

**MANASQUAN****Professional Days**

<b><u>Date</u></b>	<b><u>Name</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Cost</u></b>
April 10, 2025	Jaclyn Puleio Cindy Cimino	Mercer County College	Preschool Inclusion Leadership Conference	Yes – 1	Registration - \$45.00
March 26, 2025	Patricia Reo Kindle Kuriscak Lauren Kelly Brian McCann Deborah Kehoe	Sending District ES - TBD	Grades 6-8 Interventionists and Support Staff Co-Teaching in Middle School classrooms	Yes- 4	Mileage - \$4.80
April 1, 2025	Suzanne Deegan Justine Rotante Christin Walsh	Belmar ES	Reader Response: Grades k-2 Increasing the quantity and quality of student writing when responding to literature	Yes -1	Mileage -\$3.66
April 8, 2025	Jaimee McMullen Christin Walsh Kim Ward	Brielle ES	Problem Solving: Grades 3-5 Building Independence, stamina, and perseverance when confronting challenging academic tasks	Yes -2	Mileage - \$1.60
April 15, 2025	Kim Ward Julie Rieth Julie Temple	Sending District ES - TBD	Evidence Based Writing: Grades 6-8 Increasing the quantity and quality of student writing when responding to text	Yes-3	Mileage - \$4.80
March 28, 2025	Deborah Kehoe	Brookdale Community College	Guidance Counselor County conference	Yes	Mileage - \$8.74
April 30, 2025	Kristine Pierce	Sending District ES - TBD	Content Area Teachers 6-8 Vocabulary: Addressing vocabulary gaps by building rich and robust vocabularies	Yes	Mileage - \$4.80
March 13, 2025	Christin Walsh	Freehold	Monmouth County Leaders Women's Leadership Conference	No	None

*Costs per traveler unless otherwise noted.*

**MANASQUAN****Student Action**  
**Field Trips**

<b><u>Date</u></b>	<b><u>Chaperone(s)*</u></b>	<b><u>Subject</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Other Board Costs</u></b>	<b><u>Other Funds</u></b>
April 16, 2025	Nancy Knitter Oriana Kopec Fatima Mulroy Amanda Coto Nurse – TBD	ESL	Ocean County College Planetarium	Space Education Exploration	Yes-2	District Bus - \$55.00 per hour	None
May 28, 2025	Nancy Knitter Juliana Rieth Patricia Cassidy Oriana Kopec Nurse – TBD	Grades 6-8	Six Flags – Great Adventure	Student Performances and Student Leader Workshops	Yes-2	Bus - \$397.00	None
May 8-9, 2025	Julie Temple Deborah Kehoe Kristine Pierce Brian McCann Megan Manetta Nurse - TBD	Grade 8	Hershey, PA Lancaster, PA	8 <sup>th</sup> Grade Trip with Arts and History Education	Yes-5	None	2 Buses - \$7600.00  (Student Funded)
April 9, 2025	Juliana Rieth	Grade 4 – G&T Program	Allaire Community Farm	Food Industry Education	Yes-1	Registration and Transportati on - \$600.00	None
April 15, 2025	Kimberly Ward or Juliana Rieth	Grades 6, 7	Brielle Elementary School	Academic Bowl	Yes-1	None	None
April 10, 2025	Mark Levy or Kirt Wahl	Grades 7, 8	Spring Lake Mountz Elementary School	Interactive Woodshop Experience	Yes-1	None	None
April 16, 2025	Mark Levy, Kirt Wahl or Oriana Kopec	Grade 6	Sea Girt Elementary School	STEM Day	Yes-1	None	None
April 8, 2025	Heather Saake Jill Wells Teresa Savage Rebecca Riley Christine Melfi Kate Dailey Michele Cusanelli	Pre-K	Manasquan First Aid Building	Tour of First Aid Building and Ambulance	No	None	None
April 2, 2025	Heather Saake Jill Wells Teresa Savage Rebecca Riley Christine Melfi Kate Dailey Michele Cusanelli Tracey Murray Abby DeWitt Samantha Wilmot Patricia Triggiano Kim Casner	Pre-K	Manasquan First Aid Building	Tour of First Aid Building and Ambulance	No	None	None

April 1, 2025	Heather Saake Jill Wells Teresa Savage Rebecca Riley Christine Melfi Kate Dailey Michele Cusanelli Tracey Murray Abby DeWitt Samantha Wilmot Patricia Triggiano Kim Casner	Pre-K	Squan Tavern	Tour of Business and Learn about Different Careers	No	None	None
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\* Chaperones may be substituted by other district employees based on availability.

## Document A

Month: February 2025

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Full Time Student CLI	Total Student Count
Avon	19	0	0	0	1	20
Belmar	133	6	10	2	3	154
Brielle	200	3	0	0	1	204
Lake Como	36	1	1	0	2	40
Manasquan	260	6	0	0	3	269
Sea Girt	45	0	0	0	1	46
Spring Lake	30	1	0	0	0	31
Spr Lk Hts	116	5	2	0	0	123
Parent Paid	25	0	0	0		25
Employee Child	6	0	0	0		6
Paid by Neptune		1			1	2
Tuition Free	1		0			1
Neptune						0
Totals	871	23	13	2	12	921
					TOTAL MHS	921
					TOTAL MES	477
					<b>TOTAL ENROLLMENT</b>	<b>1,398</b>

**MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT**  
**2024-2025 school year**

	<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>
<b>HIGH SCHOOL</b>			
Jan-24	93.77	935.45	877.42
Jan-25	<b>93.99</b>	<b>906.40</b>	<b>852.00</b>
Feb-24	92.48	933.75	863.78
Feb-25	<b>92.59</b>	<b>908.03</b>	<b>840.77</b>
<b>ELEMENTARY SCHOOL</b>			
Jan-24	95.977	504.947	476.526
Jan-25	<b>94.402</b>	<b>477.85</b>	<b>441.05</b>
Feb-24	96.573	505.25	468.938
Feb-25	<b>95.142</b>	<b>476.2</b>	<b>440.867</b>

**HIGH SCHOOL/CENTER FOR LEARNING INDEPENDENCE**

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
January 28th	5:00p.m.	5 minutes		Fire Drill
Janaury 10th	8:35a.m.	10 minutes		Shelter in Place Drill
February 4th	1:15p.m.	5 minutes		Fire Drill
February 20th	10:00a.m.	10 minutes		Lockdown Drill
<b>ELEMENTARY SCHOOL</b>				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
January 15th	1:45 p.m.	5 minutes		Shelter in Place Drill
January 29th	2:25 p.m.	4 minutes		Fire Drill
February 4th	1:15p.m.	7 minutes		Lockdown Drill
February 27th	8:41a.m.	5 minutes		Fire Drill

<b>Manasquan High School</b> <b>2024 - 2025 Tardy Report</b>										
	<b>Sept.</b>	<b>Oct.</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Number of Students Tardy 1 time	136	191	198	212	211	182				
Number of Students Tardy 2 times	40	118	79	78	33	54				
Number of Students Tardy 3 times	18	51	23	31	13	15				
Number of Students Tardy 4 times	11	25	9	6	2	5				
Number of Students Tardy 5 times	1	8	4	3	1	4				
Number of Students Tardy 6 times	3	2	4	0	1	3				
Number of Students Tardy 7 times	3	3	1	7	1					
Number of Students Tardy 8 times		3		0	2					
Number of Students Tardy 9 times		0		0	2					
Number of Students Tardy 10 times		3		1	0					
Number of Students Tardy 11 times		2			0					
Number of Students Tardy 12 times		0			1					
Number of Students Tardy 13 times		1								
Number of Students Tardy 14 times										
Number of Students Tardy 15 times										
Number of Students Tardy 16 times										
Number of Students Tardy 17 times										
Number of Students Tardy 18 times										
Number of Students Tardy 19 times										
Number of Students Tardy 20 times										
Total number of students tardy	212	407	318	338	267	263	0	0	0	0
<b>Total number of tardy</b>	<b>358</b>	<b>842</b>	<b>512</b>	<b>559</b>	<b>388</b>	<b>393</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
										1805
										<b>3052</b>

## Manasquan High School

### 2024 - 2025 Suspensions by Month

OUT OF SCHOOL SUSPENSIONS:											
MISCONDUCT	1										1
SMOKING / POSSESSION OF TABACCO	1										1
DISRESPECTFUL TO STAFF	1										1
MISS USE OF TECHNOLOGY		2									2
PHYSICAL ALTERCATION		2		2							4
Smoking/posession of tobacco products					1						1
											0
											0
											0
											0
											0
											0
											0
											0
											0
											0
											0
TOTALS	3	4	0	2	1	0	0	0	0	0	10
IN SCHOOL SUSPENSIONS:											
DISRESPECTFUL TO STAFF	1	1									2
DISRESPECTFUL TO ANOTHER STUDENT					1						1
Smoking/posession of tobacco products											0
											0
											0
											0
											0
											0
											0
											0
											0
											0
TOTALS	1	1	0	0	1	0	0	0	0	0	3
TOTAL STUDENTS SUSPENDED	4	5	0	2	2	0	0	0	0	0	13
TOTAL SATURDAY DETENTIONS	0	0	1	3	3	4					11
STUDENTS SUSPENDED 1 TIME	13	<div><div>TOTAL NUMBER OF SUSPENSIONS TO DATE</div><div>TOTAL NUMBER OF INDIVIDUAL STUDENTS SUSPENDED TO DATE</div></div>									
STUDENTS SUSPENDED 2 TIMES											
STUDENTS SUSPENDED 3 TIMES											
STUDENTS SUSPENDED 4 TIMES											
STUDENTS SUSPENDED 5 TIMES											
STUDENTS SUSPENDED 6 TIMES											
STUDENTS SUSPENDED 7 TIMES											
STUDENTS SUSPENDED 8 TIMES											
STUDENTS SUSPENDED 9 TIMES											

<b>Manasquan High School</b> <b>2024 - 2025 Suspensions by Grade</b>					
<b>OUT OF SCHOOL SUSPENSIONS:</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTALS</b>
MISCONDUCT	1				1
SMOKING / POSSESSION OF TABACCO			1		1
DISRESPECTFUL TO STAFF		1			1
MISS USE OF TECHNOLOGY		1	1		2
PHYSICAL ALTERCATION	2	1	1		4
Smoking/posession of tobacco products				1	1
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
<b>TOTALS</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>10</b>
<b>IN SCHOOL SUSPENSIONS:</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTALS</b>
DISRESPECTFUL TO STAFF		1		1	2
DISRESPECTFUL TO ANOTHER STUDENT			1		1
Smoking/posession of tobacco products					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
<b>TOTALS</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>TOTAL STUDENTS SUSPENDED</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>13</b>
<b>TOTAL SATURDAY DETENTIONS</b>	<b>3</b>		<b>1</b>	<b>7</b>	<b>11</b>



## SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

(d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:

1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

Report the completion of the buss emergency evacuation drill  
to the Board of Education

Date of the school bus emergency evacuation drill: January 16, 2025

Time of day the drill was conducted: 7:00 am - 7:25 am

School Name: Manasquan High School

Location of the Emergency Evacuation Drill: Bus drop off at the front entrance of the school

Route Number(s): 9500, 9501, 7518, 7520, 7521, 7523, 7524, PQS7525, Brielle

Name of the school principal/person(s) overseeing the drill: \_\_\_\_\_

Matt Kukoda, Principal Craig Murin, Maria Eldridge - High School Assistant Principals

Other information relative to the emergency evacuation drill:

# MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT

## March 2025

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Case #	Date of Report	ID Victim	ID Accused	Determination	Discipline/remediation
<b>Manasquan Elementary School</b>					
#11709 & #11711	2/25/2025	5241571034 8683781304	8609532792	Confirmed HIB	In-School Suspension (2 days) Counseling with school counselor
<b>Manasquan High School</b>					
<i>None for this report.</i>					

All victims received counseling.

# Corrective Action Plan (CAP) for Addressing Chronic Absenteeism

Pursuant to N.J.S.A. 18A:38-25.1, in the event that 10 percent or more of the students enrolled in a public school are chronically absent, which means a student has missed 10% or more days of school, the school shall develop a corrective action plan to improve the absenteeism rate. The plan will be presented to the local board of education and reviewed and revised annually until absenteeism rates are below 10%.

**Table 1: Corrective Action Plan (CAP) Overview**

District Name	Manasquan School District
Principal Name & School Name	Matt Kukoda Manasquan High School
Date Presented to the Board of Education	March 11, 2025
Grade Levels	Grade 9-12
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Matt Kukoda, Principal Craig Murin, Assistant Principal Maria Eldridge, Assistant Principal Lesley Kenney, Director of School Counseling Chryseis McHugh, Teacher Lauren Duggan, School Counselor
Start Date of CAP	March 12, 2025

## Systems Processes

In accordance with NJTSS' Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), which is a system to detect patterns, trends, and perception data that could indicate increased risks of a student becoming chronically absent. Data collected for the CA EWS should reflect attendance at multiple levels (school-wide, grade-level, classroom, individual students) to identify target populations and measure the appropriateness and effectiveness of current or proposed interventions. For more information about Data-Based Decision making please refer to Section 4: Data-based Decision Making.

The table below provides a sample of grade-level data that can be considered when developing a corrective action plan. It will be helpful to also reflect on schoolwide and district level data.

**Table 2: Corrective Action Plan Data, Systems Processes- Grade Level Sample**

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
2023-2024 Grade 9-12 Chronic Absenteeism Data	13.9%	Represents a decrease of 2.9% from the previous school year
2022-2023 Grade 9-12 Chronic Absenteeism Data	16.0%	The school saw no change from the previous school year's data
2021-2022 Grade 9-1 Chronic Absenteeism Data	16.0%	Represents a decrease of 1.2% from the previous school year

**Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism**

<b>Unique Student Identifier (Identifying Students At-Risk for Chronic Absenteeism)</b>	<b>Source</b>	<b>Ranges of Absences</b>	<b>Notes</b>
Hispanic Students	Student Information System	15.6% (Based upon % of days absent & possible days present)	Student data was reviewed by subgroup using demographic status
Economically Disadvantaged Students	Student Information System	23.0% (Based upon % of days absent & possible days present)	Student data was reviewed by subgroup using demographic status
Multilingual Learners	Student Information System	30.0% (Based upon % of days absent & possible days present)	Student data was reviewed by subgroup using demographic status

- Do not include information that may identify an individual student.
- Schools can consider reviewing student data specific to student sub-groups to better target their interventions and include in their corrective action plan.

## Additional Data Sources to Consider in Chronic Absenteeism Early Warning System

### Parent/Caregiver Survey

In developing the corrective action plan, the school shall solicit input from parents or guardians of students currently attending the school. The solicitation shall include, at a minimum, a parental survey that includes questions related to parents' beliefs regarding the reasons why students are chronically absent and recommendations on the best ways to improve attendance. Please refer to Section 4: Parent/Guardian Survey for guidance on developing a parent survey.

**Table 4: Corrective Action Plan Data, Parent Survey Results Analysis**

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
	<b>** DATA TO BE INCLUDED IN PLAN FOLLOWING SURVEY**</b>	

## Inventory of Current Strategies

Please review Appendix B: Tier 1 and Tier 2/Tier 3.

Additional data to consider when developing a responsive CAP are the current strategies being implemented by a district. In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 1/Universal strategies currently utilized to encourage students' regular attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy broadly supports your students, or if the strategy is not having the effects envisioned when first implemented.

### Tier 1

**Table 5: Corrective Action Plan Inventory of Current Strategies, Tier 1**

Inventory Current Strategies	Inventory Current Strategies Reflection
<p>A school-wide newsletter will be distributed weekly with the emphasis highlighting the importance of regular, consistent attendance will occur monthly.</p> <p>Automated phone calls are made to parents daily for students who are absent. Personalized letters are sent to students once their absences reach certain benchmarks throughout the year.</p>	<p>This has helped provide parents with accurate information about their children and enhanced communication channels.</p>
<p>Parent presentations include explanations for the benefit of consistent attendance.</p>	<p>Parents who attend these programs are more likely to be engaged in their child's education.</p>
<p>Parent Portal information is available to all parents regarding students attendance, progress and grades.</p>	<p>Parents that monitor their students' records are much more involved in their child's education.</p>

In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 2/3 strategies currently utilized to encourage targeted groups of students or individual students to improve their attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy addresses the specific barrier challenging the students' regular attendance, or if the strategy is not having the effects envisioned when first implemented.

## Tier 2/3

**Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3**

Inventory Current Strategies	Inventory Current Strategies Reflection
An Attendance Committee has been established at MHS to monitor all students' attendance rates. Genesis is utilized to determine/identify students that are in danger of high absence rates.	Monthly letters will be sent to parents to notify them of absences and to ensure accuracy between the school and parent records. The Attendance Committee will also distribute certificates for perfect attendance each semester, Wally Bucks, and other incentives to keep students motivated to attend school daily.
Parent/Teacher/Principal meetings, emails, phone calls are ongoing throughout the year. Attendance, progress and grades are always discussed during these meetings or communications.	Maintaining communication with parents is essential. A lack of consistent communication regarding attendance can lead to a decline.
Referring students to the I&RS Committee is helpful in determining and understanding why some students maintain high absent rates.	The I&RS Committee will meet regularly to address academic challenges, many of which stem from high absenteeism. Developing individualized plans for struggling students and identifying strategies for improvement will be a key focus.
Attendance Officer home visits occur on a regular basis, especially for students with high absenteeism rates.	Historically, the Attendance Officer has been an effective resource in addressing the attendance issues and brings some understanding to the forefront.



## Identified Areas for Improvement


 Beginning

### Factors Contributing Towards Chronic Absenteeism

Please review Section 4: Three Steps for Assessing System Needs.

After collecting and analyzing the data collected earlier in the CAP's development, use the information to memorialize areas identified for improvement and identify the school level data used to inform these conclusions.

**Table 7: Corrective Action Plan Identified Areas for Improvement, Factors contributing towards Chronic Absenteeism**

Area No.	Area Identified for Improvement	What school level data prioritizes this area as needing improvement?
1	Creating a supportive environment where students can thrive and achieve their full potential.	<ul style="list-style-type: none"> <li>Adapt instruction to meet the unique needs of each student, enabling them to progress at their own pace.</li> <li>Offer professional development for teachers to ensure they remain skilled, passionate, and supportive educators who inspire students to succeed.</li> </ul>
2	Foster a strong sense of pride in being part of Manasquan High School.	<ul style="list-style-type: none"> <li>Enhance recognition and celebration of student achievements.</li> <li>Boost school spirit by wearing school colors, sharing positive experiences, and encouraging greater participation in school activities.</li> <li>Expressing pride visibly strengthens the emotional connection to Manasquan High School.</li> </ul>
3	Involve parents in the decision-making process.	<ul style="list-style-type: none"> <li>Improve communication with parents by keeping them informed about upcoming decisions and their significance through various channels like email and social media.</li> <li>Administer surveys to collect parents' opinions and feedback.</li> </ul>
4	Prioritize safety and security for students to ensure that Manasquan High School is the preferred choice for parents seeking the best environment for their children.	<ul style="list-style-type: none"> <li>Foster a culture of respect and inclusion to ensure all students feel safe and supported in attending school.</li> <li>Establish clear policies and practices to address safety concerns promptly, creating a welcoming atmosphere that encourages regular attendance.</li> </ul>

## Data-Informed Strategies to Address Student Absenteeism


 Beginning

Please review Appendix B: Tier 1 and Tier 2/Tier 3. Populate the table below with proposed strategies to address the needs identified in Table 7.

**Table 8: Corrective Action Plan Identified Areas for Improvement, Action Items**

Tier	Data-Driven Strategies	Problem-Solving Team Member(s)	Completion Date
1 Universal	<p><b>Strategy Description:</b> Help teachers create lessons that connect to the students' lives, community and identity to give a student a sense of belonging to the school community. Offer incentives to help combat barriers that prevent students from coming to school. Determine motivating factors and utilize them as incentives.</p> <p><b>Anticipated Outcome:</b> Students that are more engaged in their learning activities are more likely to attend school.</p>	<p><b>Name(s):</b> Matt Kukoda, Craig Murin, Maria Eldridge, Lesley Kenney, Chryseis McHugh, Lauren Duggan</p> <p><b>Name(s):</b> Principal, Assistant Principal, Director, Teacher, Counselor</p>	06/30/26
1 Universal	<p><b>Strategy Description:</b> Make attendance an item for discussion at all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p><b>Anticipated Outcome:</b> By consistently addressing attendance at all school events, stakeholders will develop a greater awareness of its significance, fostering increased parental involvement, enhanced communication, and a collective commitment to supporting students' regular attendance, ultimately leading to a measurable decrease in overall absenteeism rates.</p>	<p><b>Name(s):</b> Matt Kukoda, Craig Murin, Maria Eldridge, Lesley Kenney, Chryseis McHugh, Lauren Duggan</p> <p><b>Name(s):</b> Principal, Assistant Principal, Director, Teacher, Counselor</p>	06/30/26

<p>2 Small Group</p>	<p><b>Strategy Description:</b> Call the families of at-risk students when a student is absent for two or more days in a month. Continue sending quarterly attendance notification letters that highlight the percentage of the school year missed.</p> <p><b>Anticipated Outcome:</b> Reach out to families of at-risk students with personal calls if a student misses two or more days in a month. Maintain the practice of sending quarterly attendance notification letters outlining the percentage of the school year missed.</p>	<p><b>Name(s):</b> Matt Kukoda, Craig Murin, Maria Eldridge, Lesley Kenney, Chryseis McHugh, Lauren Duggan</p> <p><b>Name(s):</b> Principal, Assistant Principal, Director, Teacher, Counselor</p>	<p>06/30/26</p>
<p>3 Individualized</p>	<p><b>Strategy Description:</b> Refer students for additional support and evaluation as needed. For example, if a student is experiencing anxiety, a school support professional—such as a social worker, mentor, counselor, or psychologist—can provide assistance or recommend external resources for parents to consider.</p> <p><b>Anticipated Outcome:</b> By identifying students in need of additional support and evaluation, the school can offer targeted interventions to address underlying factors impacting attendance, such as anxiety or other mental health challenges. This proactive strategy aims to enhance emotional well-being, strengthen coping skills, and create a more supportive learning environment, ultimately leading to improved attendance, higher academic achievement, and overall student success.</p>	<p><b>Name(s):</b> Matt Kukoda, Craig Murin, Maria Eldridge, Lesley Kenney, Chryseis McHugh, Lauren Duggan</p> <p><b>Name(s):</b> Principal, Assistant Principal, Director, Teacher, Counselor</p>	<p>06/30/26</p>

## Interim Review of CAP Progress



### Progress Summary

This table should be completed midway through the school year to examine whether the strategies included in table 7 are having the intended impact on a school's chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they are being implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students' absenteeism.

**Table 9: Interim Progress Summary**

Tier	Data-Driven Strategies	Data-Driven Strategies	Date
1 Universal	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	
2 Small Group	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	
2 Small Group	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	
3 Individualized	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25**</b>	

Percent of population currently Chronically Absent: \_\_\_\_\_ Date: \_\_\_\_\_

## Summative Review of CAP Progress



This table should be completed at the end of the school year to examine whether the strategies included in table 7 are having the intended impact on a school's chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they were implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students' absenteeism in the upcoming school year.

**Table 10: Summative Progress Summary**

Tier	Data-Driven Strategies	Outcome Met Y/N	Completion Date	If outcome not met, % of students receiving intervention that remain CA
1 Universal	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25 **</b>	Y/N		%
2 Small Group	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25 **</b>	Y/N		%
2 Small Group	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25 **</b>	Y/N		%
3 Individualized	<b>** SECTION TO BE COMPLETED AT END OF SY 2024-25 **</b>	Y/N		%

Percent of population currently Chronically Absent: \_\_\_\_\_ Date: \_\_\_\_\_

**Manasquan School District**  
**Curriculum Revisions for BOE Approval – March 11, 2025**

**World Language**

**Revisions:**

- Adjustment of World Language proficiency levels in a sequential, organized continuum toward higher levels of proficiencies reflected in NJSL standards listed in “Objectives” for each instructional unit in curriculum documents for the following courses:

**Manasquan Elementary School**

- Spanish Grades K-2
- Spanish Grades 3-4
- Spanish Grades 5-6
- Spanish Grade 7
- Spanish Grade 8
- French Grade 7
- French Grade 8

**Manasquan High School**

- Conversational Spanish
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- French I
- French II-Honors III
- French III-Honors IV
- French IV-Honors V

**Visual & Performing Arts**

**Revisions:**

- Updated Interdisciplinary Connections linking standards from other content areas (i.e. Social Studies, Media, ELA, Math) to content in Visual & Performing Arts curricula as reflected in “Interdisciplinary Connections” in course title pages for the following courses:

**Manasquan Elementary School**

- Visual Arts Grades K-2
- Visual Arts Grades 3-5
- Visual Arts Grades 6-8
- Performing Arts Grades K-2
- Performing Arts Grades 3-5
- Performing Arts Grades 6-8

**Manasquan High School**

- Art I
- Ceramic II
- Dance Performance II
- Musical Theatre
- Warrior Band

All curriculum documents can be accessed through the district  
Canvas curriculum platform.

**MANASQUAN/SENDING DISTRICTS****Professional Days**

<b><u>Date</u></b>	<b><u>Name</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Cost</u></b>
February 24, 2025	Carolyn Treney	Red Bank	AP Art Round Table Meeting	Yes	None
June 4-6, 2025	Pete Crawley	Atlantic City	NJASBO Conference	No	Registration: \$500.00 Parking: \$100.00
June 4-6, 2025	Tara Tholen-Lobel	Atlantic City	NJASBO Conference	No	Registration: \$500.00 Mileage: \$266.20 Parking: \$100.00
March 27, 2025	Pete Crawley	Whippany, NJ	NJASBO Workshop	No	Registration - \$145.00
June 28 – July 2, 2025	Jesse Place	San Antonio, TX	International Society of Technology Education Conference	No	Registration: \$795.00 Hotel: \$634.32 M&IE: \$333.00 Airfare: \$600.00* Airport Mileage, Parking, Tolls, & Transit: \$250.00* <i>* Estimated maximums subject to travel regulations &amp; actual costs.</i>
April 9-11, 2025	Alicia Narucki	Scranton, PA	Tour of Four PA Colleges	No	Mileage - \$154.16
February 21, 2025	Andrew Bilodeau	NJSIAA	NJSIAA All Star Game	Yes	None
April 7-9, 2025	Jason Bryant	Philadelphia	Main Street Now Conference	Yes	None

*Costs per traveler unless otherwise noted.*

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

<b><u>Date</u></b>	<b><u>Chaperone(s)*</u></b>	<b><u>Subject</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Other Board Costs</u></b>	<b><u>Other Funds</u></b>
February 25, 2025	Chryseis McHugh	Grade 11/12 Medical Interventions	Neptune	Experience Live Transplant Surgery	Yes – 1	Bus - \$400.00	None
March 20, 2025 March 27, 2025 (pending qualification)	Lisa Crowning	Academic Team	Allentown High School	Academic Tournament	No	District Bus - \$55.00 per hour	None
March 7, 2025	Lisa Crowning	Academic Team	Colonia High School	Academic Tournament	Yes – 1	District Bus - \$55.00 per hour	None
April 11, 2025	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 Jenna Platten	ABA Program	Silverball Arcade – Asbury Park	Community Based Instruction - AFLS	No	District Bus (\$55.00 per hour)	None
June 13, 2025	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 Jenna Platten	ABA Program	Bradley Beach	Community Based Instruction - AFLS	No	District Bus (\$55.00 per hour)	None



May 16, 2025	Kimberly Murin Liz Walling Kelly Balon Kristen Minutoli Kim Sulat Caroline Studer Lisa Frye Jenna Platten	ABA Program	Neptune – Fulfill Foodbank	Community Based Instruction - AFLS	No	District Bus (\$55.00 per hour)	None
May 28, 2025	Ryan Graf Jason Snyder Fatima Mulroy Matt Kukoda Nurse – TBD	Grades 10- 12	Edison Convention Center	Network Experience for Trades Careers	Yes-3	District Bus (\$55.00 per hour)	None
May 13, 2025	Leigh Busco Elizabeth Rudder	SAC Students	Brookdale Community College	Be Swell Summit	No	District Bus (\$55.00 per hour)	None
May 22, 2025	Lisa Crowning Christina Virok Gina Martucci Margaret Pollock Alexander Dingwall	Horticulture/ AP Bio Classes	Trenton – Grounds for Sculpture	Horticulture Exploration	Yes-5	District Bus (\$55.00 per hour)	None

\* Chaperones may be substituted by other district employees based on availability.