

Manasquan Elementary School Code of Conduct 2024-2025

STUDENT RIGHTS

Students have the right to:

1. a quality education
2. be recognized as an individual with unique needs, aspirations, and competencies
3. attend Manasquan Elementary School without fear or abuse
4. expect fair and equitable treatment by staff and peers
5. confidentiality regarding student records as per federal and state laws
6. due process appeal procedures and policies
7. parent notification consistent with the policies and procedures.
8. advance notice of behaviors that result in suspensions and expulsions that have been identified pursuant to N.J.S.A. 18A:37-2
9. education that supports students' development into productive citizens
10. attendance in safe and secure school environments
11. attendance at school irrespective of students' marriage, pregnancy, or parenthood
12. due process appeal procedures and policies, pursuant to 6A:3-1.3 through 1.17; N.J.A.C. 6A:4; and, where applicable, 6A:14-2.7 and 2.8, and 6A:16-7.2 through 7.5
13. parent notification consistent with the policies and procedures established pursuant to 6A:16-6.2(b)3, this section, and 6A:16-7.2 through 7.8
14. protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; 6A:16-3.2, Confidentiality of student alcohol and other drug information; 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student protections;

STUDENT RESPONSIBILITIES

You have a responsibility to gain full measure of benefit from your education experience. You have a responsibility to perform your best academically, arrive to school and classes on time, and be in attendance daily. You have a responsibility for your own actions and a responsibility for accepting appropriate consequences in a gracious fashion. You have the responsibility to display kindness and consideration to all staff and peers.

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.

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, and expectations and consequences are consistent with board of education [policy 5512](#). This is pursuant to N.J.A.C 6A:16-7.7. 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: Mrs. Leigh Busco
- District Anti-Bullying Coordinator: Mr. Craig Murin

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

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
PO Box 500
Trenton, New Jersey 08625
Phone:(609) 292-5706
 2. Equal Employment Opportunity Commission Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102
Phone:(973) 645-6383 or (800) 669-4000
 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
 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.

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.

Attendance and Tardies

Manasquan Elementary School believes that attendance is critical to student success in all aspects of education. Expectations and consequences for issues with attendance will be consistent with district [policy 5200](#) for attendance and district [policy 5240](#) for tardiness. This is pursuant to N.J.A.C 6A:16-7.6.

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. 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 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. This is in accordance with the provisions of N.J.S.A 18A:46-13.4 et seq. For students with disabilities, the behavior interventions and supports shall be determined and provided by N.J.A.C 6A:14

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.

Behavioral Supports:

Students will be provided with comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the district board of education. These supports may include: positive reinforcements for good conduct and academic success; supportive interventions and referral services; and remediation of problem behavior that takes into account the behavior's nature, students' developmental ages, and students' histories of problem behaviors and performance.

Disciplinary Actions:

Listed below are examples of unacceptable behaviors that will justify formal Disciplinary Referrals to the Principal. Please note this list is not exhaustive and is provided as a frame of reference. 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").

Level 1 Infractions:

Infraction	1 st Action	2 nd Action	3 rd Action
Tardiness to school Policy 5240	Defined as 3 infractions: Lunch Detention	Defined as 6 infractions: Central Detention	Defined as 9 infractions: 2 days Central Detention
Tardiness to class Policy 5240	Defined as 3 infractions: Teacher Detention	Defined as 6 infractions: Lunch Detention	Defined as 9 infractions: Central Detention
Failure to wear or present a student ID Policy 5517	Defined as 3 infractions: Lunch Detention	Defined as 6 infractions; Lunch Detention	Defined as 9 infractions: Lunch Detention
Classroom disturbance which disrupts instruction Policy 5560	Teacher Detention with parent contact	Lunch Detention	Central Detention
Violation of electronic use policy	Teacher Detention with parent contact	Lunch Detention	Central Detention

Policy 2361, Policy 7523			
Excessive horseplay without injuries Policy 5600	Lunch Detention	Central Detention	2 days Central Detention
Use of inappropriate language Policy 5600	Lunch Detention	Central Detention	2 days Central Detention
Violation of dress code Policy 5511	Meeting with Administration	Lunch Detention and Parent Conference	Central Detention and Parent Conference

Level 2 Infractions:

Infraction	1 st Action	2 nd Action	3 rd Action
Cuts to class or lunch/recess Policy 5600	Central Detention	2 days Central Detention	In-School Suspension
Repeatedly disruptive behavior that substantially interferes with the teacher's authority and ability to instruct, resulting in removal from class Policy 5560, Policy 5600	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension
Indecent gestures, abusive/indecent language directed at student or students Policy 5600	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension
Intentional damage to school property or the property of another student Policy 5513, Policy 5600	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension
Disruptive or inappropriate behavior at	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension

assemblies or school trips Policy 5600 , Policy 5850			
Unexcused absence from detention Policy 5600	Serve original detention plus one additional detention	Serve original detention plus 2 days Central Detention	Serve original detention plus Before-school detention
Violation of safety rules in cafeteria, hallway, bathroom, or playground Policy 5600	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	Before-School Detention
Cheating, copying, or other academic integrity violation Policy 5701	Teacher conference and academic consequence	Meeting with Administration plus academic consequence	Parent Conference plus academic consequence
Initiating unwanted and/or aggressive physical contact with intent to annoy, embarrass, or provoke another student Policy 5600	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension

Level 3 Infractions:

Infraction	1 st Action	2 nd Action	3 rd Action
Defiance or disrespect toward any staff member Policy 5600	2 Days of Central Detention, Meeting with Administration, Parent Conference, and Mandatory Counseling Session	In-School Suspension	2 days In-School Suspension
Inciting a riot (e.g. food fight) Policy 5600	2 Days of Central Detention, Meeting with Administration, Parent Conference and Mandatory Counseling Session	In-School Suspension	2 days In-School Suspension
Theft Policy 5600	2 Days of Central Detention, Meeting with Administration, Parent Conference, and Mandatory Counseling Session	In-School Suspension	2 days In-School Suspension

Purposeful physical aggression with the intent to cause harm. This includes but is not limited to pushing, shoving, and/or tripping Policy 5600	2 Days of Central Detention, Meeting with Administration, Parent Conference, and Mandatory Counseling Session	In-School Suspension	2 days In-School Suspension
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Level 4 Infractions:

Infraction	1 st Action	2 nd Action	3 rd Action
Verbal or criminal physical assault of an individual, including but not limited to staff, guests, or parents/guardians Policy 5600 , Policy 5612	3 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, 5 days in-school suspension, Parent Conference, and Mandatory Counseling Session
Physical altercation/fighting, defined as fighting or provoking a fight. This is 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. Policy 5600	3 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, 5 days in-school suspension, Parent Conference, and Mandatory Counseling Session
Recording students or staff and sharing this recording with others without the permission of the staff member or student and their parent/guardian via social media, text,	Up to 3 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Session	5 days Out-of-School Suspension with re-entry meeting, 5 days in-school suspension, Parent Conference, and Mandatory Counseling Session

email, or any other method. Policy 5516			
Acts of harassment, intimidation, or bullying Policy 5751 , Policy 5512	Up to 10 days Out-of-School Suspension with re-entry meeting, Parent Conference, and Mandatory Counseling Sessions including follow-up		
Possession, sale, and/or use of alcohol or drugs, or refusal to undergo substance abuse screening Policy 5530	5 days Out-Of-School Suspension, 5 days In-School Suspension and referral to Student Assistance Counselor, Mandatory Counseling Sessions including follow-up	10 days Out-Of-School Suspension and referral to Student Assistance Counselor, Mandatory Counseling Sessions including follow-up	
Use/possession or distribution of a dangerous/deadly weapon Policy 8467 , Policy 5613	Up to 10 days In-School or Out-Of-School Suspension and Administrative Review pursuant to Law and Board Policy		
Possession and/or use of a firearm/fireworks Policy 8647 , Policy 5611			

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
- 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.

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 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.

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2024-2025 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 3rd	1:28p.m.	5 minutes		Fire Drill
July 15th	9:45a.m.	10 minutes		Shelter in Place Drill

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Board Member **Number** and Term – Receiving District

0141.2 BOARD MEMBER NUMBER AND TERM – RECEIVING DISTRICT

The Board of Education shall consist of twelve members.

The term of a Board member shall be three years, except vacancies in the membership of the Board shall be filled in accordance with the provisions of N.J.S.A. 18A:12-15. Each Board member appointed to fill a vacancy shall serve until the organizational meeting following the next annual election unless the Board member is appointed to fill a vacancy occurring within the sixty days immediately preceding such election if the annual election is held in April, or occurring after the third Monday in July if the election is held in November, to fill a term extending beyond such election, in which case the Board member shall serve until the organizational meeting following the second annual election next succeeding the occurrence of the vacancy, and any vacancy for the remainder of the term shall be filled at the annual election or the second annual election next succeeding the occurrence of the vacancy, as the case may be.

The Board of Education shall have representation from the sending district Board(s) of Education in accordance with N.J.S.A. 18A:38-8.2.

In accordance with N.J.S.A. 18A:38-8.2.a.(1), if the students of the sending district comprise less than ten percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending district shall have no representation on the receiving district Board of Education. If the students of the sending district comprise at least ten percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending district shall have one representative on the receiving Board of Education in accordance with N.J.S.A. 18A:38-8.2.a.(2).

If the total number of students of two or more sending districts, which do not qualify for representation in accordance with N.J.S.A. 18A:38-8.2.a., comprise at least fifteen percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending districts shall have collectively two representatives on the receiving district Board of Education in accordance with N.J.S.A. 18A:38-8.2.b.



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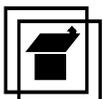
Board Member **Number** and Term – Receiving District

The annual designation of the representatives, in the event more than two districts collectively qualify under N.J.S.A. 18A:38-8.2.b., shall be rotated among the Boards of Education of the sending districts according to a schedule determined by the joint agreement of the Boards.

Notwithstanding the provisions of N.J.S.A. 18A:38-8.2.a. and b., the number of representatives designated by the sending districts to be additional members shall not exceed three additional members on a receiving Board with originally nine or more members, two additional members on a receiving Board with originally seven or eight members, and one additional member on a receiving Board with originally less than seven members. In the event that this restriction results in unequal representation of sending districts, the annual designation of the representative or representatives shall be rotated among the Boards of Education of the sending districts according to a schedule determined by the joint agreement of the Boards in accordance with N.J.S.A. 18A:38-8.2.c.

Notwithstanding the provisions of N.J.S.A. 18A:38-8.2 or any other law or regulation to the contrary, a school district which is located in a county of the sixth class according to the latest Federal decennial census, which has an October 1998 resident enrollment greater than 2,400 students but less than 2,600 students, and which sends its students in grades nine through twelve to a school district in the same county pursuant to N.J.S.A. 18A:38-8 shall have representation on the Board of Education of the receiving district in accordance with the provisions of N.J.S.A. 18A:38-8.4.

The sending district Board of Education shall designate their representative(s) to serve on the receiving district Board of Education on an annual basis upon notification from the Executive County Superintendent of the appropriate representation on the receiving Board of Education. A representative of a sending district Board of Education shall be designated at the meeting of the Board which is closest in time to the annual organizational meeting of the receiving district Board of Education and shall serve a one-year term beginning with the organizational meeting of the receiving district Board of Education in accordance with N.J.S.A. 18A:38-8.2.d. The sending district representative(s) shall be subject to the rules and procedures of the receiving district Board of Education. If the sending district position on the receiving Board becomes vacant, the sending Board shall designate a new representative to serve on the receiving Board for the remainder of the term.



BYLAW GUIDE

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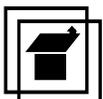
0141.2/page 3 of 4

Board Member **Number** and Term – Receiving District

The calculation of percentages required shall be based on the number of students reported as of the last school day prior to October 16 of each prebudget year pursuant to N.J.S.A. 18A:38-8.2.e. and N.J.S.A. 18A:38-8.4.b.

A sending district representative(s) shall be eligible to vote on the following matters before the receiving district Board of Education in accordance with N.J.S.A. 18A:38-8.1:

- a. Tuition to be charged the sending district by the receiving district and the bill lists or contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the students of the sending district;
- b. New capital construction to be utilized by sending district students;
- c. Appointment, transfer or removal of teaching staff members providing services to the students of the sending district, including any teaching staff member who is a member of the receiving district's central administrative staff;
- d. Addition or deletion of curricular and extracurricular programs involving students of the sending district;
- e. Any matter directly involving the sending district students or programs and services utilized by those students;
- f. Approval of the annual receiving district budget;
- g. Any collectively negotiated agreement involving employees who provide services utilized by sending district students;
- h. Any individual employee contracts not covered by a collectively negotiated agreement, if those employees provide or oversee programs or services utilized by sending district students; and
- i. Any matter concerning governance of the receiving district Board of Education including, but not limited to, the selection of the Board President or Vice President, approval of Board Bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district Board of Education.



BYLAW GUIDE

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Board Member **Number** and Term – Receiving District

While the sending district representative shall have limited voting rights in accordance with N.J.S.A. 18A:38-8.1, in all other respects the representative shall function as a full member of the receiving Board of Education, including participation in the closed session discussions.

N.J.S.A. 18A:12-6; 18A:12-9; 18A:12-11; 18A:12-15; 18A:38-8;

18A:38-8.1; 18A:38-8.2; 18A:38-8.3; 18A:38-8.4

N.J.A.C. 6A:23A-2.1 et seq.

Adopted: 14 June 2011
Revised: 30 April 2019
Revised: 20 August 2024



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2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220 – **Adoption of Courses**.

For **the** purposes of this ~~P~~policy “curriculum” means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and ~~approved annually by the Board. In accordance with law, the curriculum~~ shall, as a minimum, include the curricular mandates of N.J.S.A. 18A – Education, ~~and~~ N.J.A.C. ~~6 and 6A – Education, and all of the New Jersey Student Learning Standards Core Curriculum Content Standards and Cumulative Progress Indicators~~ and the courses required by Policy 5460 – **High School Graduation** and N.J.A.C. 6A:8-5 for high school graduation.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The ~~Board directs the~~ curriculum **shall** be consistent with the educational goals and objectives of this district **and**, the New Jersey **Student Learning Standards Core Curriculum Content Standards** and **be** responsive to identified student needs. The Superintendent shall, in consultation with ~~teaching~~ staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district.

~~The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards including but not limited to:~~

- ~~1. Preparation of all students for employment or post secondary study upon graduation from high school;~~



POLICY GUIDE

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2200/page 2 of 3
Curriculum Content

- ~~2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;~~
- ~~3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;~~
- ~~4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;~~
- ~~5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;~~
- ~~6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;~~
- ~~7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;~~
- ~~8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;~~
- ~~9. Career awareness and exploration as required, and vocational education as appropriate;~~
- ~~10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;~~
- ~~11. Instruction in accident and fire prevention;~~
- ~~12. A substance abuse prevention program;~~
- ~~13. A program for family life education; and~~



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Curriculum Content

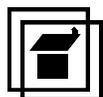
~~14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.~~

N.J.S.A. ~~18A:6-2; 18A:6-3~~; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey **Student Learning Standards** ~~Core Curriculum Content Standards~~

Adopted: 14 June 2011
Revised: 19 July 2016
Revised: 20 August 2024



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TEACHING STAFF MEMBERS

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Physical Examination

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3160 PHYSICAL EXAMINATION

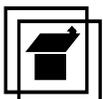
The Board of Education **shall** requires **any each** candidate for employment who **has received** ~~receives~~ a conditional offer of employment to undergo a physical examination~~(s)~~ **pursuant to N.J.S.A. 18A:16-2.a.** to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA), **pursuant to N.J.A.C. 6A:32-6.3.**

If upon completing an examination~~(s)~~ it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

In accordance with N.J.A.C. 6A:32-6.2(a), the Board will develop the requirements for tThe physical examination **and provide for notification to candidates for employment regarding the requirements for the physical examination which** shall include, but **not be** ~~is not~~ limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include, **but not be limited to,** a health screening to include, but not **be** limited to: height and weight; blood pressure; pulse and respiratory rate; vision screening; and hearing screening.

Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of physical examinations required by this Policy performed by a physician or institution designated by the Board. However, the candidate shall bear the cost if the examination is performed by a physician or institution designated by the candidate with approval of the Board. In the event the Board approves the physician or institution designated by the candidate to complete an examination required by this Policy, the candidate will be provided with the detailed requirements of the examination.

Teaching staff member ~~School employee~~ physicals, examinations, and/or annual medical updates do not require screening or disclosure of HIV status.



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The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools. ~~A Mantoux tuberculosis test shall be given to all student teachers, school bus drivers on contract with the district, and contractors or volunteers who have contact with students.~~

Health records of candidates for employment and current teaching staff members ~~All staff members' medical and health records, including computerized records, shall will be secured, stored, and maintained separately from other personnel files pursuant to N.J.A.C. 6A:32-6.3(d).~~ The information contained in medical records ~~shall will~~ be kept confidential. Only the **teaching** staff member, the Superintendent, and the school medical inspector shall have access to medical information regarding an individual **teaching staff member employee**. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d).**

Pursuant to N.J.A.C. 6A:32-6.3(c), an individual ~~The teaching~~ staff member may provide health-status information, including medications that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, ~~a the~~ **teaching** staff member may also choose to share with the ~~staff member's Building~~ Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.

Pursuant to N.J.S.A. 18A:16-2, the Board may require ~~Additional individual psychiatric or physical or psychiatric examinations of a teaching any~~ staff member ~~may be required by the Board~~ whenever, in the **Board's** judgment ~~of the Board,~~ a **teaching** staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3**(b)**. Additional examinations and/or certifications may be required to verify fitness in accordance with Policy 3161 – **Examination for Cause** or disability in accordance with Policies 3425 – **Work Related Disability Pay** and 3435 – **Anticipated Disability**.

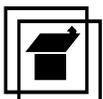


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42 U.S.C.A. 12101
N.J.S.A. 18A:16-2; **18A:16-3; 18A:16-5**
N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

Adopted: 14 June 2011
Revised: 2 May 2017
Revised: 20 August 2024



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TEACHING STAFF MEMBERS

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R 3160 PHYSICAL EXAMINATION

A. Definitions

1. “Employee” or “staff member” means the holder of any full-time or part-time position of employment.
2. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or their physician.
3. “Health screening” means the use of one or more diagnostic tools to test a person for the presence or precursors of a particular disease.
4. “Physical examination” means the assessment of an individual’s health by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant. **Physical examination includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.**
5. “Physician assistant” means a health care professional licensed to practice medicine with physician supervision.

B. Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment

1. Candidates for employment who have received a conditional offer of employment shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history and health screenings to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA). The candidate for employment will be provided the Board’s requirements for the physical examination.



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Physical Examination

- a. A health history shall include, but is not limited to, the candidate's:
 - (1) Past serious illnesses and injuries;
 - (2) Current health problems;
 - (3) Allergies; and
 - (4) A record of immunizations.

- b. A health screening shall include, but is not limited to:
 - (1) Height;
 - (2) Weight;
 - (3) Pulse and respiratory rate;
 - (4) Hearing screening;
 - (5) Blood pressure;
 - (6) Vision screening;

C. Medical Requirements Upon Employment

1. **The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.** ~~A Mantoux tuberculosis test shall be given upon employment of all newly hired staff members (full time and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.~~



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- a. ~~Tuberculosis testing is not required:~~
- ~~(1) For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or~~
 - ~~(2) For a school district staff member transferring between school districts or from a non public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.~~
- b. ~~Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB 8 Form). If TB like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease.~~
- ~~(1) The school district shall determine the criteria essential to document a valid religious exemption.~~
- c. ~~Procedures for the administration of the Mantoux tuberculosis test, interpretation of reactions, follow up procedures, and reporting shall be conducted in accordance with the guidelines and requirements of the New Jersey Department of Health.~~
2. An individual teaching staff member may provide health-status information, including medications, that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, the teaching staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency **pursuant to N.J.A.C. 6A:32-6.3(c).**



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TEACHING STAFF MEMBERS

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Physical Examination

D. Health Records

1. ~~All H~~health records of candidates for employment who have received a conditional offer of employment and of current employees, including computerized records, shall be secured, stored, and maintained separately from other personnel files **in accordance with N.J.A.C. 6A:32-6.3(d).**
2. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d).**

E. **Teaching Staff Member** ~~Employees'~~ Physical Examinations and Medical Updates

1. **Teaching staff member** ~~School—employee~~ physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.

F. **Review of Examinations and Assessments**

1. **The results of a physical examination or testing of a candidate for employment who has received a conditional offer of employment will be reviewed by the Superintendent and the school physician and/or the Medical Review Officer to determine a candidate's physical and mental fitness to function with reasonable accommodation in the position for which the candidate has made application. That determination will be made a part of the candidate's application.**

~~GF.~~ Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment

1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
 - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations, **tests**, and assessments;



REGULATION GUIDE

TEACHING STAFF MEMBERS

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Physical Examination

- b. The required examinations, **tests**, and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and
- c. If it is determined upon completing the examination(s), **tests**, or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

Adopted: 14 June 2011
Revised: 2 May 2017
Revised: 20 August 2024



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Physical Examination

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4160 PHYSICAL EXAMINATION

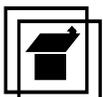
The Board of Education **shall** requires **any each** candidate for employment who **has received** ~~receives~~ a conditional offer of employment to undergo a physical examination(s) **pursuant to N.J.S.A. 18A:16-2.a.** to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA), **pursuant to N.J.A.C. 6A:32-6.3.**

If upon completing an examination(s) it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

In accordance with N.J.A.C. 6A:32-6.2(a), the Board will develop the requirements for tThe physical examination **and provide for notification to candidates for employment regarding the requirements for the physical examination which** shall include, but **not be is not** limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include, **but not be limited to**, a health screening to include, but not **be** limited to: height and weight; blood pressure; pulse and respiratory rate; vision screening; and hearing screening.

Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of physical examinations required by this Policy performed by a physician or institution designated by the Board. However, the candidate shall bear the cost if the examination is performed by a physician or institution designated by the candidate with approval of the Board. In the event the Board approves the physician or institution designated by the candidate to complete an examination required by this Policy, the candidate will be provided with the detailed requirements of the examination.

Support staff member ~~School-employee~~ physicals, examinations, and/or annual medical updates do not require screening or disclosure of HIV status.



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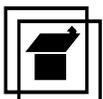
Physical Examination

The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools. ~~A Mantoux tuberculosis test shall be given to all student teachers, school bus drivers on contract with the district, and contractors or volunteers who have contact with students.~~

Health records of candidates for employment and current support staff members ~~All staff members' medical and health records, including computerized records, shall will be secured, stored, and maintained separately from other personnel files pursuant to N.J.A.C. 6A:32-6.3(d).~~ The information contained in medical records ~~shall will be kept confidential.~~ Only the **support** staff member, the Superintendent, and the school medical inspector shall have access to medical information regarding an individual **support staff member employee**. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d).**

Pursuant to N.J.A.C. 6A:32-6.3(c), an individual ~~The support~~ staff member may provide health-status information, including medications that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, ~~a the~~ **support** staff member may also choose to share with the ~~staff member's Building~~ Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.

Pursuant to N.J.S.A. 18A:16-2, the Board may require ~~Additional individual psychiatric or physical or psychiatric examinations of a support any~~ staff member ~~may be required by the Board~~ whenever, in the **Board's** judgment ~~of the Board,~~ a **support** staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3(b). Additional examinations and/or certifications may be required to verify fitness in accordance with Policy 4161 – **Examination for Cause** or disability in accordance with Policies 4425 – **Work Related Disability Pay** and 4435 – **Anticipated Disability**.

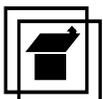


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42 U.S.C.A. 12101
N.J.S.A. 18A:16-2; **18A:16-3; 18A:16-5**
N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

Adopted: 14 June 2011
Revised: 2 May 2017
Revised: 20 August 2024



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Physical Examination

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R 4160 PHYSICAL EXAMINATION

A. Definitions

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3. “Health screening” means the use of one or more diagnostic tools to test a person for the presence or precursors of a particular disease.
4. “Physical examination” means the assessment of an individual’s health by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant. **Physical examination includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.**
5. “Physician assistant” means a health care professional licensed to practice medicine with physician supervision.

B. Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment

1. Candidates for employment who have received a conditional offer of employment shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history and health screenings to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA). The candidate for employment will be provided the Board’s requirements for the physical examination.
 - a. A health history shall include, but is not limited to, the candidate’s:



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- (1) Past serious illnesses and injuries;
 - (2) Current health problems;
 - (3) Allergies; and
 - (4) A record of immunizations.
- b. A health screening shall include, but is not limited to:
- (1) Height;
 - (2) Weight;
 - (3) Pulse and respiratory rate;
 - (4) Hearing screening;
 - (5) Blood pressure;
 - (6) Vision screening;

C. Medical Requirements Upon Employment

1. **The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.** ~~A Mantoux tuberculosis test shall be given upon employment of all newly hired staff members (full-time and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.~~

a. ~~Tuberculosis testing is not required:~~

- (1) ~~For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or~~



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~~(2) For a school district staff member transferring between school districts or from a non public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.~~

~~b. Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB-8 Form). If TB-like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease.~~

~~(1) The school district shall determine the criteria essential to document a valid religious exemption.~~

~~e. Procedures for the administration of the Mantoux tuberculosis test, interpretation of reactions, follow up procedures, and reporting shall be conducted in accordance with the guidelines and requirements of the New Jersey Department of Health.~~

2. An individual support staff member may provide health-status information, including medications, that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, the support staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency **pursuant to N.J.A.C. 6A:32-6.3(c).**

D. Health Records

1. ~~All~~ **H**health records of candidates for employment who have received a conditional offer of employment and of current employees, including computerized records, shall be secured, stored, and maintained separately from other personnel files **in accordance with N.J.A.C. 6A:32-6.3(d).**



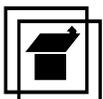
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2. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 and **N.J.A.C. 6A:32-6.3(d)**.
- E. **Support Staff Member** ~~Employees'~~ Physical Examinations and Medical Updates
1. **Support staff member** ~~School-employee~~ physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.
- F. **Review of Examinations and Assessments**
1. **The results of a physical examination or testing of a candidate for employment who has received a conditional offer of employment will be reviewed by the Superintendent and the school physician and/or Medical Review Officer to determine a candidate's physical and mental fitness to function with reasonable accommodation in the position for which the candidate has made application. That determination will be made a part of the candidate's application.**
- GJ. Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment
1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
 - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations, **tests**, and assessments;
 - b. The required examinations, **tests**, and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and



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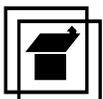
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- c. If it is determined upon completing the examination(s), **tests**, or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

Adopted: 14 June 2011
Revised: 2 May 2017
Revised: 20 August 2024



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5337 SERVICE ANIMALS

In compliance with Title II of the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008, it is the Policy of the Board of **Education** to permit use of a service animal by an individual with a disability in all areas of the district where the public is normally permitted: in district buildings; on district property; and on vehicles owned, leased, or controlled by the district **in accordance with** ~~—(28 CFR §35.136.)~~

A. Definitions

1. “Act” means the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008.
2. “Designated administrator” means Principal or person designated by the Principal to coordinate these activities.
3. “District” means this school district.
4. “Handler” means the animal’s owner who is an individual with a disability or a person, such as a trainer, assisting the owner with control of the service animal.
5. “Service animal” means a dog individually trained to do work or perform a specific job or task for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability **in accordance with** ~~—(28 CFR §36.104.)~~
 - a. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.
 - b. The work or tasks performed by a service animal must be directly related to the individual’s disability (e.g. navigation, alerting physical support and assistance, preventing or interrupting impulsive or destructive behaviors).



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- c. Work or tasks for the purposes of this definition do not include the provision of emotional support, well-being, comfort, therapy, companionship, or crime deterrence.

B. Generally **Rules**

1. The district shall permit the use of a service animal by an individual with a disability unless:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken.
2. **A student with a disability, including autism, shall be permitted access for a service animal in school buildings, including the classroom, on school buses, and on school grounds.**
32. **The service animal shall be under a handler's control at all times by use of a leash, tether, voice control, signal, or other suitable means in accordance with N.J.S.A. 18A:46-13.3 and A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means).** ~~-(28 CFR §35.136(d).)~~
43. If an animal is properly excluded, the district shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises **in accordance with** ~~-(28 CFR §35.136(b).)~~
54. If there are places in the district where it is determined to be unsafe for a handler and service animal, reasonable accommodations will be provided to assure the individual with a disability has equal access to the activity.



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65. **A school official may inquire as to whether the service animal is required due to a disability and what task or work the service animal has been trained to perform, unless the student's disability and the work or task that the service animal will perform are readily apparent in accordance with N.J.S.A. 18A:46-13.3.** ~~Unless the need for a service animal is readily apparent, the individual with a disability or his/her parent will be required to provide the district with information that:~~
- a. ~~The service animal is required because of a disability; and~~
 - b. ~~What work or task the animal has been trained to perform.~~
76. The district may not require documentation, including proof that the animal has been certified, trained, or licensed as a service animal; nor that the dog demonstrates its ability to perform the work or task **in accordance with** ~~-(28 CFR §35.136(f).)~~
87. Individuals with a disability who have service animals are not exempt from local animal control or public health requirements.
98. **A school official may require:** ~~Service animals must be licensed and registered in accordance with State and local laws.~~
- a. **Certification from a veterinarian that the service animal is properly vaccinated and does not have a contagious disease that may harm students or staff; and**
 - b. **Documentation that any license required by the municipality in which the student resides has been obtained for the service animal.**
- C. Delegation of Responsibility
- 1. **The school shall not be responsible or liable for the care or supervision of the service animal.** ~~The district is not responsible for the care or supervision of a service animal, in accordance with 28 CFR §35.136(e).~~



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- a. The district is not responsible to pay for or provide a handler to aid the individual with a disability in the control of the service animal.
 - b. **The school shall provide reasonable accommodations to allow the handler to provide for the care and feeding of the service animal while on school grounds or at a school function.** ~~The district is responsible to provide assistance to an individual with a disability in performing the tasks required of the individual for the care and maintenance of the service animal.~~
2. If the district normally charges individuals for damage they cause, an individual with a disability may be charged for damage caused by ~~their his or her~~ service animal. **in accordance with** ~~28 CFR~~ §35.136(h).
 3. The district will designate relief areas for the service animal which will be included in mobility training and orientation of students and animals new to the school.

D. Notification and Responsibilities

1. In the event a service animal will be introduced as part of the school community, the designated administrator will develop a comprehensive implementation plan prior to introduction of the service animal into the school to include:
 - a. Notification to parents of students who may be in contact with the service animal;
 - b. Appropriate accommodations:
 - (1) For students who are allergic to the service animal; and/or
 - (2) For students who have fears regarding the service animal.



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- c. Appropriate etiquette regarding service animals to include:
 - (1) Never pet a service animal while it is working;
 - (2) Never feed a working service animal;
 - (3) Do not deliberately startle, tease, or taunt a service animal; and
 - (4) Do not hesitate to ask the handler if **they** ~~he or she~~ would like assistance regarding directions for navigating the facility.
2. The use of a service animal introduced as part of the school community will require inclusion into the student's Individualized Education Plan (IEP) or the student's Section 504 Accommodation Plan.
3. The district may request, but cannot require, the owner of a service animal introduced as part of the school community and, as included in the student's IEP or Section 504 Accommodation Plan, maintain liability insurance for the service animal. The School Business Administrator/Board Secretary will ensure the school district has appropriate insurance in the event a service animal is introduced as part of the school community.

E. Miniature Horses

1. Miniature horses, although not included in the Act under the definition of "service animal," may only be permitted if individually trained to do work or perform tasks for the benefit of the individual with a disability and if they meet the assessment factors outlined in 3. below: **in accordance with** (28 CFR §35.136(i).)
2. Ponies and full size horses are not considered miniature horses.
3. Assessment factors to determine whether the district can reasonably modify its policies, practices, and procedures to allow for the use of miniature horses on its property, facilities, or vehicles include:



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- a. Type, size, and weight of the miniature horse and whether the facility can accommodate those features;
 - b. Whether the handler has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence compromises legitimate safety requirements necessary for safe operation.
4. All requirements for the use of service animals also apply to the use of miniature horses.

N.J.S.A. 18A:46-13.3

28 CFR §35.136

28 CFR §36.104

Adopted: 1 March 2016
Revised: 14 May 2019
Revised: 20 August 2024



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Student Pupil Suicide Prevention

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5350 STUDENT PUPIL SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among students. Students under severe stress cannot benefit fully from the educational program and may pose a threat to themselves or others.

The Board directs all school district staff members to be alert to a student who exhibits warning signs of self-destruction or who threatens or attempts suicide. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the Principal or designee.

The Principal or designee shall immediately contact the parent(s) of the student exhibiting warning signs of suicide to inform the parent(s) the student will be referred to the Child Study Team or a Suicide Intervention Team, appointed by the Superintendent or designee, for a preliminary assessment. Upon completion of the preliminary assessment, the Principal or designee shall meet with the parent(s) to review the assessment. Based on the preliminary assessment, the parent(s) may be required to obtain medical or psychiatric services for the student. In the event the parent(s) objects to the recommendation or indicates an unwillingness to cooperate in the best interests of the student, the Principal or designee will contact the New Jersey Department of Children and Families, Division of Child Protection and Permanency to request intervention on the student's behalf.

In the event the student is required to obtain medical or psychiatric services, the parent(s) will be required to submit to the Superintendent a written medical clearance from a licensed medical professional, selected by the parent(s) and approved by the Superintendent, indicating the student has received medical services, does not present a risk to themselves or others, and is cleared to return to school. The written medical clearance may be reviewed by a Board of Education healthcare professional before the student is permitted to return to school. The parent(s) shall be required to authorize their healthcare professional(s) to release relevant medical information to the school district's healthcare professional, if requested.



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Student ~~Pupil~~ Suicide Prevention

In accordance with N.J.A.C. 6A:14-1.1(d), special education and related services shall be provided to students with disabilities at public expense, with no charge to the parents. A clearance by a psychiatrist or other medical professional as a requirement to return to school is considered an assessment provided at public expense. The district shall not require the parents to incur the cost of psychiatric clearance.

~~Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24i, any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.~~

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Not including teaching staff members subject to the requirements of N.J.S.A. 18A:6-112.a. and not including licensed mental health care professionals, a school employee or an employee of a contracted service provider who has regular and direct contact with students, as determined by the Board, shall complete a one-time training program in suicide prevention, awareness, and response identified by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:6-112.c. A person subject to the requirements of N.J.S.A. 18A:6-112.b. shall complete the required training program not less than twelve months from the date of the identification by the NJDOE of training programs or twelve months from the person's date of hire, whichever occurs later.



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Student Suicide Prevention

Not less than twelve months following the date of the identification by the NJDOE of the training programs or not less than twelve months from the person's date of hire, and annually thereafter, the district shall provide to their employees who are subject to the requirements of N.J.S.A. 18A:6-112.a. or b., in a hard copy paper form or in an electronic form, guidelines on the district's reporting and suicide prevention, awareness, and response protocols including, but not limited to, contact information for each school's designated staff who should be notified whenever an employee believes a student may be at risk for suicide.

Each person who is required pursuant to N.J.S.A. 18A:6-112.a. or b. to complete a suicide prevention training program shall have a duty to warn and protect when the following conditions exist:

1. A student has communicated to that person a clearly identifiable threat of imminent, serious physical violence against oneself and the circumstances are such that a reasonable person would believe the student intended to carry out the threat; or
2. The circumstances are such that a reasonable person would believe the student intended to carry out an act of imminent, serious physical violence against oneself.

A person acting in good faith and who takes reasonable steps to discharge a duty to warn and protect shall be immune from civil and criminal liability in regard to that disclosure.

Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24.i., any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.



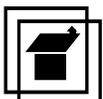
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Student Suicide Prevention

The Superintendent shall prepare and disseminate guidelines to assist school district staff members in recognizing the warning signs of a student who may be contemplating suicide, to respond to a threat or attempted suicide, and to prevent contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112
N.J.S.A. 30:9A-23; 30:9A-24
N.J.A.C. 6A:9C-3 et seq.; **6A:14-1.1**

Adopted: 14 June 2011
Revised: 22 November 2011
Revised: 16 August 2016
Revised: 8 May 2018
Revised: 20 August 2024



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Emergency and Crisis Situations

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8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district **shall** ~~will~~ develop and implement comprehensive ~~written~~ plans, procedures, and mechanisms **that** ~~to~~ provide for **safety and security in the district's public elementary and secondary schools. Plans and procedures, which shall be in written form, and mechanisms shall provide for, at a minimum:** the protection of the health, safety, security, and welfare of the school population; the prevention of, intervention in, response to, and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families, **in accordance with N.J.A.C. 6A:16-5.1(a).**

Pursuant to N.J.S.A. 18A:41-6, "sSchool security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

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

Pursuant to N.J.S.A. 18A:41-15, in developing its districtwide school safety and security plan, the district shall: demonstrate that it has considered the individual needs of each student with a disability, as enumerated in the students' individualized education programs (IEP), individualized health care plans, 504 plans, or, in the case of students with disabilities enrolled in nonpublic schools, service plans pursuant to N.J.S.A. 18A:46-2.15; and incorporate protocols into the districtwide school safety and security plan for communicating the individual needs of each student with a disability, when appropriate and in compliance with the "Family Educational Rights and Privacy Act of 1974," (20 USC §1232g), to third parties including, but not limited to, first responders and emergency management agencies.



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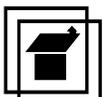
Emergency and Crisis Situations

A copy of the ~~school district's~~ school safety and security plan shall be disseminated to all ~~school district~~ employees **pursuant to N.J.A.C. 6A:16-5.1(c)**. New employees shall receive a copy of the school ~~district's~~ safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

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

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.b. **In the event an individual is employed in a substitute capacity in the district at the time the school safety and security training is being provided to full-time employees pursuant to N.J.S.A. 18A:41-7.a., the district shall include the individual in the training.**

Any information or training provided pursuant to N.J.S.A. 18A:41-7 shall address the unique needs of students with disabilities in the event of a fire drill, school security drill, or actual emergency situation. All full-time employees and individuals employed in the district in a substitute capacity shall be made aware of any anticipated mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making support needs of students in the care of the employee and any supports, modifications, accommodations, and services to be provided to students, as enumerated in their IEPs, individualized health care plans, 504 plans, or service plans pursuant to N.J.S.A. 18A:46-2.15.



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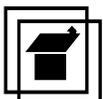
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Emergency and Crisis Situations

The district shall ensure a student's unique mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making needs in the event of a fire drill, school security drill, or an actual emergency situation that may occur on school grounds is maintained in the student record. The documentation maintained in the student record shall indicate whether or not the student is able to safely and fully participate in fire drills or school security drills without the use of supplementary supports, modifications, accommodations, or services, or if any accommodations are needed, including determining areas of refuge during an emergency, in accordance with N.J.S.A. 18A:46-2.15.a.

If it is determined a student requires supplementary supports, modifications, accommodations, or services in order to safely and fully participate in a fire drill or school security drill, a written plan shall be maintained in the student record, pursuant to N.J.S.A. 18A:46-2.15.b. The written plan shall: describe the anticipated mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making support needs of the student during a fire drill or school security drill and during an actual emergency situation; describe the supports, modifications, accommodations, and services to be provided to the student during a fire drill or school security drill and during an actual emergency situation; and describe the role of school employees in supporting the student during a fire drill or school security drill and during an actual emergency situation, including the need for any specific training of school employees. The district shall on a regular basis, but not less than once annually, perform a review of any determinations made pursuant to N.J.S.A. 18A:46-2.15 to evaluate the school security needs of a student.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, ~~and shall require all teachers of all schools,~~ **Employees of the district**, whether occupying buildings of one or more stories, ~~shall to keep all exterior doors and exits of their respective rooms and buildings unlocked during the school hours, except~~ **locked at all times except when necessary to comply with the requirements set forth in the Uniform Fire Code, including applicable requirements** during an emergency lockdown or an emergency lockdown drill. **All students and staff shall fully participate in each drill conducted to the greatest extent practicable and, when appropriate, utilize procedures for assisting in the rescue of persons unable to use the general means of egress to ensure that participation does not pose a safety risk.**



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Emergency and Crisis Situations

Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual ~~fire~~ or school security emergency that occurs at a school during the month ~~and~~ that includes activities which are the equivalent of a drill shall be considered a **school security** drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **In accordance with N.J.S.A. 18A:41-7a., n**otwithstanding any other provision of law to the contrary, the ~~school~~ district shall ensure that a school security drill that occurs when students are present:

1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;
2. Does not expose students to content or imaging that is not developmentally or age-appropriate;
3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;
4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or a traumatic response from a student or school district employee;
5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and
6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.



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Emergency and Crisis Situations

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The ~~school~~ district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present, **pursuant to N.J.S.A. 18A:41-7a.c.**

The ~~school~~ district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the ~~school~~ district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels, **pursuant to N.J.S.A. 18A:41-7a.d.**

The ~~school~~ district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner, **pursuant to N.J.S.A. 18A:41-7a.e.**

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The ~~school~~ district will be required to annually submit a security drill statement of assurance **attesting to the completion of monthly school security drills** to the New Jersey Department of Education/**County Office of Education** by June 30 of each school year, **in accordance with N.J.A.C. 6A:30 App.A.** Each school in the district will be required to complete **and retain** a security drill record form as required by the New Jersey Department of Education.



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

N.J.S.A. App.A.:9-86

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

18A:41-15; 18A:46-2.15

N.J.A.C. 6A:16-5.1; **6A:30 App.A.**

Adopted: 14 June 2011
Revised: 12 October 2012
Revised: 15 December 2020
Revised: 19 July 2022
Revised: 20 August 2024



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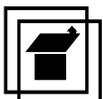
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Firearms and Weapons
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8467 FIREARMS AND WEAPONS

The Board of Education prohibits the possession, use, or exchange of any **firearm or weapon** in any school building, on school grounds, at any school-sponsored event, and on school sanctioned transportation except as the possession and use of a **firearm or weapon** is authorized by law and required in the performance of the possessor's duty.

For the purpose of this Policy, "weapon" means **items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f).** ~~anything readily capable of lethal use or of inflicting serious bodily injury. "Weapon" includes, but is not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms.~~ For the purposes of this Policy, "firearm" means those items enumerated in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921.

Pursuant to N.J.A.C. 6A:16-6.3(b), whenever a school employee develops reason to believe a firearm, as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, or other deadly weapon, whether enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, has unlawfully been brought onto school grounds or a student or other person is in unlawful possession of a firearm or other deadly weapon on or off school grounds, or a student or other person has committed an offense with or while in possession of a firearm on or off school grounds or during school operating hours, the matter shall be reported as soon as possible to the Principal or designee, or in the absence of the Principal or designee, to the staff member responsible at the time of the alleged violation. Either the Principal or designee or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the county prosecutor or other law enforcement official designated by the county prosecutor to receive such information. The Superintendent or designee shall provide to the county prosecutor or designee all known information concerning the matter, including the identity of the student or staff member involved.



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~~Any pupil or school employee who has reasonable grounds to suspect the presence of a weapon prohibited by this policy shall immediately report his/her suspicion to the Principal or designee or immediate supervisor. The Principal or designee or immediate supervisor shall conduct an appropriate search in accordance with Policy No. 5770 – Student Right of Privacy and, if appropriate and feasible, confiscate any firearm or weapon discovered in the course of the search. The Principal or designee He/she shall, if appropriate and feasible, may summon the aid of law enforcement officials officers in the conduct of the search. Any school employee who confirms the presence of a firearm or weapon under circumstances that place persons at serious risk may confiscate the firearm or weapon immediately and may use such force as is reasonable and necessary to obtain possession.~~

Unless the **firearm or** weapon has been taken into custody by a law enforcement **official officer**, the **Principal or designee or immediate supervisor** shall immediately **secure the store any** confiscated **firearm or** weapon in a **securely and locked location box or container** and report the presence of the **firearm or** weapon to the Superintendent. **Pursuant to N.J.A.C. 6A:16-6.3(b)**, ~~t~~The Superintendent shall promptly notify, ~~by telephone call and by letter,~~ **local law enforcement the Chief of Police of Manasquan** that a **firearm or** weapon is present on school premises; ~~the notice shall~~ **and** request removal of the **firearm or** weapon by an authorized law enforcement **official officer**. The Superintendent shall obtain and file a receipt for any **firearm or** weapon removed by a law enforcement **official officer**.

Any **student pupil** who possesses, uses, or exchanges a **firearm or** weapon in violation of this **P**olicy shall be subject to stringent discipline, ~~which may include expulsion.~~ Any **student pupil** or school employee who suspects or knows of the presence of a **firearm or** weapon in violation of this **P**olicy and fails to report the same shall be subject to discipline. **Pursuant to N.J.A.C. 6A:16-6.3(b)**, ~~a~~Any person who possesses a **firearm or** weapon on school premises or school transportation or at a school-sponsored function shall be reported to the appropriate law enforcement agency.

The Board shall immediately remove a student who is convicted or adjudicated delinquent for possession of a firearm on school grounds; convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds; or found knowingly in possession



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of a firearm on school grounds from the school's general education program for a period of not less than one calendar year, in accordance with N.J.A.C. 6A:16-5.5(a) and Policy and Regulation 5611 – Removal of Students for Firearms Offenses.

~~Any pupil who is convicted or is an adjudicated delinquent for possession of a firearm or who is found to be in possession of a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. Pupils convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school sponsored function or committing a crime while possessing a firearm shall be immediately removed from the regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)~~

The Board shall immediately remove a student who commits an assault, as defined under N.J.S.A. 2C:12-1a(1), with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 USC §921, upon a teacher, administrator, other school board employee, district Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5, from the school's general education program for a period not exceeding one calendar year, in accordance with N.J.A.C. 6A:16-5.6(a) and (b) and Policy and Regulation 5613 – Removal of Students for Assaults with Weapons Offenses. ~~Any student who commits an assault upon members of the school community with a weapon other than a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)~~

Students ~~Pupils~~ with disabilities violating the provisions of this ~~P~~policy shall be **addressed** ~~dealt with~~ in accordance with **the provisions of N.J.A.C. 6A:14--2.8.**

Nothing in this ~~P~~policy shall be construed to prohibit the reporting of a crime committed by a child with a disability to the appropriate law enforcement or judicial authorities, or to prevent such authorities from exercising their responsibilities with regard to the application of Federal or State law to crimes committed by a child with disabilities.



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The procedures for Any pupil requiring removal from and return to the general regular education program of a student for firearms offenses and assaults with weapons offenses for the reasons enumerated above shall be removed in accordance with Policy and Regulation No. 5611 – Removal of Students for Firearms Offenses and Policy and Regulation 5613 – Removal of Students for Assaults with Weapons Offenses.

The Superintendent, or designee, shall prepare regulations to implement this Policy for the guidance of school staff in dealing with incidents involving firearms or weapons in the school district.

The school district’s reporting requirements to law enforcement officials and the handling of firearms and weapons outlined in this Policy and Regulation 8467 and in accordance with N.J.A.C. 6A:16-3 and N.J.A.C. 6A:16-4 shall be in addition to any reporting and handling requirements included in the current Memorandum of Agreement Between Education and Law Enforcement Officials.

N.J.S.A. 2C:12-1(a)1; 2C:39-1 et seq.; 2C:58-6.1; 2C:58-15

N.J.S.A. 18A:6-1; 18A:37-2.2; 18A:37-2.3; 18A:37-2.4; 18A:37-2.5

N.J.S.A. 23:4-16

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.5; 6A:16-5.6; 6A:16-6.3; 6A:16-6.4

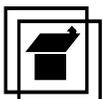
Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act

18 U.S.C. 921

20 U.S.C. 1415

Adopted: 14 June 2011

Revised: 20 August 2024



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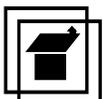
R 8467 FIREARMS AND WEAPONS

A. Definitions – N.J.A.C. 6A:16-1.3

1. “Weapon” means items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f).
2. “Firearm” means items enumerated in N.J.S.A. 2C:39-1(f) and 18 USC §921.
3. “School grounds” means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider. School grounds also includes school buses, school-sponsored functions, structures that support the buildings, such as school district wastewater treatment facilities; generating facilities; and other central service facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by municipalities, private entities, or other individuals during times when the school district has exclusive use of a portion of the land.

B. Reporting to Law Enforcement – N.J.A.C. 6A:16-6.3

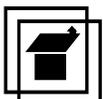
1. Whenever a school employee develops reason to believe a firearm, as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, or other deadly weapon, whether enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 USC §921, has unlawfully been brought onto school grounds or a student or other person is in unlawful possession of a firearm or other deadly weapon on or off school grounds, or a student or other person has committed an offense with or while in possession of a firearm on or off school grounds or during school operating hours, the matter shall be reported as soon as possible to the Principal or designee, or in the absence of the Principal or designee, to the staff member responsible at the time of the alleged violation.



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- a. Either the Principal or designee or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the county prosecutor or other law enforcement official designated by the county prosecutor to receive such information.
 - b. The Superintendent or designee shall provide to the county prosecutor or designee all known information concerning the matter, including the identity of the student or staff member involved.
 - c. All incidents shall be reported under N.J.A.C. 6A:16-6.3 utilizing the Student Safety Data System, pursuant to N.J.A.C. 6A:16-5.3(e)1, where appropriate.
- C. Handling of Firearms and Dangerous Weapons – N.J.A.C. 6A:16-6.4
1. In accordance with N.J.A.C. 6A:16-6.4(b), whenever a school employee seizes or comes upon a firearm or dangerous weapon, school officials shall:
 - a. In the case of a firearm, immediately advise the county prosecutor or appropriate law enforcement official, and secure the firearm pending the response by law enforcement to retrieve and take custody of the firearm; and
 - b. In the case of a dangerous weapon other than a firearm, immediately advise the county prosecutor or appropriate law enforcement official, and secure the dangerous weapon pending the response by law enforcement to retrieve and take custody of the dangerous weapon.
 2. School employees in custody of a firearm or dangerous weapon shall take reasonable precautions, according to Board procedures, to prevent the theft, destruction, or unlawful use of the firearm or dangerous weapon by any person, pursuant to N.J.A.C. 6A:16-6.4(c).



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- a. The Principal shall place the firearm or dangerous weapon in a secure and locked location.
 - b. In the event any person other than the Principal is permitted access to the firearm or dangerous weapon prior to its retrieval by a law enforcement official, that person shall enter their name and signature on the record along with the time and date of inspection and the reason for the access. Access to the firearm or dangerous weapon will be permitted only in the presence of the Principal.
 - c. The law enforcement official who takes custody of the firearm or dangerous weapon shall be required to sign and date the record to indicate their receipt of the firearm or dangerous weapon.
3. The Principal shall provide to the law enforcement official who takes custody of the firearm or dangerous weapon:
- a. All information concerning the manner in which the firearm or dangerous weapon was confiscated;
 - b. The identity of all persons who had custody of the firearm or dangerous weapon following its confiscation; and
 - c. The identity of any student or staff member believed to have been in possession of the firearm or dangerous weapon.
4. Any person employed or engaged in a school or educational institution may, within the scope of their employment, use and apply such amounts of force as is reasonable or necessary to obtain possession of weapons or other dangerous objects upon the person or within the control of a student, pursuant to N.J.S.A. 18A:6-1.

Adopted Issued: 14 June 2011
Revised: August 2024



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Volunteer Athletic Assistants and Co-Curricular
Activity Advisors/Assistants

9181 VOLUNTEER ATHLETIC ASSISTANTS AND CO-CURRICULAR ACTIVITY ADVISORS/ASSISTANTS

The Board of Education recognizes the services of volunteer athletic assistants and co-curricular activity advisors/assistants bring unique skills to the district, enrich the athletic and co-curricular program, assist district coaching and co-curricular staff members in the performance of their duties, and enhance the relationship between the school district and the community. Therefore, the Board authorizes a program for the utilization of volunteer athletic assistants and co-curricular activity advisors/assistants in the district.

For the purposes of this Policy, “volunteer athletic assistant and co-curricular activity advisor/assistant” is a person who is not paid by the Board of Education, assisting under the direct supervision of an appropriately certified or licensed school district employee, and provides assistance for the school activity.

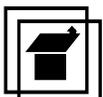
The **Superintendent of Schools or designee** ~~Principal and Supervisor of Athletic and Co-Curricular Activities~~ will be responsible for the recruitment and screening of volunteer athletic assistants and co-curricular activity advisors/assistants and their assignment. The district is not obligated to utilize the proffered services of a volunteer ~~whose abilities or interests do not serve the needs of the school district~~ as determined by the Superintendent.

These volunteers must be ~~persons of known character, responsibility, and integrity~~ and ~~must be~~ recommended by the Superintendent and approved by the Board of Education prior to assuming any responsibilities.

The **Superintendent or designee** ~~Principal and Supervisor of Athletic and Co-Curricular Activities~~ will prepare and promulgate rules of conduct for volunteer athletic assistants and volunteer co-curricular activity advisors/assistants. Each volunteer athletic assistant and co-curricular activity advisor/assistant will be given a copy of this Policy.

The following guidelines shall govern the service of a volunteer athletic coach and volunteer co-curricular activity advisor/assistant:

1. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants may serve only under the direction and **direct immediate** supervision of **an appropriately certified or licensed** a head and/or assistant coach or activity advisor or assistant employed by the Board;

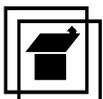


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Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants

2. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants must clearly understand their duties and responsibilities and perform no services outside those duties;
3. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants serve only in a support capacity and only head or assistant coaches or activity advisors or assistants employed by the Board are responsible for the supervision and instruction provided to students participating in athletic programs or co-curricular activities;
4. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants shall respect the individuality, dignity, and worth of each student;
5. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants are not permitted access to student records;
6. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants must **not disclose** ~~exercise discretion in disclosing~~ any confidential student matters the **volunteer athletic assistant** or **volunteer** activity advisor/**assistant** ~~or assistant employed by the Board~~ becomes aware of as a result of their volunteer responsibilities;
7. Volunteer athletic assistants **and volunteer co-curricular activity advisors/assistants shall** ~~must~~ consult with the **Superintendent or designee** ~~Supervisor of Athletic and Co-Curricular Activities~~ regarding any matters or questions regarding their duties and responsibilities;
8. ~~Volunteer co-curricular activity advisors/assistants must consult with the Supervisor of Athletic and Co-Curricular Activities regarding any matters or questions regarding their duties and responsibilities;~~
89. Volunteer athletic assistants and **volunteer** co-curricular activity advisors/assistants shall receive no financial remuneration from the Board; and



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Volunteer Athletic Coaches and Co-Curricular
Activity Advisors/Assistants

910. Volunteer athletic assistants and volunteer co-curricular activity advisors/assistants may be immediately relieved of their volunteer responsibilities, with or without cause, by the Superintendent with such action to be recommended to the Board by the Superintendent at the next Board ~~m~~Meeting following relief of duties.

Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants will be screened for tuberculosis in accordance with the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.

Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants will be required to participate in all mandated trainings required for their position and any other trainings as required by the Superintendent or designee.

All school volunteer athletic assistants and co-curricular activity advisors/assistants must possess a current and valid New Jersey teaching certificate or a New Jersey substitute teacher credential, obtain a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1 et seq., ~~and provide documentation that a Mantoux test has been administered.~~

The school volunteer athletic assistant or co-curricular activity advisor/assistant may apply to the Board for reimbursement of the cost of their criminal history record check at the conclusion of their volunteer service during the same school year in which the criminal history record check was performed if the volunteer successfully completed their volunteer service to the Board.

N.J.S.A. 18A:6-7.1; 18A:6-7.2

Adopted: 14 June 2011
Revised: 24 January 2021
Revised: 11 May 2021
Revised: 20 August 2024



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R 5200 ATTENDANCE

A. Attendance Recording

1. School Register – ~~{N.J.A.C. 6A:32-8.1}~~

- a. The Board of Education shall carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic format of the school district's choosing.
- b. The Commissioner **of Education** will issue and publish on the **New Jersey Department of Education's (NJDOE)** website guidance for recording student attendance in all public schools of the State operated by district Boards of ~~Education~~, except adult high schools.
- c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance **issued by the Commissioner in accordance with** ~~at~~ N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
- d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and **N.J.A.C.** 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.



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- (1) “Days in membership” means the number of school days in session in which a student is enrolled **in accordance with N.J.A.C. 6A:32-2.1**. A student’s membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.
2. Day in Session – (N.J.A.C. 6A:32-8.3)
 - a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers’ institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.
 - b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 3. Student Attendance – (N.J.A.C. 6A:32-8.4)
 - a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.
 - b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.



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- c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.
- d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.
- e. State-excused absences shall be as follows:
 - (1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.
 - (a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;
 - (2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
 - (3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - (4) Take Our Children to Work Day;
 - (5) College visit(s), up to three days per school year for students in grades eleven and twelve; ~~and~~



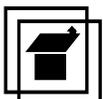
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- (6) Closure of a busing school district that prevents a student from having transportation to the receiving school; and-
- (7) **Attendance at a civic event, one day per school year for students in grades six through twelve, pursuant to N.J.S.A. 18A:36-33.2.**
 - (a) **“Civic event” means an event sponsored by a government entity, a community-based organization, or a nonprofit organization that incorporates elements of service learning whereby students learn and develop through organized service. A civic event shall address an issue of public concern such as community health and safety or environmental, economic, or community well-being in accordance with N.J.S.A. 18A:36-33.1.**
 - (b) **The parent of a student shall provide a signed written notice of an intended excused absence to attend a civic event at least five school days in advance of the intended excused absence and such other documentation as the Superintendent deems necessary to prove that the student meets the requirements for an excused absence pursuant to N.J.S.A. 18A:36-33.2.b.**
- f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.



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4. Average Daily Attendance – (N.J.A.C. 6A:32-8.5)

The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.

5. Absentee and Chronic Absenteeism Rates – (N.J.A.C. 6A:32-8.6)

a. A student's absentee rate shall be determined by subtracting the student's total number of days present from the student's days in membership and dividing the result by the student's days in membership.

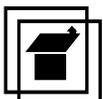
(1) State-excused absences shall not be included in a student's days in membership for purposes of calculating a student's absentee rate.

b. If a student's absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.

c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.

B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy

1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, "excused" and "unexcused" student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 – **Attendance** and this Regulation.



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2. N.J.A.C. 6A:16-7.6(a)3 requires the Board of ~~Education~~ policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.

a. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined in B.2.b. below.

b. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:

The student’s illness supported by a **medical excuse** ~~written letter from the parent~~ upon student’s return to school;

The student’s required attendance in court;

Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans;

The student’s suspension from school;

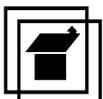
Family illness or death supported by a written letter from the parent upon the student’s return to school;

College visit(s), up to five days per school year for students in grades eleven and twelve;

Interviews with a prospective employer or with an admissions officer of an institution of higher education;

Examination for a driver’s license;

Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day **supported by documentation upon student’s return to school;**



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Take Our Children to Work Day;

Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;

Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;

Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;

Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;

Closure of a busing school district that prevents a student from having transportation to the receiving school;

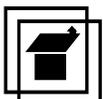
An absence considered excused by the Commissioner of Education and/or a ~~NJDOE New Jersey Department of Education~~ rule;

An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence;

3. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240 – **Tardiness**.

C. Notice to School of a Student's Absence

1. The parent or adult student shall notify the school office before the school day when the student will not be in school. **However, notice for attendance at a civic event shall be provided in accordance with the procedure set forth in N.J.S.A. 18A:36-33.2.b. and A.3.e.(7)(b) above.**
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall provide notice to the school office before the start of the afternoon session.



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Attendance

3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.
4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

D. Readmission to School After an Absence

1. A student returning from an absence of **five consecutive school days** ~~any length of time~~ **may be required to** ~~must~~ provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.
2. A student who has been absent by reason of having or being suspected of having a communicable disease may be required to present to the school nurse written evidence of being free of a communicable disease.
3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school.
 - a. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.

E. Instruction

1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of four school days duration.



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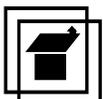
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2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.
4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.
5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412 – **Home Instruction Due to Health Condition**. The parent must request home instruction.

F. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. A secondary student may be dropped from a course or denied course credit when the secondary student has been absent from eight or more days from a semester course or sixteen or more days from a full-year course, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, or absences caused by a student's suspension will not count toward the total.

Exceptions to this rule may be made for students who have demonstrated to the teacher through completion of make-up assignments that they have mastered the proficiencies established for the course of study.



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A secondary student who has been dropped from a course of study may be assigned to an alternate program.

A secondary student denied course credit after completing the course will be permitted to attend a credit completion session to regain the denied credit, provided the student has not been absent from the class twelve or more days from a semester course or twenty or more days from a full-year course.

3. An elementary student may be retained at grade level, in accordance with Policy 5410 – **Promotion and Retention**, when the student has been absent twenty or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student’s suspension will not count toward the total.

Exceptions to this rule may be made for students who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy – (N.J.A.C. 6A:16-7.6(a)4.)

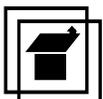
1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student’s parents of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student’s parent(s);



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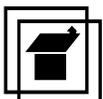
- c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate;
2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
- a. Make a reasonable attempt to notify the student's parent(s) of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent(s);
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;
 - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
 - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - (3) Consider an alternate educational placement;



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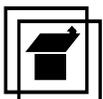
- (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
- a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and



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Attendance

4. A court referral may be made as follows:
 - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board's of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g., the student may be referred to Superior Court, Chancery Division, Family Part;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's Individual Education Program (IEP), pursuant to 20 U.S.C. §§1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b)3.xii.
6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.



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Attendance

- (1) The sending school district shall proceed in accordance with the Board's of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.

H. Discipline

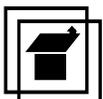
1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.
2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

I. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 – **Attendance** and this Regulation.
3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

J. Appeal

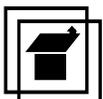
1. Students may be subject to appropriate discipline for their school attendance record.
2. A **parent of a student or an adult student** who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410 – **Promotion and Retention**.



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Attendance

3. A **parent of a student or an adult student** who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. ~~The student shall file~~ A written appeal **shall be filed with** the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
 - b. The Principal or designee will respond in writing no later than seven school days after receiving the **written student's** appeal.
 - c. If the **parent or adult** student is not satisfied, the **parent or adult** student may submit a written request to the Principal for consideration by an Attendance Review Committee.
 - d. **In response to** ~~On a student's~~ request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the ~~student's~~ appeal. The student's parent, **the student**, and teacher(s) may attend the meeting.
 - e. The Attendance Review Committee shall decide the appeal and inform the **parent and** student in writing within seven school days of the meeting.



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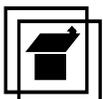
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- f. The **parent or adult** student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of ~~Education~~, and the Commissioner of ~~Education~~ in accordance with Policy 5710 – Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the **NJDOE** ~~New Jersey Department of Education~~. The school district will comply with all attendance requirements and any improvement plans as required by the **NJDOE** ~~Department of Education~~.

Adopted: 14 June 2011
Revised: 22 March 2016
Revised: 13 August 2020
Revised: 14 March 2023
Revised: 17 September 2024



POLICY GUIDE

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Tardiness

5240 TARDINESS

The Board of Education believes that promptness is an important element of school attendance. **Students** ~~Pupils~~ who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other pupils.

Tardiness to school or class that is caused by a **student's** ~~pupil's~~ illness, an emergency in the **student's** ~~pupil's~~ family, the observance of a religious holiday, a death in the **student's** ~~pupil's~~ family, or by the **student's** ~~pupil's~~ compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused **and subject to disciplinary consequences as prescribed by the school's code of conduct.**

An unexcused tardy of more than ten minutes will equal one unexcused absence and three unexcused tardies of less than ten minutes will equal one unexcused absence for the purpose of calculating unexcused absences for application of Board Policy No. 5410 on promotion and Policy No. 5460 on high school graduation.

A **student** ~~pupil~~ who develops a pattern of tardiness, excused or unexcused, will be **required to attend** ~~offered~~ counseling with an appropriate staff member to determine the cause of the tardiness.

N.J.S.A. 18A:36-14; 18A:36-15; 18A:36-25 et seq.

Adopted: 14 June 2011
Revised: **17 September 2024**



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Student Use of Vehicles

5514 STUDENT PUPIL USE OF VEHICLES

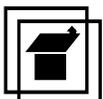
The Board of Education regards the operation by ~~students~~ ~~pupils~~ of any vehicle for transportation to and from school as a matter subject to Board authority because ~~student~~ ~~pupil~~ safety is of paramount concern to the Board.

~~The Board will permit the use of motor vehicles by pupils in accordance with district rules provided that such pupils present written parental approval, have been granted permission by the Building Principal to operate a motor vehicle on school grounds, possess a valid New Jersey driver's license, and have successfully completed a course in driver education.~~

Students may drive their automobile to and from school, but there is no student parking on school grounds during the school day unless expressly authorized by the Principal for an individual student. A student who drives their automobile to and from school shall be responsible to comply with all State and local laws regarding parking.

Students may ride ~~The Board will permit the use of non-motorized bicycles by pupils in accordance with district rules provided such pupils present written parental approval, have been granted permission by the Building Principal.~~ **to school but must comply with all applicable State and local laws for operating a bicycle. The Principal of each school may develop school rules for the operation of the student's bicycle on school grounds. Students must park and lock their bicycles in an area outside the school building designated by the Principal. A bicycle may not be brought into the school building without the Principal's permission.**

Students are permitted to bring on school grounds non-motorized skateboards, scooters, roller skates, or any other non-motorized mode of transportation the student may use to get to and from school. The Principal shall determine if such items may be brought into the school building during the school day. Students that bring these items to school must comply with all applicable State and local laws for operation. The Principal of each school may develop school rules for the operation of the student's non-motorized items on school grounds and if such items can be brought into school and where such items shall be stored, in or outside the building, during the school day.



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Students are not permitted to bring any motorized bicycle, low-speed electric bicycle, scooter, low-speed electric scooter, motorized skateboard, motorized roller skates, hoverboard, golf cart, or any other motorized mode of transportation on school grounds.

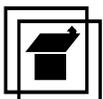
~~The Superintendent shall develop and disseminate regulations for the operation and parking of vehicles on school grounds. Permission to operate a vehicle on school grounds may be revoked for a pupil's failure to observe rules.~~

The Board will not be responsible for any vehicle that is lost, stolen, or damaged.

N.J.S.A. 39:4-10 et seq.; 39:4-10.5

Adopted: 14 June 2011

Revised: 17 September 2024



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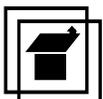
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Substance Abuse
M

R 5530 SUBSTANCE ABUSE

The following procedures are established in implementation of Policy 5530, Substance Abuse.

A. Definitions

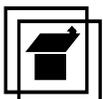
1. “Evaluation” means procedures used by a certified or licensed professional to make a positive determination of a student’s need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the student or the student’s family.
2. “Other drugs” mean substances as defined in N.J.S.A. 18A:40A-9 and substances as defined in N.J.A.C. 6A:16-4.1(a).
3. “Parent” means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
4. “Referral for evaluation” means programs and services suggested to a student or his or her family in order to make a positive determination regarding a student’s need for services that extend beyond the general school program.
5. “Referral for treatment” means programs and services suggested to a student or to his or her family to help implement the recommendations resulting from an evaluation, pursuant to N.J.A.C. 6A:16-1.3 and 4.1(c)5 and 6; in response to a positive alcohol or other drug test result, pursuant to N.J.A.C. 6A:16-4.4; or in response to the family’s request for assistance with a learning, behavior, or health difficulty, pursuant to N.J.A.C. 6A:16-4.1(c)7 and 8.



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Substance Abuse

6. “School grounds” means and includes land, portions of land, structures, buildings, and vehicles, owned, operated or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, such as school wastewater treatment facilities, generating facilities, and other central facilities including, but not limited to, kitchens and maintenance shops. “School grounds” also include other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land. “School grounds” also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration as defined in N.J.A.C. 6A:26-1.2.
7. “Substance” as defined in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a) means alcoholic beverages, controlled dangerous substances, including anabolic steroids as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4, and over-the-counter and prescription medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
8. “Substance abuse” means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.
9. “Under the influence” of substances means that the student is observed in the use of a substance or exhibits physical and/or behavioral characteristics that indicate the immediate use of a substance.



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Substance Abuse

B. Discipline

1. Any violation of Board rules prohibiting the use, possession, and/or distribution of a substance is a serious offense, and the student who violates a substance abuse rule will be disciplined accordingly. Repeated violations are more severe offenses and warrant stricter disciplinary measures. Students who violate the substance abuse rules will be disciplined as follows:

a. First offense:

- (a) Parent(s) or legal guardian(s) notified;
- (b) Referral to SAC for assessment; ~~and~~
- (c) Possible referral to I&RS;
- (d) Five-day out-of-school suspension; and**
- (e) Five-day in-school suspension.**

b. Second offense:

- (a) **Ten-day two-day out-of-school suspension plus (a) through (c) all of the first offense consequences** above.

2. In accordance with N.J.A.C. 6A:16-4.1(c), the following disciplinary action will be taken in the event the student does not follow through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors:

a. First offense:

- (a) Parent(s) or legal guardian(s) notified
- (b) Referral to SAC for assessment
- (c) Possible referral to I&RS
- ~~(d) Suspension from all extracurricular activities for a period of one year from the date of the incident~~

C. Intervention, Referral for Evaluation, and Referral for Treatment Services

1. The provision of intervention, referral for evaluation, and referral for treatment services for students who are affected by alcohol or other drug use.



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- a. The intervention, referral for evaluation, and referral for treatment services shall be provided by an individual who holds the educational services certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners, or by an individual who holds one of the following educational services certificate endorsements: school nurse; school nurse/non-instructional; school psychologist; school counselor; school social worker; or student personnel services and is trained in alcohol and other drug abuse intervention, assessment, referral for evaluation, and referral for treatment skills.
- b. The intervention, referral for evaluation, and referral for treatment services shall include one or more of the following:
 - (1) Provisions for a program of instruction, counseling, and related services provided by the district Board of Education while a student receives medical treatment for a diagnosed alcohol or other drug dependency problem;
 - (2) Referral to a community agency, as defined in N.J.A.C. 6A:16-4.1(b), out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or private practitioners authorized by the appropriate drug and alcohol licensing board;
 - (3) Provisions for support services for students who are in, or returning from, medical treatment for alcohol and other drug dependency; or
 - (4) A special class, course or educational program designed to meet the needs of students with alcohol or other drug use problems.

D. Reporting, Notification, and Examination Procedures

1. Students Suspected of Using Anabolic Steroids – N.J.A.C. 6A:16-4.3(b)



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- a. Whenever a teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe that a student has used or may be using anabolic steroids, the person shall report the matter as soon as possible to the Principal or, in the Principal's absence, to a person designated by the Principal and either the certified or non-certified school nurse, the school physician, or the student assistance coordinator.
- b. In response to a report of suspected anabolic steroid use, including instances when a report is made to law enforcement, the Principal or designee shall immediately notify the student's parent and the Superintendent. The Principal or designee shall arrange for an examination of the student by a physician licensed to practice medicine or osteopathy selected by the parent.
 - (1) If the physician chosen by the parent is not available to perform the examination, the examination shall be conducted by the school physician or other physician identified by the Principal.
 - (2) The student shall be examined as soon as possible for the purpose of determining whether the student has been using anabolic steroids.
- c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to have used or to be using anabolic steroids.
 - (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of anabolic steroids or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities involving anabolic steroids.
- d. The examining physician shall provide to the parent, Principal, and Superintendent a written report of the examination.



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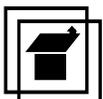
- e. If it is determined the student has used anabolic steroids, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following educational services certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall interview the student and others, as necessary, for the purpose of determining the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment.
 - (1) To make this determination, the school staff member(s) identified above may conduct a reasonable investigation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse.
 - f. If results of a referral for evaluation positively determine the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, the school staff member(s) identified in D.1.e. above who is trained to assess alcohol and other drug abuse shall initiate a referral for treatment to appropriate community agencies as defined in N.J.A.C. 6A:16-4.1(b), to out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or to private practitioners certified by the appropriate drug and alcohol licensing board.
2. Students Suspected of Being Under the Influence of Alcohol or Other Drugs Other Than Anabolic Steroids – N.J.A.C. 6A:16-4.3(a)



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- a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school grounds shall report the matter as soon as possible to the Principal or, in his or her absence, to his or her designee and either the certified school nurse, non-certified school nurse, school physician, or student assistance coordinator, pursuant to N.J.S.A. 18A:40A-12.
 - (1) In instances where the Principal and either the certified school nurse, non-certified school nurse, school physician or the student assistance coordinator are not in attendance, the staff member responsible for the school function shall be immediately notified.
 - (2) The referring staff member shall file with the Principal a report describing the incident. The form shall include all information necessary for a complete, accurate reporting on the Student Safety Data System (SSDS) according to N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3.
- b. In response to every report by an educational staff member or other professional of suspected student alcohol or other drug use, including instances when a report is made to law enforcement, the Principal or designee shall:
 - (1) Immediately notify the student's parent and the Superintendent or designee;
 - (2) Arrange for an immediate medical examination of the student for the purposes of providing appropriate health care and for determining whether the student is under the influence of alcohol or other drugs, other than anabolic steroids; and
 - (3) Any substance screening conducted by the school nurse and/or other staff is not a substitute for the required medical examination required in N.J.S.A. 18A:40A-12.



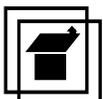
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- c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol or other drugs.
 - (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.

- d. The medical examination shall be performed by a physician licensed to practice medicine or osteopathy who is selected by the parent.
 - (1) The parent will be provided, in writing, the minimum requirements for the immediate medical examination, which will include, but not be limited to, the substances to be tested by the physician, the cut-off levels of each substance to be tested, the time period the immediate medical examination must be conducted, and any other requirements of the examination.
 - (2) The examination shall be at the expense of the parent and not the district Board of Education.

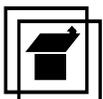
- e. If the physician chosen by the parent is not immediately available, the medical examination shall be conducted by the school physician.
 - (1) If the school physician is not available, the student shall be accompanied by a member of the school staff designated by the Principal to the emergency room of the nearest hospital for examination.
 - (2) The student's parent, if available, shall also accompany the student.



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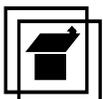
- (3) When the medical examination is conducted by the school physician or a physician at the emergency room of the nearest hospital, the examination shall be at the expense of the district Board of Education.
- f. The Board of Education will have a plan in place for the appropriate supervision of the student:
- (1) While waiting for a parent to take the student to the physician selected by the parent, or while the student is waiting for and receiving the medical examination by the school physician or the physician in an emergency room; and
 - (2) Provisions will be made for the appropriate care of the student while awaiting the results of the medical examination.
- g. A written report of the medical examination of the student shall be furnished to the student's parent, the Principal, and the Superintendent of Schools by the examining physician within twenty-four hours of the referral of the student for suspected alcohol or other drug use.
- (1) The school district, in cooperation with the school physician or medical professionals licensed to practice medicine or osteopathy, shall establish minimum requirements for the medical report. The minimum requirements for the examination will be periodically reviewed and updated as needed.
 - (2) The report's findings shall verify whether the student's alcohol or other drug use interferes with his or her physical and mental ability to perform in school.



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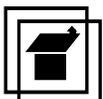
- h. When the medical examination is performed by a physician other than the school physician or at the emergency room of the nearest hospital, the school district will require the parent to verify within twenty-four hours of the notification that the student is suspected of alcohol or other drug use that a medical examination was performed in compliance with this Policy.
 - (1) The verification shall include, at a minimum, the signature, printed name, address, and phone number of the examining physician, the date and time of the medical examination, and the date by which the report required in this Policy will be provided.
 - (2) Refusal or failure by a parent to comply with this requirement shall be treated as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.3(d).
- i. If the written report of the medical examination is not submitted to the parent, Principal, and Superintendent within twenty-four hours of the referral of the student for suspected alcohol or other drug use, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.
- j. If the written report of the medical examination verifies that alcohol or other drugs do not interfere with the student's physical and mental ability to perform in school, the student will be immediately returned to school.
- k. If there is a positive determination from the medical examination, indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school:
 - (1) The student will be returned as soon as possible to the care of the parent;



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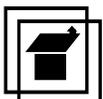
- (2) Attendance at school shall not resume until a written report has been submitted to the parent, the Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student to determine whether alcohol or other drug use interferes with his or her physical or mental ability to perform in school.
 - (a) The report shall verify that the student's alcohol or other drug use no longer interferes with the student's physical and mental ability to perform in school.
 - (3) Removal of a student with a disability shall be made in accordance with N.J.A.C. 6A:14.
1. While the student is home because of the medical examination or after the student returns to school, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall:
 - (1) Conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse, for the purpose of making a preliminary determination of the student's need for educational programs, supportive services, or treatment that extend beyond the general school program by virtue of the student's use of alcohol or other drugs.
 - (a) The findings of the assessment alone shall not prevent a student from attending school; and



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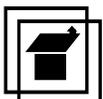
- (2) Cooperate with community agencies as defined in N.J.A.C. 6A:16-4.1(b) and juvenile justice officials in providing evaluation, referral, and continuity of care for alcohol or other drug abuse treatment.
 - m. While the student is at home because of the medical examination or after his or her return to school, the Principal or Superintendent may recommend or require alcohol and other drug assessment of the student or evaluation by appropriately certified or licensed professionals to make a positive determination of a student's need for programs and services that extend beyond the general school program, as necessary.
 - (1) The findings of these additional evaluations alone shall not be used to prevent a student from attending school.
 - n. If at any time it is determined that the student's use of alcohol or other drugs presents a danger to the student's health and well-being, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained in alcohol and other drug abuse treatment referral shall initiate a referral for alcohol or other drug abuse treatment.
- E. Handling of Alcohol or Other Drugs
 - 1. A student's person, effects, or school storage places may be searched for substances in accordance with Board Policy and applicable laws regarding searches in schools.
 - 2. A school employee who seizes or discovers a substance, or an item believed to be a substance or drug paraphernalia, shall immediately notify and turn it over to the Principal or designee.



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- a. The Principal or designee shall immediately notify the Superintendent or designee who in turn shall notify the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.
- b. In accordance with the provisions of N.J.A.C. 6A:16-6.4(a), the school employee, Principal or designee shall safeguard the alcohol, other drug, or paraphernalia against further destruction and shall secure the alcohol, other drug, or paraphernalia until it can be turned over to the County Prosecutor or designee.
- c. The Principal or designee shall provide to the County Prosecutor or designee all information concerning the manner in which the alcohol, other drug, or paraphernalia was discovered or seized, including:
 - (1) The identity of all persons who had custody of the substance or paraphernalia following its discovery or seizure; and
 - (2) The identity of the student believed to have been in possession of the substance or paraphernalia.
- d. The Principal or designee shall not disclose the identity of a student who voluntarily and on his or her own initiative turned over the alcohol, other drug, or paraphernalia to a school employee, provided there is reason to believe the student was involved with the alcohol, other drug, or paraphernalia for the purpose of personal use and not distribution activities, and further provided the student agrees to participate in an appropriate treatment or counseling program.
 - (1) For the purposes of N.J.A.C. 6A:16-6.4, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall not constitute a voluntary, self-initiated request for counseling and treatment.

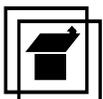


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F. Reporting Students to Law Enforcement Agencies

1. Subject to N.J.A.C. 6A:16-6.5, any staff member who, in the course of his or her employment, has reason to believe that a student has unlawfully possessed or in any way been involved in the distribution of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall report the matter as soon as possible to the Principal or, in the absence of the Principal, to the staff member responsible at the time of the alleged violation.
2. Either the Principal or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.
3. The Superintendent or designee shall provide to the County Prosecutor or designee all known information concerning the matter, including the identity of the student involved.
4. The Superintendent or designee; however, shall not disclose the identity of a student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem, provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.
5. For the purpose of N.J.A.C. 6A:16-6.3, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall not constitute a voluntary, self-initiated request for counseling and treatment.



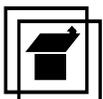
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6. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a student suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical examination, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the student and for determining whether the student is under the influence of alcohol or other drugs or has been using anabolic steroids. The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.
7. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test, pursuant to N.J.A.C. 6A:16-4.3(a)3i and N.J.A.C. 6A:16-4.3(b)3i and N.J.A.C. 6A:16-4.3(a)4, was obtained as a result of the district Board of Education's voluntary random drug testing policy, pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

G. Parent Training Program/Outreach Programs

1. A substance abuse training program will be offered to the parents of students enrolled in the district. The program will be offered at times and places convenient to parents and on school premises or in other suitable facilities.
2. The program shall, at a minimum, provide:
 - a. A thorough and comprehensive review of the substance abuse instruction curriculum to be taught to the children of the parents during the school year, with recommendations as to the ways in which the parent may enhance, reinforce, and supplement that program;
 - b. Information on the pharmacology, physiology, psychosocial, and legal aspects of substance abuse;



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- c. Instruction to assist the parent in the identification of the symptoms and behavioral patterns that might indicate a child may be involved in substance abuse;
 - d. Information on the State, local, and community organizations which are available for the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse; and
 - e. A review of the Board Policy and Regulation on substance abuse with attention to the role of parents.
3. The Board will establish an outreach program to provide substance abuse education for the parents of students in the district. In establishing the program, the Board shall consult with such local organizations and agencies as are recommended by the Commissioner. The Board shall insure the program is offered at times and places convenient to the parents of the district on school premises, or at other suitable facilities.
- a. In addition to the substance abuse education program required pursuant to N.J.S.A. 18A:40A-17, the Board shall provide assistance to parents who believe that their child may be involved in substance abuse.

H. Records and Confidentiality of Records

1. Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330.
2. Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, and N.J.A.C. 6A:16-3.2.



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3. If a student involved in a school-based drug and alcohol counseling program provides information during the course of a counseling session which indicates the student's parent or other person residing in the student's household is dependent upon or illegally using substances pursuant to N.J.S.A. 18A:40A-7.1 and 7.2, that information shall be kept confidential and may be disclosed only under the circumstances expressly authorized as follows:
 - a. Subject to the student's written consent, to another person or entity whom the student specifies in writing in the case of a secondary student, or to a member of the student's immediate family or the appropriate school personnel in the case of an elementary student;
 - b. Pursuant to a court order;
 - c. To a person engaged in a bona fide research purpose; except that no names or other information identifying the student or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or
 - c. To the Division of Child Protection and Permanency (DCP&P) or to a law enforcement agency, if the information would cause a person to reasonably suspect that the student or another child may be an abused or neglected child in accordance with statute or administrative code.

Any disclosure made pursuant to H.3.a. and b. above shall be limited to that information which is necessary to carry out the purpose of the disclosure, and the person or entity to whom the information is disclosed shall be prohibited from making any further disclosure of that information without the student's written consent. The disclosure must be accompanied by a written statement from the Superintendent or designee advising the recipient that the information is being disclosed from the records the confidentiality of which is protected by N.J.S.A. 18A:40A-7.1 et seq. and that this law prohibits any further disclosure of this information without the written consent of the person from whom the information originated.



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Nothing in this Policy or Regulation prevents the DCP&P or a law enforcement agency from using or disclosing the information in the course of conducting an investigation or prosecution. Nothing in this Policy or Regulation shall be construed as authorizing the violation of any Federal law.

The prohibition on the disclosure of information provided by a student shall apply whether the person to whom the information was provided believes that the person seeking the information already has it, has other means of obtaining it, is a law enforcement or other public official, has obtained a subpoena, or asserts any other justification for the disclosure of this information.

A person who discloses or willfully permits the disclosure of information provided by a student in violation of this Policy is subject to fines in accordance with N.J.S.A. 18A:40A-7.2.

4. Each incident of substance abuse shall be reported to the Commissioner on the SSDS.

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Revised: 22 March 2016
Revised: 14 May 2019
Revised: 17 September 2024



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Student Discipline/Code of Conduct
M

R 5600 STUDENT PUPIL DISCIPLINE/CODE OF CONDUCT

The following procedures are established in implementation of Policy 5530, Substance Abuse.

A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.9, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1.



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C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;



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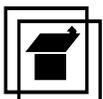
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students' Rights

Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.9; and



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7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by students, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

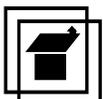
E. Comprehensive Behavioral Supports

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:

- a. Senior Open Lunch
- b. Eligibility for extra-curricular activity
- c. **Other positive reinforcement programs** Merit System



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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.

3. Remediation of Problem Behavior

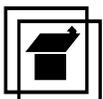
The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

a. Restitution and Restoration

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

b. Counseling

- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.



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c. Parent Conferences

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

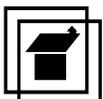
- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
 - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
 - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;



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- c. Provide for equitable application of the Code of Student 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, pursuant to N.J.S.A. 10:5-1 et seq. and
- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand

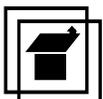
- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.



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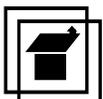
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4. Deprivation of Privileges

- a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:
- (1) Moving freely about the school building;
 - (2) Participation in co-curricular or inter/intrascholastic activities;
 - (3) Attendance at a school-related social or sports activity;
 - (4) Participation in a graduation ceremony;
 - (5) Transportation to and from school on a school bus; or
 - (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

5. Detention

- a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.
- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.



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6. Grade Adjustment

- a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.

7. In-school Suspension

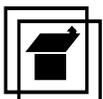
- a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.
- b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
- b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.



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H. Chart of Discipline

1. A Chart of Student Discipline listing school responses to violations of behavioral expectations shall be approved by the Board and included in each school's student handbook.
2. The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.
3. The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.
4. The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.
5. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.



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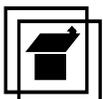
Student Discipline/Code of Conduct

- a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
 - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.
 - c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.
2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.



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5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records

1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
 - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
 - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.



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3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.



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4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: 14 June 2011
Revised: 19 December 2013
Revised: 22 March 2016
Revised: 14 May 2019
Revised: 17 September 2024



MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Director of Curriculum and Instruction

QUALIFICATIONS:

1. Valid New Jersey Administrative Certificate with Principal or School Administrator endorsement ~~state department of education license/certificate appropriate for the position.~~
2. Meets all mandated health screening requirements
3. A record free of criminal violations that would prohibit public school employment
4. Complies with drug free workplace rules, board policies, and administrative guidelines/procedures.
25. Commitment to keep current with workplace innovations that enhance personal productivity.
36. Successful teaching experience. Effective organizational planning and project management skills.
47. Demonstrates current knowledge of, and the ability to apply broad-based curriculum designs and instructional technology applications that support the diverse learning needs of students.

REPORTS TO: Superintendent ~~of Schools~~

SUPERVISES: Supervisor(s) of Instruction
Teaching Staff as Assigned
Support Staff as Assigned

JOB GOAL: Directs the planning, delivery, assessment, and ongoing improvement of curriculum and instruction programs.

PERFORMANCE RESPONSIBILITIES:

1. Directs district-wide curriculum, instruction, assessment, and staff development programs.
2. Collaborates with building administrators to develop a curricular vision for the district.
3. Serves as an active member of the management team. Articulates a clear philosophy and shared vision of learning. Upholds board policies. Implements administrative guidelines/procedures.
4. Promotes the district's mission, philosophy, and vision. Builds internal/external partnerships that support district goals and enhance student learning.

5. Advances the district's professional image. Maintains open/effective communications. Uses problem-solving techniques to tactfully address and resolve questions/concerns.
6. Encourages innovations. Analyzes data to improve school operations. Serves as an information resource. Helps develop and implement the district's strategic plan.
7. Provides staff leadership. Engenders staff enthusiasm and teamwork. Promotes a safe, efficient, and effective work/learning environment. Advances the change process. Implements strategies and timeframes to accomplish organizational objectives. Helps resolve problems.
8. Administers the board-approved budget for assigned areas of responsibility. Approves the purchase of supplies and equipment. Ensures that program resources are equitably apportioned.
9. Chairs the district curriculum committee. Develops, implements, and evaluates curriculum for all K-12 courses. Recommends course additions and grade placements. Verifies graduation requirements.
10. Pursues funding opportunities. Prepares grant/foundation applications. Implements funded proposals and complies with reporting requirements.
11. Facilitates staff selection and orientation processes. Expresses high expectations and provides support to improve staff performance (e.g., observations, consultations, meetings, etc.).
12. Promotes professionalism. Implements state mandated and locally developed personnel appraisal standards. Participates in collaborative planning of effective staff development programs that improve teaching outcomes and student learning (e.g., methods, skills, commitment, etc.).
13. Serves on local professional growth committees as directed.
14. Helps manage the instructional program. Promotes academic excellence in a nurturing environment. Directs the development, assessment, and revision of curriculum guides and courses of study. Manages the planning process to select instructional materials and equipment.
15. Monitors education laws, rules, and regulations. Keeps current with state academic content standards, benchmarks, and indicators. Promotes the continuity of the instructional program. Provides insights about student skill progression and key contributions made by staff at each level.
16. Helps administer policies regarding immunization, age, attendance, legal residence, guardianship, classification, promotion, retention, testing, etc.

17. Oversees student testing programs. Works with staff to ensure consistent standards for the accurate collection, recording, and verification of student data. Analyzes test results.
18. Monitors the efficacy of instructional interventions that support continuous and measurable improvements in student achievement.
19. Organizes curriculum for summer school intervention programs.
20. Complies with federal/state policies/procedures for the education of students identified as having a disability. Ensures that services are provided in the least restrictive educational environment.
21. Participates in parent conferences and student planning meetings as needed (e.g., IAT, IEP, etc.).
22. Communicates expectations, provides guidance, and shows an active interest in student progress.
23. Helps staff resolve problems that impede student participation in appropriate learning activities.
24. Upholds the student conduct code. Maintains high expectations for behavior and performance. Helps with pupil management issues. Prepares conduct reports and discipline recommendations.
25. Monitors safety concerns. Works with stakeholders to manage or eliminate risk factors.
26. Upholds applicable local, state, and federal laws. Maintains effective relationships with community services (e.g., legal, health, welfare, etc.). Serves as a school contact for service providers.
27. Supervises the collection, verification, and data entry/recording of program information as directed.
28. Prepares/maintains accurate records. Submits required paperwork on time.
29. Maintains the confidentiality of privileged information.
30. Reports suspected child abuse and/or neglect to civil authorities as required by law.
31. Encourages parent organizations and promotes school-sponsored activities.

32. Pursues growth opportunities that enhance professional performance and advance district goals.
33. Strives to develop rapport and serve as a positive role model for others.
34. Helps students understand and embrace ethical conduct and democratic values.
35. ~~Maintains a professional appearance. Wears work attire appropriate for the position.~~
36. Conducts classroom observations and provides supervision/evaluation of teachers and non-certified staff as assigned by the Superintendent ~~of Schools.~~
37. Evaluates ~~administrative staff including Principals, Assistant Principals, and~~ supervisors as assigned by the Superintendent in accordance with state law, Board policy and contractual agreements.
38. Performs other specific job-related duties as directed.
39. Assists in the instruction of the student body by teaching and being responsible for assigned class section according to need.
40. Monitor~~ing~~ staff development and mentoring program.

~~**TERMS OF EMPLOYMENT:** Twelve month year. Salary and work year to be established by the Board.~~

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of ~~Administrators, Excluding Principals, Vice Principals, and Assistant Principals. Professional Personnel.~~

Approved by the Manasquan Board of Education

Adopted: December 16, 2014

Revised: January 23, 2018

Revised: August 20, 2024

MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Director of School Counseling Services

QUALIFICATIONS:

1. Valid New Jersey Educational Services Certificate with Director of School Counseling Services endorsement ~~Certificates for Supervisor, Principal, and Director of Student Personnel Services.~~
2. Master's Degree, preferably in the area of Student Personnel Services.
3. Has completed a minimum of five years of successful experience in school district student personnel work.
4. Broad knowledge of instructional technology equipment and applications; online services; technology resources and integration of technology across the curriculum.
5. ~~Required criminal history background check and proof of U.S. citizenship or legal resident alien status.~~

REPORTS TO: Superintendent

SUPERVISES: School ~~Guidance~~ Counselors
School Counselor ~~Guidance~~ Support Staff
Center for Learning and Independence/Academy Teaching and Support Staff

JOB GOAL: To support the District's instructional program by coordinating and supervising guidance activities which are designed to assist students in their personal, social and intellectual development consistent with the goals set forth by the Board of Education.

PERFORMANCE RESPONSIBILITIES:

1. Coordination of Guidance Activities
 - a. Designs, implements and evaluates the districtwide guidance and counseling program.
 - b. Compiles, regularly updates and disseminates in accordance with district procedures a comprehensive description of the K-12 Guidance Program including policies, procedures and other components.
 - c. Maintains communications with offices and agencies that provide specialized help to students and parents.
 - d. Coordinates the district guidance program with others in the school and community to promote maximum cognitive and affective benefits for students.
 - e. Works closely with the high school and elementary school principals in the design and implementation of their master schedules.
 - f. Plans and conducts the scheduling process for students entering sixth through twelfth grade.

- g. Oversees the K-12 student (cumulative) record system to ensure that relevant, up-to-date information is maintained in accordance with state and federal law, Board policy, and district procedures.
- h. Conducts on-going follow-up studies of dropouts and graduates and communicates data to relevant audiences.
- i. Maintains own knowledge of the instructional and extracurricular programs of the district and utilizes this information in working with staff, students, parents and others to enable students to obtain maximum benefit from their school experience.
- j. Makes available to students information about post-high school opportunities through college fairs, individual appointments, print documents, audio-visual materials.
- k. Identifies and addresses needs of special populations through special guidance programs and other activities (i.e., at-risk youth, disaffected students, students making the transition from eighth to ninth grade).
- l. Oversees the application process (for post-high school education, armed services, scholarships, etc.) and ensures the timely submission of high quality documents.
- m. Oversees the implementation of state law and regulation, Board policies and school procedures in the Guidance Department.
- n. Oversees the registration of new students and the transfer of students.
- ~~o. Supervises the processing of student working papers.~~
- p. Provides for articulation of the guidance program by conducting regular meetings of counselors.
- q. Ensures that appropriate records are maintained by counselors to track student progress, note counseling service provided and generate necessary state and district reports.

2. Personnel Administration

- a. Participates in the process to recruit, screen, interview and recommend new counselors for the district.
- b. Evaluates guidance staff, counselors and office personnel in accordance with state law, Board policy and contractual agreements.
- ~~c. Evaluates administrative staff including Principals, Assistant Principals, and Supervisors, as assigned by the Superintendent, in accordance with state law, Board policy and contractual agreements.~~

3. Testing

- a. Oversees the District testing program, prepares information/data as requested, and interprets the results of tests for school personnel, the Board of Education, parents and other audiences.
- b. Coordinates the monitoring of the graduation status of all high school students to ensure they have met all state and local graduation requirements and/or pursued all alternative assessments and/or appeals.
- c. Contributes expertise to the development of the K-12 assessment program, the selection of testing instruments, the design of “alternative” assessments, and other activities.
- d. Works in cooperation with other administrators in the district to coordinate the district’s testing/assessment program.

4. Staff Development
 - a. Facilitates the participation of the guidance staff in professional development experiences to enhance their job-related knowledge and skills.
 - b. Conducts in-service training for district programs as required.

5. School and Community Relations
 - a. Promotes on-going, two-way communications with students, school personnel, parents and others to enhance the guidance services program and the school district.
 - b. Works with the high school Principal to coordinate high school parent nights, freshman orientation, eight grade open houses, and any other informational and/or student recruitment events, including visits to other schools.
 - c. Works closely with sending districts to coordinate school programs.
 - d. Prepares and disseminates guidance-related literature and publications (i.e., School Profile).
 - e. Participates in administrative meetings for administrators, directors, and supervisors.
 - f. Facilitates articulation experiences for guidance and other staff.
 - g. Participates in relevant administrative meetings conducted by the Superintendent.

6. Counseling
 - a. Counsels students in their academic, personal, and social development consistent with the policies and goals of the Board and within the resources provided by the Board.

7. Professional Development
 - a. Continues own professional growth and development through memberships; attendance at relevant meetings, workshops and conferences; enrollment in advanced courses; and similar activities.
 - b. Keeps up-to-date with changes and developments in the profession by attending professional workshops and meetings, reading professional journals and other publications, and participating in other experiences.
 - c. Represents the district at relevant local, county and state guidance meetings.

8. Supervisor of Academy/Center for Learning and Independence Programs
 - a. Supervises the daily operations of the program and staff which includes students, BCBA, Transition Coordinator, Teachers, and job coaches.
 - b. Supervises the work-based learning community businesses, job sites, and partnerships for students enrolled in the program.
 - c. Supervises the budget and financial operations of the academy and CLI programs including oversight of the programs budget, the administration of student checking accounts, and the record keeping of program-related financial transactions.

9. Other
 - a. Performs such other tasks and assumes such other duties as may be assigned by the Superintendent.

~~**TERMS OF EMPLOYMENT:** — 12-month year. Salary to be established by the Board.~~

ANNUAL EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board’s policy on Evaluation of **Administrators, Excluding Principals, Vice Principals, and Assistant Principals.**
~~Evaluation of Administrators.~~

Approved by the Manasquan Board of Education

Adopted: August 15, 2017
Revised: January 23, 2018
Revised: October 17, 2023
Revised: August 20, 2024

MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Director of Special Services

QUALIFICATIONS:

1. Valid New Jersey Administrative Certificate with Principal or School Administrator endorsement.
2. Master's degree, preferably with academic experience in special education.
3. Minimum three years teaching or student services experience, preferably in special education or as a member of a child study team.
3. Demonstrated knowledge of state and federal special education laws, regulations, procedures, and reporting requirements.
4. Demonstrated knowledge of child study team processes and operations.
5. Leadership skills and experience in district-wide areas of curriculum, staff development, staff supervision/evaluation, and budget.
6. Demonstrated ability to work and communicate effectively with staff, students, parents, community members, and administration.
7. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

REPORTS TO: Superintendent of Schools

SUPERVISES:

- Child Study Team Members
- Teaching Staff as Assigned
- Board Certified Behavior Analyst
- Special Education Paraprofessionals
- Special Services Clerical Staff

JOB GOAL: To enable all students to utilize their equal educational opportunity to the fullest by providing appropriate diagnostic services and a continuum of quality programs and services for eligible students, as appropriate to the needs of the district and according to federal and state laws, rules, and regulations.

PERFORMANCE RESPONSIBILITIES:

1. Program Administration

- 1.1 Provides leadership in the development, implementation and evaluation of the district's special education program; coordinates and supervises related services and activities;

- 1.2 Ensures the district-wide implementation of and compliance with all federal and state statutes and regulations related to special education;
- 1.3 Assists in the formulation of policy drafts related to special education;
- 1.4 Prepares and submits all federal, state and local reports on special education programs;
- 1.5 Completes the Individuals with Disabilities Education Act (IDEA) Grant, the Application for Special Education Extraordinary Aid and other required applications to obtain funds for public and non-public school students;
- 1.6 Prepares and submits grant applications for alternate funding sources in the related areas;
- 1.7 Keeps staff, parents and appropriate members of the public informed of all legal requirements related to special education;
- 1.8 Supports and coordinates parent involvement and community outreach efforts concerning special education issues (e.g. SEAC);
- 1.9 Ensures that timely and accurate information is presented on the district's student services web page;
- 1.10 Oversees the development and maintenance of complete and cumulative records of all classified students and monitors access to records in a manner compliant with applicable laws or regulations;
- 1.11 Directs all preparations for state monitoring related to the special education programs;
- 1.12 Plans and implements procedures for student referral, identification, evaluation, eligibility, classification, IEP, placement, annual review, and reevaluation that comply with requirements for parental notice;
- 1.13 Makes appropriate recommendations to the Superintendent of Schools for placement of students in other public or private schools for classified special education students as needed;
- 1.14 Provides oversight in the scheduling and assignment of Child Study Team members, teachers, therapists and paraprofessionals to ensure compliance with all IEP mandated services;
- 1.15 Assesses the budgetary needs of the special education department and communicates with building and central office administration in planning and preparation of the annual special education budget, including all in district and out of district placements and expenditures;

- 1.16 Assists staff in the selection of appropriate instructional materials and equipment and serves as a resource in areas where expertise is needed;
- 1.17 Directs the planning and appropriate staffing and supervision of the special education extended school year program;
- 1.18 Conducts complaint investigations and makes recommendations for corrective action;
- 1.19 Prepares cases for settlement conferences and litigation;
- 1.20 Participates in due process hearings in accordance with N.J.A.C. 6A:14-2.7;

2. Staff Supervision and Development

- 2.1 Assists in the implementation of the district's in-service programs for staff members and recommends staff members' attendance at conferences or participation in other professional growth activities in the areas under his/her jurisdiction;
- 2.2 Schedules and organizes departmental meetings in order to effect continuity and articulation of the programs under his/her jurisdiction;
- 2.3 Collaborates with the Assistant Superintendent in the recruiting, screening, selecting, orienting of new staff, training, and assigning of department personnel;
- 2.4 Supervises instructional activities involving the full continuum of services and programs;
- 2.5 Provides supervision and coordination of special education case management;
- 2.6 Evaluates teaching staff, as assigned by the Superintendent of Schools, in accordance with state law, Board policy and contractual agreements.
- 2.7 Evaluates support staff, as assigned by the Superintendent of Schools, in accordance with state law, Board policy and contractual agreements.

~~2.8 Evaluates administrative staff including Principals, Assistant Principals, and Supervisors, as assigned by the Superintendent of Schools, in accordance with state law, Board policy and contractual agreements.~~

3. Other

- 3.1 Serves on district committees, as assigned;
- 3.2 Serves as a liaison with elementary sending districts in the area of special education.

- 3.3 Attends Board of Education meetings and prepare such reports for the Board of Education as the Superintendent of Schools may direct;
- 3.4 Performs other duties within the scope of his/her employment and certification as may be assigned by the Superintendent of Schools.

TERMS OF EMPLOYMENT: — 12 month year. Salary to be established by the Board.

ANNUAL EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board’s policy on Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals. ~~Evaluation of Administrators.~~

Approved by the Manasquan Board of Education

Adopted: August 17, 2021

Revised: August 20, 2024

MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Elementary School Principal

QUALIFICATIONS:

1. Valid New Jersey Administrative Certificate with Principal endorsement. ~~Principal Certificate Certification; NJ Principal Certificate~~
2. ~~Degree; Masters Degree Administration & Supervision~~
3. Job Experience; minimum three years prior teaching experience as certified teacher.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

SUPERVISES: Teaching and Support Staff Members as Assigned by the Superintendent ~~designated by the Superintendent and all elementary students~~

JOB GOAL: To assist the Superintendent in the administration, supervision, and leadership activities, in order to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for the management of the school in accordance with law, administrative code and board policies and regulations.
2. Exercises leadership in school-level planning for improvement of instruction.
3. Establishes and maintains an effective learning climate in the school.
4. Assists in the selection of appropriate instructional materials and monitors delivery of the instructional program.
5. Participates in the development, evaluation and revision of curriculum and assumes responsibility for the implementation of approved programs.
6. Plans, organizes and supervises all curricular and extracurricular activities.
7. Interviews, recommends for appointment, assigns, supervises and evaluates the performance of all school employees and assists them in achievement of their job goals.

8. Conducts periodic observations of teaching staff members; prepares written comments; and offers constructive suggestions for improvement when appropriate.
9. Prepares and submits the school's budget requests and monitors the expenditure of funds.
10. Establishes and maintains an efficient office system to support the administrative functions of the school.
11. Ensures the safekeeping of student and personnel files and other confidential records and documents; and the destruction of public records in accordance with law and regulations.
12. Approves the master teaching schedule and classroom assignments.
13. Maintains high standards of student conduct and enforces discipline as necessary in accordance with board policy and the students' rights to due process.
14. Notifies immediately the parent or guardian and the chief school administrator to arrange for an immediate examination by a physician of any pupil suspected of being under the influence of alcohol or other drugs or of using anabolic steroids.
15. Reports incidents of violence, vandalism and substance abuse. Ensures the removal of students in possession of firearms from the general education program and provides notification as required by law and administrative code. Works cooperatively with law enforcement authorities in maintaining a safe and drug-free school environment.
16. Participates in the planning and delivery of intervention and referral services for pupils who are having difficulty in their classes and who have not been classified in need of special education.
17. Plans and supervises fire and other emergency drills as required by law and board policy.
18. Prepares or supervises the preparation of all reports, records and other paperwork required or appropriate to the school's administration.
19. Conducts staff meetings as necessary for the proper functioning of the school.
20. Plans and supervises regularly scheduled parent/teacher conferences; and makes arrangements for special conferences as necessary.
21. Acts as a liaison between the school, home and community; interprets policies, programs and activities; and encourages broad community participation in the affairs of the school. Communicates information to parents and the community that is required by law or administrative code.

22. Keeps the superintendent informed of school activities and needs and works cooperatively with central office staff on matters relating to the school and the district.
23. Assumes responsibility for his/her continuing professional growth and development by attendance at professional meetings, memberships in professional organizations, enrollment in advanced courses and by reading professional journals and other publications.
24. Develops and maintains a master schedule for the academic, extracurricular programs, and works cooperatively with the business administrator to schedule community use of the school building and grounds.
25. Attends special events held to recognize student achievement and other school-sponsored activities and functions.
26. Ensures the proper collection, safekeeping, and accounting of school activity funds.
27. Plans and projects the needs of the building and facilities; recommends and initiates the purchase of all materials and supplies through proper channels, maintains an up-to-date inventory of all materials, equipment, services and supplies.
28. Conserves, maintains, and enforces proper use of school plant facilities, educational materials, and supplies by the teaching and non-teaching staff.
29. Assists substitute teachers with plans and supplies. Orients newly assigned staff members and assists in their development as appropriate.
30. Interviews and recommends tuition students per the Board's policy on Tuition Program for Non-Resident Students.
310. Performs other duties within the scope of his/her employment and certification as may be assigned by the superintendent under the authority of the Board of Education.

TERMS OF

EMPLOYMENT: ~~Twelve-month year; twenty one days vacation~~

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Principals, Vice Principals, and Assistant Principals. ~~Professional Personnel. Evaluation of Professional Personnel.~~

Approved by the Manasquan Board of Education

Adopted: October 30, 2007

Revised: August 20, 2024

MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Assistant Principal

QUALIFICATIONS:

1. Valid New Jersey Administrative Certificate with Principal endorsement ~~Principal Certificate or eligibility.~~
2. Minimum experience as determined by the board.
3. Demonstrated leadership capability in the areas.
4. Strong interpersonal and communication skills.
5. Required criminal history background check and proof.

REPORTS TO: Principal/~~Superintendent~~

SUPERVISES: ~~All Teaching and Support Staff as Assigned by the Principal certified and non-certified school staff as assigned by, or in the absence of, the principal.~~

JOB GOAL: To assist the principal in the administration, supervision, and leadership activities, in order to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Assists the principal in duties related instruction, supervision, evaluation and the overall administration of the school.
2. Serves as building administrator in the absence of the principal.
3. Requisitions supplies, textbooks and equipment, conducts inventories, maintains records, and reviews receipts and purchase orders for such material.
4. Assists in the conducting of safety inspections and safety drill practice activities.
5. Assists the principal in coordinating transportation, custodial, cafeteria and other support services.
6. Supervises the reporting and monitoring of student attendance, and works with the attendance supervisor for investigative follow-up actions.
7. Assists in maintaining high standards of student conduct and enforcing discipline policies. Assists in the preparation of required reports of violence, vandalism, substance abuse, and possession of firearms.

8. Makes recommendations to the principal for changes in policies, personnel practices and other such matters that may result in a more effective school administration.
9. Performs such record-keeping functions as the principal may direct.
10. Supervises teachers and departments as assigned by the principal.
11. Assists in supervision of the cafeteria during lunch hours.
12. Assists in scheduling and coordinating all health examinations.
13. Supervises extracurricular programs, assembly programs and assignment of faculty members to assist at school functions.
14. Assists in the coordination and supervision of special programs funded by the state or federal government.
15. Assists in the scheduling process.
16. Assists in the planning and supervision of activities to promote pupil and employee health and safety.
17. Works to ensure a safe school climate.
18. Supervises all incomplete grades and makeup examinations.
19. Meets regularly with local police and establishes a working relationship to administer the Memorandum of Agreement.
20. Supervises extracurricular activities, including all student clubs and organizations, and evaluates extracurricular advisors, as assigned by the Principal.
21. Performs other duties within the scope of his/her employment and certification as may be assigned by the superintendent under the authority of the Board of Education.

TERMS OF EMPLOYMENT: ~~12-month year~~

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Principals, Vice Principals, and Assistant Principals Evaluation of Professional Personnel.

Approved by the Manasquan Board of Education

Adopted: October 30, 2007

Revised: August 20, 2024

MANASQUAN SCHOOL DISTRICT

Job Description

TITLE: Supervisor of Instruction ~~12 Months~~

QUALIFICATIONS:

1. Valid New Jersey Supervisor, School Administrator, or Principal Certificate.
2. Minimum experience as determined by the board.
3. Demonstrated leadership in school improvement, program development and curriculum integration and application of technology across the curriculum
4. Ability to plan, organize and administer a district level professional development program.
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

REPORTS TO: Director of Curriculum and Instruction

SUPERVISES: Teaching Instructional Staff as Assigned

JOB GOAL: To provide leadership in the development, implementation and coordination of the district's K-12 curriculum.

PERFORMANCE RESPONSIBILITIES:

1. Works with principals, department heads, subject matter specialists, and teachers in developing the total school curriculum, and assists in the formulation of a philosophy and objectives for the instructional plan.
2. Studies, evaluates, and, as appropriate, recommends to the Superintendent the adoption of new instructional materials, methods and programs.
3. Provides leadership in the development of the K-12 instructional program and achievement of state ~~core curriculum content~~ standards and district goals and objectives.
4. Assists in the implementation of the district's in-service education program for the instructional staff and recommends teacher attendance at conferences participation in other professional growth activities.
5. Participates in the work of state and national curriculum study organizations and groups.
6. Recommends to the Superintendent the addition of new courses, grade placement, and credit allowance, and graduation requirements.

7. Produces curriculum bulletins, guides, or directories to be distributed to the staff as required.
8. Schedules and organizes **Professional Learning Communities as well as** grade level and departmental meetings in order to effect horizontal and vertical continuity and articulation of the instructional program of the schools.
9. Plans and presents a series of meetings each year for the purpose of interpreting to the board of education and to the parents and public at large the educational program of the schools.
10. Maintains a curriculum reference library for the use of the staff and collaborates with principals and teachers to develop a common file of community resources to enhance the instructional program.
11. Secures and makes available to the staff samples of various instructional materials, textbooks and curriculum guides.
12. Coordinates the selection of textbooks and instructional materials throughout the district through the use of faculty committees and recommends those selected to the Superintendent for adoption by the board of education.
13. Keeps abreast of and interprets to the staff the current research in the area of curriculum development, teaching and learning.
14. Cooperates with the school counseling services director, principals, and staff in planning the instructional program and support services for special education pupils and other students with special needs.
15. Meets on a regular basis with all department chairpersons and subject area, special area, and guidance directors for the purpose of maintaining ongoing supervision of the coordination and implementation of the district curriculum.
16. Conducts classroom observations and provides supervision/evaluation of teachers and non-certified staff as requested by building principals or central office administrative staff.
17. Assists in the development and coordination of the sections of the budget that pertain to curriculum and instruction.
18. Assists in the recruitment, screening, hiring, training and assigning of instructional personnel.
19. Assumes responsibility for reviewing and evaluating results of district-wide testing programs, and for other evaluative measures used by the schools.

~~20. Performs other duties within the scope of his/her employment and certification as may be assigned by the superintendent under the authority of the Board of Education.~~

201. Cooperates with the sending districts by coordinating articulation periodic meetings and discussing student needs and placements.

212. Assists in the instruction of the student body by teaching and being responsible for assigned class sections according to need.

22. Performs other duties within the scope of his/her employment and certification as may be assigned by the Superintendent under the authority of the Board of Education.

~~**TERMS OF EMPLOYMENT:** 12 month year. Salary to be established by the Board.~~

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals. Professional Personnel.

Approved by the Manasquan Board of Education

Adopted: October 30, 2007
Revised: December 16, 2014
Revised: July 19, 2016
Revised: August 20, 2024

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

DATE	ITEM	DISTRICT ASSET NUMBER	SERIAL NUMBER
8/20/2024	Laptop - Dell Latitude 5289	5027	FBTW6H2
8/20/2024	Laptop - Dell Latitude 5289	5184	esd6cx6h2
8/20/2024	Laptop - Dell Latitude 5289	5262	es2p5x6h2
8/20/2024	Laptop - Dell Latitude 5289	4984	5bcx6h2
8/20/2024	Laptop - Dell Latitude 5289	5231	3xzw6h2
8/20/2024	Laptop - Dell Latitude 5289	5203	9gqq6h2
8/20/2024	Laptop - Dell Latitude 5289	5272	3r5x6h2
8/20/2024	Laptop - Dell Latitude 5289	5292	n/a
8/20/2024	Laptop - Dell Latitude 5289	5194	3r5x6h2
8/20/2024	Laptop - Dell Latitude 5289	5024	362w6h2
8/20/2024	Laptop - Dell Latitude 5289	5308	bjfw6h2
8/20/2024	Laptop - Dell Latitude 5289	5162	9h2w6h2
8/20/2024	Laptop - Dell Latitude 5289	5153	94cx6h2
8/20/2024	Laptop - Dell Latitude 5289	5188	n/a
8/20/2024	Laptop - Dell Latitude 5289	5313	gmbq2g2
8/20/2024	Laptop - Dell Latitude 5289	5285	998r6h2
8/20/2024	Laptop - Dell Latitude 5289	5319	6qlq2g2
8/20/2024	Laptop - Dell Latitude 5289	5323	gm4q2g2
8/20/2024	Laptop - Dell Latitude 5289	5235	7xwq6h2
8/20/2024	Laptop - Dell Latitude 5289	5182	8r2r6h2
8/20/2024	Laptop - Dell Latitude 5289	5211	7wbq6h2
8/20/2024	Laptop - Dell Latitude 5289	5210	9b8r6h2
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8/20/2024	Laptop - Dell Latitude 5289	5166	22cx6h2
8/20/2024	Laptop - Dell Latitude 5289	5266	9mzw6h2
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8/20/2024	Laptop - Dell Latitude 5289	5259	f58w6h2
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8/20/2024	Laptop - Dell Latitude 5289	5160	ds2r6h2
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8/20/2024	Laptop - Dell Latitude 5289	5229	jj817h2
8/20/2024	Laptop - Dell Latitude 5289	4988	cscq2g2
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8/20/2024	Laptop - Dell Latitude 3390	52575	f295wn2
8/20/2024	Laptop - Dell Latitude 3390	52065	dr85wn2
8/20/2024	Laptop - Dell Latitude 3390	52040	f1b5wn2
8/20/2024	Laptop - Dell Latitude 3390	51532	8cb5wn2
8/20/2024	Laptop - Dell Latitude 3390	52369	jm85wn2
8/20/2024	Laptop - Dell Latitude 3390	52507	f285wn2
8/20/2024	Laptop - Dell Latitude 3390	5241	c495wn2
8/20/2024	Laptop - Dell Latitude 3390	51941	gw85wn2

DATE	ITEM	DISTRICT ASSET NUMBER	SERIAL NUMBER
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8/20/2024	Laptop - Dell Latitude 3390	52357	9z95wn2
8/20/2024	Laptop - Dell Latitude 3390	5127	4g6b4p2
8/20/2024	Laptop - Dell Latitude 3390	52429	n/a
8/20/2024	Laptop - Dell Latitude 3390	5803	5w93lw2
8/20/2024	Laptop - Dell Latitude 3390	52352	n/a
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8/20/2024	Laptop - Dell Latitude 3390	52537	n/a
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8/20/2024	Laptop - Dell Latitude 3390	52201	n/a
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8/20/2024	Laptop - Dell Latitude 3300	53021	n/a
8/20/2024	Laptop - Dell Latitude 3300	53090	n/a

DATE	ITEM	DISTRICT ASSET NUMBER	SERIAL NUMBER
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8/20/2024	Laptop - Dell Latitude 3300	53068	n/a
8/20/2024	Laptop - Dell Latitude 3300	53144	n/a
8/20/2024	Laptop - Dell Latitude 3300	53037	n/a
8/20/2024	Laptop - Dell Latitude 3300	53120	n/a
8/20/2024	Laptop - Dell Latitude 3300	53062	n/a
8/20/2024	Laptop - Dell Latitude 3300	53004	n/a
8/20/2024	Laptop - Dell Latitude 3300	53002	n/a
8/20/2024	Laptop - Dell Latitude 3300	n/a	44bcgt2
8/20/2024	Laptop - Dell Latitude 3300	53014	n/a
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8/20/2024	Laptop - Dell Latitude 5289	5295	n/a
8/20/2024	Laptop - Dell Latitude 5289	4987	JFGQ2G2
8/20/2024	Laptop - Dell Latitude 5289	5021	2VMR6H2
8/20/2024	Laptop - Dell Latitude 5289	5186	288R6H2
8/20/2024	Laptop - Dell Latitude 5289	5324	n/a
8/20/2024	Laptop - Dell Latitude 5289	5316	n/a
8/20/2024	Laptop - Dell Latitude 5289	4993	G2PQ2G2
8/20/2024	Laptop - Dell Latitude 5289	5241	n/a
8/20/2024	Laptop - Dell Latitude 5289	5025	1ZWQ6H2
8/20/2024	Laptop - Dell Latitude 5289	5221	n/a
8/20/2024	Laptop - Dell Latitude 5289	5322	n/a
8/20/2024	Laptop - Dell Latitude 5289	5321	n/a
8/20/2024	Laptop - Dell Latitude 5289	5315	n/a
8/20/2024	Laptop - Dell Latitude 5289	5314	n/a
8/20/2024	Laptop - Dell Latitude 5289	5311	n/a
8/20/2024	Laptop - Dell Latitude 5289	5312	n/a
8/20/2024	Laptop - Dell Latitude 5289	5317	n/a
8/20/2024	Laptop - Dell Latitude 5289	5164	66GR6H2
8/20/2024	Laptop - Dell Latitude 5289	5165	BWMR6H2
8/20/2024	Laptop - Dell Latitude 5289	5193	n/a
8/20/2024	Laptop - Dell Latitude 5289	5243	n/a
8/20/2024	Laptop - Dell Latitude 5289	5204	n/a
8/20/2024	Laptop - Dell Latitude 5289	5209	n/a
8/20/2024	Laptop - Dell Latitude 5289	5284	n/a
8/20/2024	Laptop - Dell Latitude 5289	51990	n/a
8/20/2024	Laptop - Dell Latitude 5289	52160	n/a
8/20/2024	Laptop - Dell Latitude 5289	51844	n/a
8/20/2024	Laptop - Dell Latitude 5289	52107	n/a
8/20/2024	Laptop - Dell Latitude 5289	52069	n/a
8/20/2024	Laptop - Dell Latitude 5289	53131	n/a
8/20/2024	Laptop - Dell Latitude 5289	53064	n/a

DATE	ITEM	DISTRICT ASSET NUMBER	SERIAL NUMBER
8/20/2024	Laptop - Dell Latitude 5289	53039	n/a
8/20/2024	Laptop - Dell Latitude 5289	53127	n/a
8/20/2024	Laptop - Dell Latitude 5289	53150	n/a
8/20/2024	Laptop - Dell Latitude 5289	53020	n/a
8/20/2024	Laptop - Dell Latitude 5289	5264	n/a
8/20/2024	Laptop - Dell Latitude 5289	53094	n/a
8/20/2024	Laptop - Dell Latitude 5289	53070	n/a
8/20/2024	Laptop - Dell Latitude 5289	53102	n/a
8/20/2024	Laptop - Dell Latitude 5289	53066	n/a
8/20/2024	Laptop - Dell Latitude 5289	53015	n/a
8/20/2024	Laptop - Dell Latitude 5289	53031	n/a
8/20/2024	Laptop - Dell Latitude 5289	53098	n/a
8/20/2024	Laptop - Dell Latitude 5289	53095	n/a
8/20/2024	Laptop - Dell Latitude 5289	53027	n/a
8/20/2024	Laptop - Dell Latitude 5289	53101	n/a
8/20/2024	Laptop - Dell Latitude 5289	53063	n/a
8/20/2024	Laptop - Dell Latitude 5289	53097	n/a
8/20/2024	Desktop - Dell Optiplex 9010	2911	n/a
8/20/2024	Epson Projector	6064	n/a
8/20/2024	Epson Projector	4975	n/a
8/20/2024	Epson Projector	4904	n/a
8/20/2024	Epson Projector	4776	n/a
8/20/2024	Epson Projector	4772	n/a
8/20/2024	Epson Projector	4773	n/a
8/20/2024	Epson Projector	4764	n/a
8/20/2024	Epson Projector	4910	n/a
8/20/2024	HP Laserjet Pro 500	5439	n/a
8/20/2024	Ricoh Aficio SP C830DN	40029	n/a
8/20/2024	Ricoh SP 4510	5018	n/a
8/20/2024	Dell Monitors 19" - Qty 10	Multiple	n/a

MANASQUAN BOARD OF EDUCATION

“Excellence in Education “

Rick Coppola, Director of Curriculum and Instruction

168 Broad Street

Manasquan, NJ 08736

tel: 732-528-8810 ext.2016

August 2024

Dear Board of Education Member,

I hope you are having a restful summer. Our teachers have worked diligently over the summer months and have completed creating and modifying curriculum for the 2024-25 school year. Revisions of existing curriculum and the submission of new courses have been reviewed and will be available for your review on Canvas on Friday, August 16th. Below is the list of curricula that has been revised this summer as per the May Board of Education meeting:

Manasquan High School

New Courses

IB English Literature

IB Spanish

IB History of the Americas

IB Psychology

IB Analysis and Approaches

IB Dance

IB Environmental Science

IB Theory of Knowledge

Medical Interventions (Project Lead the Way)

Principles of Marketing

Contemporary Issues in Government

Creative Media & Design I & II

Revisions

Principles of Engineering (Project Lead the Way)

Medical Terminology (Project Lead the Way)

Economics

Accounting

Update NJSL Standards (ELA & Math)

English I & English I Honors
English II & English II Honors
English III & English III Honors
English IV & English IV Honors
Algebra I & Advanced Algebra I
Algebra II, Advanced Algebra II & Honors Algebra II
Geometry, Advanced Geometry & Honors Geometry

Manasquan Elementary School

New Courses

Little Warriors PreK 3 & 4 Program
Introduction to Fitness & Wellness (Grade 7 & 8)

Update NJSL Standards (ELA & Math)

Kindergarten (Math & ELA)
Grade 1 (Math & ELA)
Grade 2 (Math & ELA)
Grade 3 (Math & ELA)
Grade 4 (Math & ELA)
Grade 5 (Math & ELA)
Grade 6 (ELA)
Grade 6 (Math)
Grade 7 (ELA)
Grade 7 (Math)
Grade 8 (ELA)
Grade 8 (Math)

We have some exciting new classes at both the high school and elementary/middle school beginning this year. Our teachers and administrators did excellent work this summer.

Attached you will also find a comprehensive list of all curricula taught at Manasquan Elementary School and Manasquan High School available for Board of Education approval for the 2024-2025 academic year. Again, all curriculum documents can be accessed through the district Canvas curriculum platform.

As always, thank you for supporting us through this process.

Sincerely,

Rick Coppola
Director of Curriculum and Instruction
Manasquan School District

Manasquan School District Curriculum 2024-2025

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 2021
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	Written August 2020; revised August 2024
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; revised August 2024
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 2024
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
Principles of Marketing	Written August 2024
Creative Media & Design I & II	Written August 2024
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; revised August 2024
English II	Written: March 2015; revised August 2017; revised August 2019; revised August 2021; revised August 2024
English II Honors	Written: March 2015; revised August 2017; revised August 2019: revised August 2021; revised August 2024
English III	Written: August 2017; revised August 2021; revised August 2024

English III Honors	Written: June 2009; revised April 2010; revised August 2012; revised August 2017; revised August 2021; revised August 2024
English IV	Written: June 2009; revised 2010; June 2012; August 2017; revised August 2018; revised August 2024
English IV Honors	Written: June 2009; revised 2010; June 2012; August 2017; revised August 2024
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; revised August 2024
Algebra II	Written: April 2011; August 2017; revised August 2024
Advanced Algebra II	Written: August 2020; revised August 2024
Algebra Honors	Written: June 2009; revised August 2011; August 2017; revised August 2024
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; revised August 2024
Geometry Honors	Written: August 2011; August 2017; revised August 2024
Pre-Calc	Written: August 2011; August 2017; revised August 2022
Pre-Calc Honors	Written: August 2011; August 2017; revised August 2022
Calculus	Written: 2004; revised 2009; August 2012; revised August 2019; revised August 2024

Calculus Honors	Written: August 2012; revised August 2019; revised August 2024
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
Statistics	Written: August 2012; revised August 2018
AP Statistics	Written & approved by College Board September 2015; revised August 2018
AP Computer Science Principals	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	
Dynamics of Health Care	Written: August 2010; revised August 2015; revised August 2018
Medical Terminology	Written: August 2012; revised August 2018; revised August 2024
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; revised August 2024
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

Contemporary Issues in Government	Written August 2024
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

International Baccalaureate	
IB English Literature	Written August 2024
IB Spanish	Written August 2024
IB History of the Americas	Written August 2024
IB Psychology	Written August 2024
IB Analysis & Approaches	Written August 2024
IB Dance	Written August 2024
IB Environmental Science	Written August 2024
IB Theory of Knowledge	Written August 2024
Manasquan Elementary/Middle School	
Language Arts Literacy K-8	Written: August 2015; revised August 2016; revised August 2021; revised August 2024
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); revised August 2024
Algebra I (HS Course of Study)	Written August 2015; revised August 2017; revised August 2024
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 2024
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 August 2018; Written August 2024
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
Introduction to Fitness & Wellness (Grades 7 & 8)	Written: August 2024
Little Warriors Pre K 3 & 4 Program	Written: August 2024



Manasquan School District Mentoring Plan 2024-2025

Mission Statement

“Meaningful professional development and support for new teachers in education begins with a commitment from the administration to provide structure, support, opportunities for growth and communication that is rooted in a meaningful dialogue. This approach has to be woven into the fabric of our learning community every day, and we all need to be committed to making this vision a reality.”

Background and Regulations

N.J.A.C. 6A:9C sets forth the requirements for the professional development of educators. While these rules govern professional development plans (PDPs) at the school and district levels as well as PDPs for individual educators, the chapter also establishes the rules for the required mentorship of novice teachers. Revised regulations for educator professional development were adopted by the New Jersey State Board of Education in April 2023. The revisions include enhancements to mentoring requirements and are meant to ensure that educators and school leaders are better supported throughout their profession.

The District Mentoring Plan will:

- include formal and informal resources and support to guide novice provisional teachers and first-year non-tenured teachers throughout the entire provisional period.
- be overseen by the Director of Curriculum & Instruction who will:
 - 1) collaborate annually with each School Improvement panel (ScIP) to review the District Mentoring Plan, consider ways to support the plan at the school level, and to take steps to ensure that all new teachers are receiving the necessary professional support; and
 - 2) make available to staff an electronic copy of the current District Mentoring Plan no later than October 30th of each school year.
- empower building principals and ScIPs to oversee the school-level implementation of the District Mentoring Plan and communicate the plan to all nontenured teachers and their mentors.

Goals:

- 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 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.

NON-TENURED TEACHERS (YEAR ONE)

First-year, non-tenured teachers will receive an introduction to the following:

- Curricula- Teachers will be provided access to curricula during the multi-day New Teacher Induction in August. A review of the curricula will be provided by the Director of Curriculum & Instruction, and further support will be provided by principals and supervisors through Professional Learning communities, observation conferences and in-service training. Articulation and support will also be provided to new teachers during New Teacher Meetings held monthly throughout the school year.
- Student Assessment Policies- Teachers will be introduced to the District Assessment Policy during the New Teacher Induction in August. Teachers will learn about school- and department-specific student assessment policies through meetings with principals/supervisors and faculty meetings in September.
- Training on the Evaluation Rubric (Including SGOs)- Teachers will be provided with an introduction and training on the District Evaluation Rubric and Student Growth Objectives (SGOs) during the New Teacher Induction in August. Teachers will then also be provided additional training during a District-wide presentation at the beginning of the school year in September. **Note-The development of individual SGOs will be a collaborative process with the teacher's principal/supervisor. **

First-year, non-tenured teachers will receive Individualized supports and activities in the following areas:

- Development of an Individualized Professional Development Plan- Teachers will collaborate with supervisors/principals in developing their PDPs. New teacher PDPs will be aligned with the goals of the District Mentoring Plan along with specific District, building and department goals.
- Areas of Focus within the Mentoring Plan- The Director of Curriculum will review the Mentoring Plan with teachers during the New Teacher Induction in August. Articulation and support will be provided to new teachers during New Teacher Meetings held monthly throughout the school year.
- Goals or School & District Professional Development- New teachers will attend all District- and school-based professional development activities to fulfill the New Jersey State requirement. New teachers will also receive supplemental professional development and support through monthly New Teacher Meetings and pointed professional development in specific areas for the new teacher (i.e. classroom management, developing assessments, effective parent communication, stress management, etc.).

NOVICE TEACHERS

In addition to receiving all the supports listed in “NON-TENURED TEACHERS (YEAR ONE)” above, novice teachers will also be assigned a formal mentor using the procedures below.

Philosophy- “A mentor is...”

- 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 encourages his mentee, listens carefully, and provides suggestions.
- A mentor must be professional, positive, and reliable.
- A mentor will encourage and facilitate 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 or her mentee are confidential.

Administrators will determine mentor eligibility through a qualification review form.

Roles and Responsibilities:

The mentor teacher:

- meets with assigned mentee for one full school year.
- meets at least once/week (in-person) for a minimum of thirty (30) weeks.
- meets with novice professional teachers twice per week for the first four weeks of the mentoring period for those provisional teachers holding a CEAS or for the first eight weeks for those provisional teachers holding a CE.
- provides individualized support and activities based on the nontenured teacher’s individual needs.
- models strong instructional practices.
- discusses effective teaching strategies & resources.
- observes the novice teacher and 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.
- 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 the Director of Curriculum & Instruction.
- aligns support to mentee’s preparation curriculum.*
*For those provisional teachers holding a CE.

The novice teacher:

- meets with assigned mentor for one full school year, pro-rated for part-time teachers.
- meets with mentor twice per week for the first four weeks of the mentoring period for those provisional teachers holding a CEAS or for the first eight weeks for those provisional teachers holding a CE.
- 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 Mentor Log which is turned into the Director of Curriculum & Instruction (The recording of Mentor Log hours will align with the new mentoring guidelines).
- develops a New Teacher Induction Action Plan in collaboration with mentor.
- observes mentor a minimum of once/month.
- observes teachers in other departments.
- attends New Teacher Meetings or assigned workshop.

Administration of Program

- The Director of Curriculum & Instruction oversees the program (also a member of the ScIP at MHS and MES).
 - Collaborates annually with each ScIP as the Chief School Administrator's designee to review the district mentoring plan, consider ways to support the plan at the school level, and take steps to ensure that all new teachers are receiving the necessary professional support. (N.J.A.C. 6A:9C-5.3(d)(1))
- The building principals and ScIP ensure that the program guidelines are adhered to & mentees receive the needed support and professional development.
- Each ScIP panel will oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all nontenured teachers and their mentors. (N.J.A.C. 6A:9C-5.3(d)(2))
- Director of Curriculum & Instruction leads the initial Mentor/Mentee Meeting at the beginning of the program to discuss guidelines, regulations, and responsibilities.
- Director of Curriculum & Instruction as the Chief School Administrator's designee makes available to staff an electronic copy of the current district mentoring plan. (N.J.A.C. 6A:9C-5.3(e))
- Mentor Logs are turned into the Director of Curriculum & Instruction; a copy is sent to the Board of Education Office.
- The Board of Education Office is responsible for paying the Mentor.
 - Mentee pays mentor for service.
 - Payment is deducted from the mentee's paycheck per paycheck (2x/month).
 - The 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.

Review & Revisions

- The Chief School Administrator shall submit this district mentoring plan to the district board of education for review of its fiscal impact in compliance with N.J.A.C. 6A:9C-5.3(c).
- The Director of Curriculum & Instruction as the Chief School Administrator's designee will annually review the plan and revise it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance in compliance with N.J.A.C. 6A:9C-5.3(d).

Library of Resources for Mentors/Mentees:

- New Teacher Induction: How to Train, Support and Retain New Teachers Annette L. Breaux and Harry Wong, 2003.
- The First Days of School: How to Be an Effective Teacher Harry Wong and Rosemary Wong, 2009.
- Empower: What Happens When Students Own Their Learning. John Spencer and A.J. Juliani, 2017.
- How to Give Effective Feedback to Your Students Susan M. Brookhart, 2008.
- Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders Pete Hall and Alisa Simeral, 2008.
- Where Great Teaching Begins: Planning for Student Thinking and Learning Anne R. Reeves, 2011.
- Vector/Safe Schools: Online Trainings

MANASQUAN SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

District Name	Superintendent Name	Plan Begin/End Dates
Manasquan School District	Robert Goodall	September 2024-June 2025

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Increasing student achievement in the following areas: <ul style="list-style-type: none"> Students’ foundation in Science (Grades K-8) Students’ foundation in Math (Grades K-8) Students’ literacy competency (Grades K-12) Students performance on Advanced Placement end-of-course exams (Grades 9-12) 	K-12	<ul style="list-style-type: none"> 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 is in its second year of adopting the Great Minds a new K-5 literacy program that focuses on literature-based inquiry and exploration Student performance on Advanced Placement exams has greatly improved since implementing an Action Plan in 2022. Continued participation in professional development opportunities and participation in PLCs have been implemented and will continue in 2024-2025.
2	Teaching staff will be provided with training/professional development opportunities so as to refine and enhance skills related to implementing students’ 1:1 devices during instruction and independent inquiry.	K-12	<ul style="list-style-type: none"> Studies show that technology is a constantly evolving industry, and edtech can quickly become obsolete as new technology is introduced. A major barrier many teachers struggle with when introducing technology into their classrooms is keeping up with these many changes and trends (“Benefits and Challenges of Technology in the Classroom”, 2024).
3	Assessing/implementing 2023 updated NJSLA standards in ELA and Math in Grades K-12 and how they are to be implemented in current curriculum/programs, specifically in the areas of Social Studies, World Language, Science, Technology, Climate Change, and 21 st Century Life & Careers.	K-12	<ul style="list-style-type: none"> The New Jersey Department of Education implemented new standards in ELA and Math that are mandated to be implemented in September of 2024.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers in K-12 will continue to audit and implement new NJSLS in Math and Language Arts, along with new standards related to technology and Career Readiness.	Teachers and administrators will work together in PLCs and follow-up professional development opportunities so as to familiarize themselves with student data (test results, formative assessments, end-of-course exams, etc.) so as to assess student learning and levels of inquiry.
	Continued PD offerings from Ready Math and Deanne Opatosky to support teachers/administrators in the implementation of Ready Math and assessment tools/data in IReady.	Teachers will implement of 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. Teachers and administrators will research literacy programs/curriculum so as to make a program recommendation for implementation in grades K-8 in 2024-2025.	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. After the initial meeting, the literacy Committee will continue to meet and assess program/curriculum options throughout the year.
2	<p>Staff will participate in instructional technology trainings during assigned in-service days.</p> <p>Teachers will develop lesson plans and assessments that focus on technology integration and inquiry-based exploration and student/student collaboration</p> <p>Teachers will develop technology-based activities that encourage active student participation (interactive surveys, presentations, etc.)</p>	<p>Teaching staff will focus on incorporating technology and students' employment of 1:1 devices into weekly lesson plans, concentrating on the following goals:</p> <ul style="list-style-type: none"> • Increasing student engagement • Encouraging teamwork and collaboration • Promoting student reflection and self-discovery • Preparing students for "life after graduation"
3	Teachers and administrators will/have been trained through NJDOE workshops and MC3 professional development opportunities so as to assess current curriculum/programs and prepare for curriculum writing in the summer of 2025.	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 NJSLS standards.

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 2024-2025 school year completed by June 2025.

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

Justification

- 1) Math and ELA curriculum in Grades K-12 has to be updated to meet the new NJSLA standards that were adopted in 2023.
- 2) The District identified a need to update the current literacy program at Manasquan Elementary School in 2022.
- 3) Students performance on Advanced Placement end-of-course exams has improved in recent years (% of total A.P. with scores 3+- up from 43% in 2021 to 71% in 2024).
- 4) Teachers of all content areas have requested through surveys addition trainings in the use of instructional technology and its implications in the classroom.
- 5) Teachers have requested training/PLC time to discuss curricular/program changes developed by the New Jersey Department of Education.

Signature: _____

Superintendent Signature

Date

Manasquan Teacher Rubric

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 proactive 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.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
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.
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,3 relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support 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.).

	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.	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.
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.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
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.

	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.	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.
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)
<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>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</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.	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</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)
	them to construct meaning in deductive or inductive ways			
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.	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>a. uses "accountability" to justify a system that links student achievement with accolades and blame</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
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.	<p>a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff</p>	<p>a. promotes and protects the welfare and safety of students and staff</p>	<p>a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it</p>

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



MANASQUAN HIGH SCHOOL

2024-2025

DESCRIPTION OF STUDENT RIGHTS and RESPONSIBILITIES, DISCIPLINE POLICY, AND CODE OF CONDUCT

Manasquan High School Code of Conduct: Description of Student Rights

Students at Manasquan High School have the right to:

1. a quality education
2. be recognized as an individual with unique needs, aspirations and competencies
3. attend Manasquan High School without fear or abuse
4. expect fair and equitable treatment by staff and peers
5. confidentiality regarding student records as per federal and state laws
6. due process appeal procedures and policies
7. parent notification consistent with the policies and procedures
8. advance notice of behaviors that result in suspensions and expulsions that have been identified pursuant to N.J.S.A. 18A:37-2
9. education that supports students' development into productive citizens attendance in safe and secure school environments
10. attendance in safe and secure environment

11. attendance at school irrespective of students' marriage, pregnancy, or parenthood
12. due process appeal procedures and policies, pursuant to 6A:3–1.3 through 1.17; N.J.A.C. 6A:4; and, where applicable, 6A:14–2.7 and 2.8, and 6A:16–7.2 through 7.5
13. parent notification consistent with the policies and procedures established pursuant to 6A:16–6.2(b)3, this section, and 6A:16–7.2 through 7.8
14. protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104–191, Health Insurance Portability and Accountability Act; 45 CFR 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; 18A:40A–7.1, Confidentiality of certain information provided by pupils, exceptions; 6A:16–3.2, Confidentiality of student alcohol and other drug information; 18A:36–19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; 2A:4A–60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32–7, Student Records; 6A:14–2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student protections;

Manasquan High School Code of Conduct: Student Responsibilities

Students at Manasquan High School have a responsibility to gain full measure of benefit from their education experience. Students at Manasquan High School have a responsibility for their own actions and a responsibility for accepting appropriate consequences in a gracious fashion. You have a responsibility to perform your best academically, arrive at school and classes on time, and be in attendance daily. Students at Manasquan High School have the responsibility to display kindness and consideration to all staff and peers.

Manasquan High School Code of Conduct: Discipline Policy

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. 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 Lunch Detention (LD), After-School Detention (ASD), Saturday Detention (SD), In-School Suspension (ISS), and Out-of-School Suspension (OSS). Students will be assigned detention or suspension in accordance with the list of disciplinary infractions (see list on following pages). Inappropriate behavior may impact student privileges, as determined by building administration, for example, any student assigned to ISS/OSS may not participate in any co-curricular activity until the suspension is served to its completion.

Please note, “Administrative Review” may involve teachers, parents, guidance counselors, the Child Study Team, and any others involved, as deemed necessary by staff and administration. This may also include members of law enforcement. The Manasquan High School staff and administration work together to help the students understand the Code of Conduct, as such administrative discretion may be used in determining appropriate discipline/ consequences for a student.

Manasquan High School Code of Conduct: Violations of Student Behavior and Conduct

Student Behavior and Conduct: Level I Infractions

Infraction	1 st Action	2 nd Action	3 rd Action
Tardiness to class (defined as arriving after the bell) Policy #5240	Defined as 3 infractions: Teacher Detention	Defined as 5 infractions: 1 Hour After-School Detention	Defined as 10 infractions: 2 Hour After-School Detention
Failure to wear or present a Student ID Policy #5517	Warning *per marking period	Lunch Detention *per marking period	1 hour After-School Detention Each subsequent offense results in a 2-hour After-School Detention *per marking period
Classroom disturbance which disrupts instruction Policy #5560 , Policy #5600	Teacher Detention	1 Hour After-School Detention	2 Hour After-School Detention
Violation of electronic use policy Policy #2361 , Policy #7523			
Eating or drinking where prohibited Policy #5600	Lunch Detention	1 Hour After-School Detention	2 Hour After School Detention Administrative Review
Excessive horseplay (classroom, hallways, cafeteria and other school areas without injury) Policy #5600			
Inappropriate public displays of affection Policy #5600			
Use of inappropriate language Policy #5600			

Student Behavior and Conduct: Level II Infractions

Infraction	1 st Action	2 nd Action	3 rd Action
Cuts to class, study hall, or detention Policy #5600	Serve original detention where applicable 2 Hour After-School Detention Administrative Review	Counselor/CST Check-In Serve original detention where applicable 1 Day of In-School Suspension Administrative Review	Counselor/CST Check-In Serve original detention where applicable 2 Days of In-School Suspension Administrative Review
Unauthorized contact and acceptance of delivery of food items from outside vendors Policy #5600	2 Hour After-School Detention Administrative Review	Counselor/CST Check-In 2 Days of After-School Detention Administrative Review	Counselor/CST Check-In Up to 3 Days of After-School Detention or Up to 2 Days In-School Suspension Administrative Review
Unauthorized parking on school grounds Policy #5514			
Unauthorized electric vehicles on school ground as defined by Board policy Policy #5514			
Opening or propping an exterior door open without staff supervision. Policy #7440			
Repeatedly disruptive behavior that substantially interferes with the teacher's authority in class and ability to instruct, which gives rise to the removal from class. Policy #5560 , Policy #5600			
Indecent gestures, abusive/indecent language, insubordination directed at students Policy #5600			
Possession or dissemination of inappropriate materials Policy #5600			
Failure to follow the Dress Code Policy #5511			
Sharing/Misuse of elevator access Policy #5600			
Misconduct on student transportation, endangering the safety or well-being of self or others, includes but is not limited to, horseplay, inappropriate language, increased volume, misuse of electronics Policy #5600	2 Hour After-School Detention Administrative Review	Counselor/CST Check-In Up to 2 Days of After-School Detention Administrative Review	Counselor/CST Check-In Up to 2 Days In-School Suspension Administrative Review

Student Behavior and Conduct: Level III Infractions

Infraction	1 st Action	2 nd Action	3 rd Action
Forgery of notes or fraud Policy #5701	2 Days of After-School Detention Administrative Review	Counselor/CST Check-In 2 Days In-School Suspension Administrative Review	Counselor/CST Check-In 3 Days In-School Suspension Administrative Review
Inappropriately touching Policy #5751	Counselor/CST Check-In 1 Day In-School Suspension Administrative Review	Counselor/CST Check-In 3 Days In-School Suspension Administrative Review	Counselor/CST Check-In 5 Days Out-of-School Suspension Administrative Review
Gambling on school property Policy #5600			
Acts of graffiti Policy #7610			
Open defiance towards a staff member (insubordination) Policy #5600			
Violation of the acceptable use policy for access to information, software, and computing board policy Policy #2361			
Conducting inappropriate acts on school property that can be a disruption to learning and/or potential harm to others, including gang related activity, graffiti, tagging and displaying of gang colors/ paraphernalia Policy #5615	Counselor/CST Check-In 3 Days of In-School Suspension and loss of computer privileges for 10 days Administrative Review	Counselor/CST Check-In 5 Days of In-School Suspension and loss of computer privileges for 20 days Administrative Review	Counselor/CST Check-In 5 Days of Out-of-School Suspension and re-entry conference Administrative Review
Inciting a riot, e.g. food fight Policy #5600	Counselor/CST Check-In 3 Days Out-of-School Suspension Administrative Review	Counselor/CST Check-In 5 Days Out-of-School Suspension Administrative Review	Counselor/CST Check-In 10 Days Out-of-School Suspension Administrative Review
Theft Policy #5600			
Physical aggression, including but not limited to pushing, shoving, and tripping. Policy #5600			
Any threat made against/towards a student, staff member, or other persons Policy #8468			
Abusive, indecent language and/or gestures which provokes conflict and/or violence, including those towards staff Policy #5600			

Destruction or loss of school, district and/or another person's property, intellectual property Policy #5513 , Policy #5600			
Destruction or loss of school, district and/or another person's property, intellectual property Policy #5513 , Policy #5600			
Tobacco use, vaping and/or possession of related paraphernalia (referral to the Student Assistance Counselor is required as well) Policy #5533			
Leaving campus without authorization Policy #5230			

Student Behavior and Conduct: Level IV Infractions

Infraction	1 st Action	2 nd Action	3 rd Action
Verbal or criminal physical assault of an individual, including but not limited to staff, guests, or parents/guardians. Policy #5612 , Policy #5600	Counselor/CST Check-In 5 Days Out-of-School Suspension & 5 Days In-School Suspension Administrative Review	Counselor/CST Check-In 10 Days Out-of-School Suspension with re-entry meeting Administrative Review	
Physical altercation/ fighting, defined as fighting or provoking a fight. This is 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. Policy #5600	Counselor/CST Check-In 5 Days Out-of-School Suspension and re-entry meeting Administrative Review	Counselor/CST Check-In 5 Days Out-of-School Suspension and re-entry meeting Administrative Review	Counselor/CST Check-In 10 Days Out-of-School Suspension and re-entry meeting Administrative Review
Recording students/staff and sharing their actions (altercations, jokes, conversation, etc.) with others without the permission of the student and their parent/guardian via social media, text, e-mail, and any other method. Policy #5516	Administrative Review	Administrative Review	Administrative Review
Activation of false alarm, bomb threat or other disaster alarm Policy #8420	Counselor/CST Check-In		
Intimidation, extortion, coercion, and/or harassment of any type (sexual, racial, bias, etc.): including, but not limited to, the use of any cyber-related dissemination as a mode of communication Policy #5751 , Policy #5512	10 Days Out-of-School Suspension with re-entry meeting Administrative Review		
Possession, sale and/or use of alcohol or drugs, refusal to undergo substance abuse screening (illegal, dangerous, counterfeit or substance believed to or represent drugs) Policy #5530	Counselor/CST Check-In 5 Days Out-of-School Suspension & 5 Days In-School Suspension and referral to Student Assistance Counselor Administrative Review	Counselor/CST Check-In 10 Days Out-of-School Suspension and referral to Student Assistance Counselor and re-entry meeting Administrative Review	
Use/possession or distribution of a dangerous/deadly weapon Policy #8467 , Policy #5613	Counselor/CST Check-In		
Possession and/or use of firearm/fireworks Policy #8647 , Policy #5611	Up to 10 Days In-School or Out-of-School Suspension & Administrative Review pursuant to Law and Board Policy		

Expectations While Serving Lunch, After-School or Saturday Detention

- Students must report to detention on time.
- Monitors should be always treated with the utmost respect.
- Upon arriving
 - Students are required to sign in.
 - Students will proceed to place their cell phones in the designated holder.
- Students are expected to maintain a quiet and focused atmosphere, refraining from talking aloud or engaging in any disruptive behavior.
- Students may utilize their time by completing assigned work, reading a book, or simply sitting quietly.
- Please note that detention takes **precedence over all non-academic** activities. It is crucial that students prioritize their commitment to attending detention and fulfill their obligations accordingly.
- For students that fail to serve the detention, the administration will promptly contact the parent or guardian to address the situation. In such cases, additional disciplinary measures will be implemented as deemed necessary.
- Failure to comply with these rules will result in further disciplinary consequences.

Expectations to Observe During In-School-Suspension

- Students are to report to ISS on time.
- Monitors should be always treated with the utmost respect.
- Upon arriving
 - Students are required to sign in.
 - Students will proceed to place their cell phones in the designated holder.
- Students are expected to maintain a quiet and focused atmosphere, refraining from talking aloud or engaging in any disruptive behavior.
- Throughout the day, the student's school counselor and/or case manager will request to meet with the student.
 - The Student Assistance Counselor (SAC) will meet with students based on the nature of the infraction.
- Please note that ISS takes **precedence over all non-academic** activities. It is crucial that students prioritize their commitment to attending detention and fulfill their obligations accordingly.
- Students are excluded from all school-sponsored activities, both during and after school hours, for the duration of the suspension period.
- For students that fail to serve their ISS, the administration will promptly contact the parent or guardian to address the situation. In such cases, additional disciplinary measures will be implemented as deemed necessary.
- Failure to comply with these rules will result in further disciplinary consequences.

Expectations While Serving Out-of-School Suspension

- Students are excluded from **all** school-sponsored activities, either during or after school hours, for the duration of the suspension period.
- Students are prohibited from **any** Board of Education property for the duration of the suspension.
- A parent may come to pick up assignments. Students are required to complete and turn in all completed work.
- A mandatory re-admittance conference will be held with a school administrator, counselor, student, and parent(s) at the time of return.
- Students will be required to meet with a counselor once they have returned to discuss and reflect on the nature of their infraction.

Manasquan High School Code of Conduct: Student Participation

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

Thresholds of Discipline

- **10 days** of cumulative discipline (any combination of OSS, ISS, ASD or Saturday Detention)
 - Places students 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 principal
- **20 days** of cumulative student discipline
 - Prohibits the student from attending any of the above listed activities for a period to be determined by the principal
 - In addition, students must satisfy completion of the issued number of student discipline from building principal

Thresholds of Attendance

Policy #5200

- **10 days** unexcused absences from daily attendance
 - Places student on a 5-day probation from any of the above listed activities
- **20 days** unexcused absences from daily attendance
 - Student 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 as indicated below

5 Days Unexcused Late	10 Days Unexcused Late	15 Days Unexcused Late	20 Days Unexcused Late
1 Hour After-School Detention	2 Hour After-School Detention 5 Day Suspension from Extracurricular Activities	Saturday Detention	Saturday Detention Suspension from Extracurricular Activities for Remainder of School Year
10 Unexcused Absences	20 Unexcused Absences	8 Unexcused Absences (Semester Course)	16 Unexcused Absences (Semester Course)
5 Day Suspension from Extracurricular Activities	Suspension from Extracurricular Activities for Remainder of School Year	Loss of Credit	Loss of Credit

Manasquan High School Code of Conduct: Student Assistance Counselor (SAC) Guidelines

Student assistance programs are designed to help students and their families with problems affecting their personal lives and academic performance. The Student Assistance Counselor's (SAC) role is to enhance and support students' success in the school environment. There are a range of school-based prevention and intervention services offered to assist students with personal problems and encourage them to build upon their strengths.

The Student Assistance Counselor will:

1. Identify students who may need assistance through referrals from teachers, parents, peers, or self-referrals by the students themselves.
2. Conduct a preliminary assessment to understand the nature and extent of the student's needs, assessing the student's the student's emotional, social, academic, and behavioral needs through interviews, observations, and possibly standardized assessments , while evaluating the risk of harm to self or others, especially in cases involving substance abuse, depression, or anxiety.
3. Create an individualized intervention plan based on the assessment. This may include counseling, referrals to external resources, or academic support, working with the student to set realistic and achievable goals .
4. Counseling sessions may also focus on teaching coping strategies, problem solving skills, and social skills as needed.
5. Regularly monitor the student's progress and adjust the intervention plan as needed , by scheduling follow-up sessions to ensure the student is meeting their goals and receiving the support they need.

To Submit Online, You Must Download and Open in Adobe

**DATA USE & SECURITY AGREEMENT
BETWEEN**

_____ **School District**

(Hereinafter called "*the District*")

AND

THE HIGHER EDUCATION STUDENT ASSISTANCE AUTHORITY (HESAA)

(Collectively the "Parties")

RECITALS

WHEREAS, students are required to file a Free Application for Federal Student Aid (FAFSA) to receive access to Title IV student aid programs such as the Federal Pell Grant and Federal student loans. The FAFSA or the New Jersey Alternative Application for Financial Aid is also used by colleges and universities in awarding most state-based or other higher education, institutional-based aid;

WHEREAS, under the FAFSA Completion Initiative the U.S. Department of Education (the "Department") has authorized State Grant Agencies, including HESAA, to provide limited Free Application for Federal Student Aid (FAFSA) information to local educational agencies (LEAs) and secondary schools when the LEA and/or secondary school has an Established Relationship with a student FAFSA applicant. HESAA is participating in the FAFSA Completion Initiative in order to promote students' access to financial aid that can help increase college enrollment and completion;

WHEREAS, in the case of an LEA, an Established Relationship exists where the student FAFSA applicant is enrolled in a secondary school under the legal authority of the LEA or the LEA otherwise is providing services to the FAFSA applicant. In the case of a secondary school, an Established Relationship exists where the student FAFSA applicant is enrolled in the secondary school itself or the secondary school otherwise is providing services to the FAFSA applicant;

WHEREAS, the District desires HESAA to provide such limited FAFSA Filing Status Information so as to assist students in completing the FAFSA; and

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the District and HESAA hereby agree as follows:

1. Incorporation of Recitals

The matters recited above are hereby incorporated into and made part of this Agreement.

2. Scope of Services

- a. HESAA agrees to provide access to limited student FAFSA Filing Status Information through the New Jersey Financial Aid Management System (NJFAMS) to the District as set forth in EXHIBIT A ("Data Access"), in accordance with the terms and conditions of this agreement.

- b. In exchanges for the Data Access provided by HESAA to the District, the District shall use its best efforts to encourage its students to complete the FAFSA or New Jersey Alternate Application for Financial Aid.
- c. The parties may, from time to time, request changes in the Scope of Services. Any such changes shall be documented by a written amendment to this Agreement signed by both parties. Such amendment must be consistent with the terms of HESAA's agreement with the Department and applicable law.

3. **Compensation**

Each party agrees to provide the services described in Section 2 ("Scope of Services") at no cost or at no reimbursement of expenses to the other party.

4. **Term and Termination**

a. **Term**

The initial term of the Agreement will begin as of the date of HESAA's notice to the District that this Agreement has been accepted and will end September 30, 2024. The agreement shall automatically renew on October 1, 2024 for a period of twelve (12) months and, thereafter renew annually on October 1st of each subsequent year, unless terminated earlier in accordance with this Agreement.

b. **Termination**

- i. Termination for Convenience. Each Party may, at its sole discretion, terminate this Agreement upon ten (10) days' written notice to each other.
- ii. Termination for Cause. Each Party may terminate this Agreement at any time, with cause, upon five (5) days' written notice to the other Party of the other Party's violation of its obligations herein that is not cured (if curable) within such five (5) day period. Each Party may further terminate this Agreement upon notice of any Breach.
- iii. Change in Law/Interpretation. Each Party may terminate this Agreement immediately upon notice to the other in the event federal or state law is enacted, amended, or judicially interpreted so as to render continued fulfillment of the Agreement, on the part of the Party terminating the Agreement, wholly unreasonable or impossible. HESAA reserves the right, at its sole discretion, to amend this Agreement throughout the Agreement Term to incorporate any modifications necessary for compliance with all applicable state and federal laws, rules, regulations, requirements, and guidelines.
- iv. Effect of Termination. Upon any termination, all provisions of this Agreement which by their nature should survive termination shall survive termination, including all indemnities, confidentiality, records retention, and right to audit, and will remain in full force and effect.

5. Data Usage and Security

- a. The District shall not disclose or use the FAFSA Filing Status Information it receives from HESAA except as provided for in this Agreement. The District must protect all Federal Student Aid Information from unauthorized disclosure or access and shall restrict access to the data provided or created under this Agreement to only those Authorized Personnel who need the data to perform their official duties in connection with the uses of the data authorized in this Agreement. The District shall advise all Authorized Personnel who have access to the data of the confidential nature of the data and the safeguards required to protect the data.
- b. The District shall not re-disclose or share the FAFSA Filing Status Information obtained from HESAA in personally identifiable form other than (1) to Authorized Personnel of the District, to the FAFSA applicant and to the FAFSA applicant's parents if the applicant is under age 18, to the applicant if the applicant is age 18 or older or enrolled in a postsecondary institution, or to any other party with the consent of the FAFSA applicant or the consent of the FAFSA applicant's parents if the FAFSA applicant is under the age of 18, or (2) if required to do so by law and if such use is consistent with all applicable privacy laws, including the privacy provisions of section 483(a)(3)(E) of the HEA, 20 U.S.C. 1090(a)(3)(E) and the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g).
- c. Data Ownership. The Parties retain all rights and interest to their own internal data. Each Party retains the right to utilize data resulting from this collaboration for internal use, provided that such use: (a) is not prohibited by this Agreement; and (b) is permitted by law, including but not limited to FERPA.
- d. Authorized Personnel are District employees who require access to the FAFSA Filing Status Information to determine the completion status of a student's FAFSA and facilitate providing assistance to such students in completing the FAFSA (e.g., high school counselors), including both paid and non-paid staff and authorized agents such as contractors, subcontractors, volunteers, or other parties to whom the District has outsourced any of its services or functions. All Authorized Personnel must be under the direct control of the District with respect to the use and maintenance of FAFSA Filing Status Information.

6. Security Incidents:

The District must report immediately to HESAA any security incidents, breaches, potential threats, or vulnerabilities involving the FAFSA Filing Status Information. If a Security Incident occurs, the District must immediately notify HESAA at: **(609)-588-6682**.

The District shall follow-the phone call with written notification sent immediately via overnight mail to HESAA the following address:

New Jersey Higher Education Student Assistance Authority
ATTENTION: Gregory Foster, Esq.
Chief Compliance Officer
4 Quakerbridge Plaza, P.O. Box 545, Trenton, New Jersey 08625

The report of any notice of a breach in data use to HESAA **must** contain:

1. The nature of the unauthorized use, disclosure, or re-disclosure; and
2. The ISIR data or FAFSA Filing Status Information used, disclosed, or re-disclosed; and
3. The person or entity, if known, who made the unauthorized use or received the unauthorized disclosure, or re-disclosure.

The package shall also provide the following information: nature and impact of the Security Incident; actions already taken by the District; the District's assessment of immediate risk; and corrective measures to be taken, evaluation of alternatives, and next steps.

The District shall continue providing (i) appropriate status reports to HESAA regarding the resolution of the Security Incident and prevention of future such Security Incidents, and (ii) cooperation, as reasonably requested by HESAA, in order to further investigate and resolve the Security Incident. HESAA may require that District's access to NJFAMS be suspended or terminated, or other appropriate action be taken pending such resolution.

In turn, HESAA will report to the Department details of the breach in data use reported by the District regarding:

1. What HESAA has done or will do to notify affected FAFSA applicants and to mitigate any deleterious effect of the unauthorized use, disclosure, or re-disclosure; and
2. What corrective action(s) HESAA has taken or will take to prevent future similar unauthorized use, disclosure, or re-disclosure.

In the event that HESAA requests additional information or action from the District concerning the unauthorized disclosures, the District shall exercise all reasonable efforts to comply with such requests.

7. **Audits**

The District shall maintain copies of this Agreement and make its Authorized Personnel aware of the terms of this Agreement. HESAA may, at its discretion, audit and monitor the District's records, processes, procedures, and electronic systems for compliance with the terms of this Agreement, including performance of onsite inspections of the schools in the District. If HESAA determines to conduct a site visit, then such audit will occur during reasonable business hours and with appropriate notice to the District.

8. **Confidentiality**

The District shall protect the confidentiality of FAFSA Filing Status Information so that unauthorized persons cannot retrieve any data by computer, remote terminal, or other means. Authorized Personnel of the District who plan to access FAFSA Filing Status Information data through NJFAMS will use standard NJFAMS security protocol to access these data after completion of an annual verification process conducted by HESAA. The District shall comply with FERPA and protect any confidential student information it receives or accesses that could make a student's identity traceable and well as any confidential data analysis or report.

9. **Miscellaneous**

- a. Applicable Law and Venue. This Agreement and any incorporated documents will be governed by and construed in accordance with the laws of the State of New Jersey. The exclusive venue of any suit brought concerning the Agreement and any incorporated documents is fixed in any Court of competent jurisdiction in Mercer County, New Jersey.
- b. Severability and Waiver. The invalidity, illegality, or unenforceability of any provisions of this Agreement will in no way affect the validity, legality, or enforceability of any other provisions. Each and every right granted to the Parties hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, will be cumulative and may be exercised from time to time. Failure by HESAA or the District at any time to require strict performance of any contractual provision or obligation contained herein will not constitute a waiver or diminish the rights of either party thereafter to demand strict compliance.
- c. Notwithstanding any provision of this Agreement to the contrary, as a New Jersey state agency, HESAA is subject to and will comply with the New Jersey Open Public Records Act (OPRA) (N.J.S.A 47:1A-1 et. seq.) as interpreted by judicial opinions and opinions of the Attorney General of the State of New Jersey. The District shall cooperate with HESAA in the production of documents responsive to any such requests under OPRA.
- d. To the extent permitted under the Constitution and laws of the State of New Jersey, the District will indemnify and hold harmless HESAA, its officers and employees for any claims for damages that arise from the disclosure by the District of information held by HESAA to which the District is allowed access under this Agreement.
- e. Excluded Parties List System. HESAA is federally mandated to adhere to the directions provided in the President's Executive Order 13224, Executive Order on Terrorist Financing -Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten to Commit, or Support Terrorism and any subsequent changes made to it. The District shall be in compliance with the State of New Jersey statutes and rules relating to procurement ensuring vendors are not listed on the federal government's terrorism watch list as described in Executive Order 13224.

- f. Compliance with Law. The District shall comply with all Federal, State and local laws, statutes, ordinances, rules and regulations and the orders and decrees of any court or administrative bodies or tribunals in any matter affecting the performance of this Agreement, including, if applicable, workers compensation laws, compensation statutes and regulations, and licensing laws and regulations. When requested to do so by HESAA, the District shall furnish HESAA with satisfactory proof of its compliance. The District shall provide all labor and equipment necessary to perform its services as envisioned under this Agreement. All employees of the District will be a minimum of 18 years of age and experienced in the type of work to be performed.
- g. Assignment, Delegation, or Subcontracting. No contractual rights, interests, or obligations assigned, delegated, or subcontracted by the District shall relieve the District of any obligation or responsibility under this Agreement.

10. **Notices**

All legal notices required under this Agreement shall be in writing and sent to the addresses and persons as set forth below. All notices shall be deemed received when (i) delivered personally, or (ii) sent by email (followed by the actual document), or (iii) one day after deposit with a commercial express courier specifying next day delivery, with written verification of receipt. Refusal to accept delivery has the same effect as receipt.

If to HESAA:

Marnie B. Grodman, Esquire
 Director, Legal & Governmental Affairs
 New Jersey Higher Education Student Assistance Authority
 4 Quakerbridge Plaza
 P.O. Box 545
 Trenton, New Jersey 08625
 Email: mgrodman@hesaa.org

If to the District

Name: _____

Title: _____

Name Of District: _____

Address: _____

Address: _____

Address: _____

Email: _____

11. Secondary Schools:

The secondary schools in the District are as follows:

Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email
Name of Secondary School	CEEB
Contact Person at school	Email

12. Entire Agreement.

This Agreement (including its Exhibits) contains the final, complete and exclusive understanding of the Parties, and supersedes all prior contemporaneous, oral or written understandings, representations, and negotiations between Parties relating to the subject matter of this Agreement. The Parties further agree that this Agreement may not in any way be explained or supplemented by a prior or existing course of dealings between the Parties, by usage of trade or custom, or by any prior performance between the Parties pursuant to this Agreement or otherwise.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Name of District: _____

Signature: _____

Name: _____

Title: _____

Date: _____

New Jersey Higher Education Student Assistance Authority

Signature: _____

Name: Marnie B. Grodman

Title: Director, Legal & Governmental Affairs

To Submit Online, You Must Download and Open in Adobe

EXHIBIT A – Data Access Information

HESAA, via the New Jersey Financial Aid Management System (NJFAMS) may only disclose the following FAFSA Filing Status Information to the District:

1. Student first name;
2. Student last name;
3. Student date of birth;
4. Student zip code (not full address);
5. If filed, the date the FAFSA form was submitted to the Department;
6. The date the Department processed the FAFSA form, if applicable;
7. A Selected for Verification flag indicating the need for the FAFSA applicant to provide additional information, if applicable; and
8. A FAFSA completion status indicator, as determined by HESAA (i.e., FAFSA not submitted, FAFSA complete, or FAFSA incomplete).

HESAA is prohibited from disclosing the following FAFSA or Institutional Student Information Record (ISIR) information to the District:

1. Student Social Security Number;
2. Student and parent financial information; and
3. Any other information, except the FAFSA Filing Status Information list above.

MANASQUAN/SENDING DISTRICTS**Professional Days**

<u>Date</u>	<u>Name</u>	<u>Destination</u>	<u>Purpose</u>	<u>Sub</u>	<u>Cost</u>
October 16-18, 2024	Rick Coppola	Atlantic City	NJPSA Conference	No	Mileage – \$67.28 Registration - \$565.00 Meals/Incidentals - \$147.50 Hotel - \$165.00 <i>(Revision-previously approved on July 25, 2024)</i>

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>
September 27, 2024	Kimberly Murin Liz Walling Kelly Balon Kristen Minutoli Emily DiPuma Melissa Hernandez Jackie Wheeler Kim Sulat Colin Heinley Caroline Studer Kristen Wilsea Jeanne Walsh Lisa Frye Kelly Cosgrove Kim Sanders Peter Balon	ABA Program	No Limits Café	Community Based Instruction AFLS	No	District Bus (\$55.00 per hour)	None
September 20, 2024	Kimberly Murin Liz Walling Kelly Balon Kristen Minutoli Emily DiPuma Melissa Hernandez Jackie Wheeler Kim Sulat Colin Heinley Caroline Studer Kristen Wilsea Jeanne Walsh Lisa Frye Kelly Cosgrove Kim Sanders Peter Balon	ABA Program	Jersey Shore Outlets	Community Based Instruction AFLS	No	District Bus (\$55.00 per hour)	None
September 13, 2024	Kimberly Murin Liz Walling Kelly Balon Kristen Minutoli Emily DiPuma Melissa Hernandez Jackie Wheeler Kim Sulat Colin Heinley Caroline Studer Kristen Wilsea Jeanne Walsh Lisa Frye Kelly Cosgrove Kim Sanders Peter Balon	ABA Program	Manasquan Reservoir	Community Based Instruction AFLS	No	District Bus (\$55.00 per hour)	None