24, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Blue Claws Stadium	Community Based Learning/Leisure Activities	No	1 Bus - \$275.00	None
July 17, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Jenkinson Aquarium	Community Based Learning/Leisure Activities	No	None	None
August 7, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Paddle Out, Manasquan	Community Based Learning/Leisure Activities	No	None	None
July 9,11, 16,18,23, 25, 30, 2024 August 1,6,8, 2024	Kim Murin Elizabeth Walling Meghan Dullea Paulo Castanheira Kelly Balon ESY Job Coaches	ABA Program	Planet Fitness	Community Based Learning – Physical Education	No	1 Bus - \$450.00	None

MANASQUAN

Professional Days

<u>Date</u>	<u>Name</u>	<u>Destination</u>	<u>Purpose</u>	<u>Sub</u>	<u>Cost</u>
October 22-23, 2024	Megan Manetta Jaclyn Puleio	Atlantic City	NJSBA Workshop 2024	No	Hotel - \$118.00 M/IE - \$88.50 Mileage - \$49.50 Parking - \$50.00

Costs per traveler unless otherwise noted.