Manasquan Elementary School Code of Conduct 2025-2026

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 <u>opportunity for all persons/students and to prohibit discrimination because of race, color, creed</u>, 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 Assistant Principal. 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. <u>CD will be assigned for the following day after the referral to allow for written notification.</u> 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	1st Action	2nd Action	3rd 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 Policy 2361, Policy 7523	Teacher Detention with parent contact	Lunch Detention	Central Detention
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	1st Action	2nd Action	3rd 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 assemblies or school trips Policy 5600, Policy 5850	Central Detention and Meeting with Administration	2 days of Central Detention and Parent Conference	In-School Suspension
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	1st Action	2nd Action	3rd 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

Level 4 Infractions:

Infraction	1st Action	2nd Action	3rd 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	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

may defend, but all students who fight will be suspended. Policy 5600			
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, email, or any other method. Policy 5516	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
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 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.
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

Professional Days

Date	Name	Destination	Purpose	Sub	Cost
October 20-23, 2025	Megan Manetta	Atlantic City	NJSBA 2025 Workshop	No	Hotel - $516.00 M/IE - $238.00 Mileage - $200.00 Parking - $100.00

Costs per traveler unless otherwise noted.

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2025-2026 school year

ELEMENTARY SCHOOL

DATE OF DRILL	TIME OF DRILL	LENGTH OF DRILL	COMMENTS	SECURITY DRILLS
July 9th	10:15a.m.	8 minutes		Shelter in Place Drill
July 15th	9:30a.m.	4 minutes		Fire Drill

HIGH SCHOOL

DATE OF DRILL	TIME OF DRILL	LENGTH OF DRILL	COMMENTS	SECURITY DRILLS
July 14th	10:20a.m.	6 minutes		Fire Drill
July 30th	9:00a.m.	60 minutes		Table Top Drill

MANASQUAN/SENDING DISTRICTS

Professional Days

Date	Name	Destination	Purpose	Sub	Cost
October 20-23, 2025	Jaclyn Puleio Peter Crawley Cindy Cimino Rick Coppola Robert Goodall Lesley Kenney Jesse Place Matthew Hudson Alexis Pollock Alfred Sorino Bruce Bolderman Marion Ahern Jaime Malone William Dibble Joseph Loffredo Thomas Pellegrino	Atlantic City	NJSBA 2025 Workshop	No	Hotel - $516.00 M/IE - $238.00 Mileage - $200.00 Parking - $100.00
September 9, 2025	Kelly Balon	Edison	Safety Care Recertification Training	No	Mileage - $38.41 Registration - $799.00
August 4, 2025	Jaclyn Puleio	Stockton University	Educator Evaluation Workshop	No	None

Costs per traveler unless otherwise noted.

MANASQUAN/SENDING DISTRICTS

Student Action
Field Trips

Date	Chaperone(s)*	Subject	Destination	Purpose	Sub	Other Board Costs	Other Funds
September 8, 22, 2025	Kim Murin Elizabeth Walling Kelly Balon Kim Sulat Melissa Hernandez Lisa Frye	ABA CSY Program	Liberty Haven Farm Shoprite - Wall	AFLS Skills	No	District Bus ($55.00 per hour)	None
September 10, 2025	Kim Murin Elizabeth Walling Kelly Balon Kim Sulat Melissa Hernandez Lisa Frye	ABA Program	Kindness Cafe	AFLS Skills	No	District Bus ($55.00 per hour)	None
September 12, 2025	Kim Murin Elizabeth Walling Kelly Balon Kim Sulat Melissa Hernandez Lisa Frye Kristen Minutoli Jackie Wheeler Colin Heinley Kim Sanders Kelly Cosgrove	ABA Program	United Skates	AFLS Skills	No	District Bus ($55.00 per hour)	None
September 15, 29, 2025	Kim Murin Elizabeth Walling Kelly Balon Kim Sulat Melissa Hernandez Lisa Frye	ABA Program	Liberty Haven Farm Shoprite - Belmar	AFLS Skills	No	District Bus ($55.00 per hour)	None

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

August 19, 2025   Page **1** of **1**

POLICY GUIDE

5701 <u>**ACADEMIC INTEGRITY**</u> ~~PLAGIARISM~~

The Board of Education is committed to require a high level of ethical standards for students in the school district that include honesty and integrity in all aspects of their academic program. The Board expects all students to embrace the highest standards of academic integrity in all assignments. Acts of academic dishonesty by students will not be accepted. Students are responsible for complying with the provisions of this Policy and may be subject to disciplinary action for any violation.

Students are expected to be honest in their studies and academic work. Students shall not engage in any of the following prohibited acts that include, but not be limited to:

1. Plagiarizing term papers, themes, essays, reports, images, take-home examinations, and other academic work required of a student in their education program. Plagiarism is presenting work from another source without full acknowledgment that it is not their own work;

2. The deliberate use of false information or the falsification of research or other findings with the intent to deceive. Fabrication includes, but is not limited to, citing information not taken from the source indicated; listing sources in a bibliography that are not used in the project; fabricating data or source information in experiments, research projects, or other academic exercises; and taking a test for another person or allowing others to take a test for one's self;

3. Providing false information to a teaching staff member in an academic assignment such as giving a false excuse for missing a deadline or falsely claiming to have submitted an assignment;

4. Cheating on examinations by any means and obtaining copies of an examination;

5. Preventing other students from completing their assignments including, but not limited to, removing pages from books, willfully disrupting the experiments or work of other students, misrepresenting the contributions of others in a group to give more credit to one particular student for one's personal gain; and compromising and/or damaging the school district's technology;
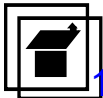
POLICY GUIDE

6.   Using generative artificial intelligence (AI) in violation of Policy 2365 and the district's AI Plan;

7.   Selling, for any fee, or other remuneration, prepare, offer to prepare, cause to be prepared, sell or offer for sale any term paper, thesis, dissertation, essay, report or other written recorded, pictorial, artistic or other assignment knowing, or under the circumstances having reason to know, that said assignment is intended for submission either in whole or substantial part under a student's name in fulfillment of the requirements for a diploma at any school or any educational institution in accordance with N.J.S.A. 18A:2-3.; or

8.   Any other conduct determined by the Principal that compromises the academic integrity of a student's work.
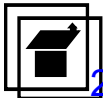
Any violation of this Policy shall be addressed in accordance with Policy and Regulation 5600.

A student may appeal a violation of this Policy in accordance with Policy 5710.

Students shall be informed of the conduct prohibited by this Policy at the beginning of the school year.

N.J.S.A. 18A:2-3

Adopted: 14 June 2011
Revised: 19 August 2025

POLICY GUIDE

2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.

For the purpose of this Policy, "AI" means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.

For the purpose of this Policy, "AI tools" means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, "assignment" means any task or work required of a student as part of a student's educational and co-curriculum program in the district.

The Board recognizes the potential of AI tools to enhance and transform a student's educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district's Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

The Superintendent or designee may designate an AI Coordinator to oversee the use of all AI tools in the district and may designate additional AI Coordinators and/or committees to monitor the use of all AI tools within the district.

The Superintendent or designee, in consultation with district staff and AI Coordinator(s), shall develop the district's AI Plan.
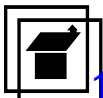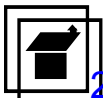
POLICY GUIDE

The district's AI Plan will include details addressing the following issues:

1. An explanation on when, how, and to what extent a staff member may permit a student to use AI in assignments;

2. A procedure for the Superintendent or designee and the AI Coordinator(s) in the district to approve and review a list of recommended AI tools and a process to allow teaching staff members to make recommendations of AI tools for inclusion on or removal from the list.

3. A procedure to inform parents at the beginning of each school year of the permitted uses of AI for assignments in accordance with this Policy and the district's AI Plan;

4. A list of prohibited uses of AI that violate this Policy or the district's Code of Student Conduct, which may include any use of AI which does not align with the conditions set when the assignment was provided to the student; using AI to complete an assignment in a way that falsely represents the assignment as the student's own; using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s); using AI with confidential student or staff personal information; and other prohibited behaviors and/or conduct listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/ Computers and Resources;

5. A list of consequences if a student violates any provision of this Policy or AI Plan;

6. A recommended list of AI platforms that may be used by students in assignments;

POLICY GUIDE

7. A procedure to be used by a staff member to address suspected plagiarism or academic dishonesty using AI in a student's assignment in accordance with the provisions of Policy 5701;

8. A procedure to ensure a student accused of any alleged violation of the provisions of this Policy or the district's AI Plan is provided appropriate due process before making a final determination on the student's conduct in accordance with the provisions of Policy and Regulation 5600 – Student Discipline/Code of Conduct;

9. The method(s) or format(s) to be used by students on how to cite or document content generated from any AI platform that is used in an assignment.

The district's AI Plan will be reviewed and/or revised as needed.

In the event the Superintendent determines a provision(s) of this Policy or the district's AI Plan becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of this Policy or the district's AI Plan. In such case, the Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

Adopted: 19 August 2025

MANASQUAN SCHOOL DISTRICT
Job Description

TITLE: Director of Curriculum and Instruction

QUALIFICATIONS: 1. Valid New Jersey Administrative Certificate with Principal or School Administrator endorsement.
2. Commitment to keep current with workplace innovations that enhance personal productivity.
3. Successful teaching experience. Effective organizational planning and project management skills.
4. 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

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.

Page **1** of **4**

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.   **Participates in** 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 **as they pertain to curriculum and instruction**. 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.   **Serves as the district testing coordinator and facilitates** Oversees student **state** testing programs. Works with staff to ensure consistent standards for the accurate collection, recording, and verification of student data. **Analyzes test results.**

18. **Prepares information and data as requested, and interprets and analyzes the results of tests for school personnel, the Board of Education, parents and other audiences.**

19. **Contributes expertise to the development of the K-12 assessment program, the selection of testing instruments, the design of "alternative" assessments, and other activities.**

20. **Works in cooperation with other administrators in the district to coordinate the district's state testing program.**

21. Monitors the efficacy of instructional interventions that support continuous and measurable improvements in student achievement.

22. Organizes curriculum for summer school intervention **and enrichment** programs.

23. 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.

24. Participates in parent conferences and student planning meetings as needed (e.g., IAT, IEP, etc.).

25. Communicates expectations, provides guidance, and shows an active interest in student progress.

26. Helps staff resolve problems that impede student participation in appropriate learning activities.

27. Upholds the student conduct code. Maintains high expectations for behavior and performance. Helps with pupil management issues. Prepares conduct reports and discipline recommendations.

28. Monitors safety concerns. Works with stakeholders to manage or eliminate risk factors.

29. 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.

30. Supervises the collection, verification, and data entry/recording of program information as directed.

31. Prepares/maintains accurate records. Submits required paperwork on time.

32. Maintains the confidentiality of privileged information.

33. Reports suspected child abuse and/or neglect to civil authorities as required by law.

34. Encourages parent organizations and promotes school-sponsored activities.

35. Pursues growth opportunities that enhance professional performance and advance district goals.

36. Strives to develop rapport and serve as a positive role model for others.

37. Helps students understand and embrace ethical conduct and democratic values.

38. Conducts classroom observations and provides supervision/evaluation of teachers and non-certified staff as assigned by the Superintendent.

39. Evaluates supervisors as assigned by the Superintendent in accordance with state law, Board policy and contractual agreements.

40. Performs other specific job-related duties as directed.

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

42. Monitors staff development and mentoring program **and annually updates and executes the district professional development and mentoring plans**.

43. **Creates and monitors the annual employee evaluation schedule and ensures compliance with statutory, regulatory, and contractual evaluation requirements.**

44. **Manages the curriculum development cycle and monitors district curricula for compliance with state standards and requirements.**

45. **Manages the curriculum writing process including the selection of teachers and approval of curriculum revisions.**

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.

Approved by the Manasquan Board of Education

Adopted: December 16, 2014
Revised: January 23, 2018
Revised: August 20, 2024
Revised: **August 19, 2025**

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.
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 Counselors
School Counseling Department Social Workers
Student Assistance Counselor
School **Counseling** ~~Counselor~~ 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 **school counseling** ~~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 **School Counseling** ~~Guidance~~ Activities
    a. Designs, implements and evaluates the districtwide **school** ~~guidance and~~ counseling program.
    b. Compiles, regularly updates and disseminates in accordance with district procedures a comprehensive description of the K-12 **Counseling** ~~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 **counseling** ~~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-**secondary** ~~high school~~ opportunities through college fairs, individual appointments, print documents, audio-visual materials, **and online programs**.
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-**secondary** ~~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 **school counseling** ~~Guidance~~ Department.
n. Oversees the registration of new students and the transfer of students.
o. Provides for articulation of the **school counseling** ~~guidance~~ program by conducting regular meetings of counselors **and other educational services personnel**.
p. 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**, educational services personnel, and school counseling support staff** for the district.
    b. Evaluates **school counseling** ~~guidance~~ staff, counselors and office personnel in accordance with state law, Board policy and contractual agreements.

3. Testing
    ~~a.~~ **Oversees the administration of the PSAT, SAT, and Advanced Placement tests.** ~~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 **school counseling** ~~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 **school counseling** ~~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 **school counseling** ~~guidance~~-related literature and publications (i.e., School Profile).
    e. Participates in administrative meetings for administrators, directors, and supervisors.
    f. Facilitates articulation experiences for **school counselors** ~~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 **school counseling** ~~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. **District Homeless Liaison**
    a. **Serves as the district homeless liaison.**

    b. **Facilitates communication and cooperation between the school district of residence and the school district where the homeless child or youth resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).**

10. ~~9.~~ Other

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

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.

Approved by the Manasquan Board of Education

Adopted:	August 15, 2017
Revised:	January 23, 2018
Revised:	October 17, 2023
Revised:	August 20, 2024
Revised:	**August 19, 2025**

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

SUPERVISES: Child Study Team Members
Teaching Staff as Assigned
Board Certified Behavior Analyst**s**
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. **Special Education Parent Advisory Group** ~~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.

1.21   Supervises pre-kindergarten program at Manasquan Elementary School.

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.

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.

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.

Approved by the Manasquan Board of Education

Adopted: August 17, 2021
Revised: August 20, 2024
Revised: **August 19, 2025**

MANASQUAN SCHOOL DISTRICT
Job Description

TITLE: High School Principal

QUALIFICATIONS: 1. Valid New Jersey **Administrative Certificate with** Principal **endorsement.** ~~Certificate or eligibility~~
~~2. Minimum experience as determined by the board~~
2. ~~3.~~ Demonstrated leadership skills in the areas of curriculum development, program evaluation, staff development and school improvement.
3. ~~4.~~ Strong interpersonal and communication skills.
~~5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status~~

REPORTS TO: Superintendent

SUPERVISES: All certified and non-certified staff assigned to the **s**~~S~~chool

JOB GOAL: To provide **educational** leadership and managerial oversight to the instructional program and school operations to ensure a school climate that fosters the educational development of each **student** ~~pupil~~.

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.

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8. Conducts ~~periodic~~ observations of teaching staff members; prepares written comments; and offers constructive suggestions for improvement when appropriate.

9. Prepares and submits the **annual** ~~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.~~ **Implements the Board's policy on substance abuse by students, including all reporting, notification, and examination provisions.** ~~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~~ ~~M~~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~~

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~~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. **Attends meetings of county, regional, or state principals.**

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. **Supervises the** ~~Ensures the proper~~ collection, safekeeping, and accounting of school activity funds.

27. Assumes responsibility for all official school correspondence and **public communications on behalf of the school** ~~new releases~~.

28. Orients newly assigned staff members and assists in their **professional** development~~s, as appropriate~~.

29. ~~Assists the Superintendent and the professional staff in planning the wise utilization of funds available to the schools through various federal programs.~~

30. Attends regular meetings of the Superintendent's staff and serves actively to improve communication, cooperation and planning.

31. **Assigns supervisors or other building administrators to supervise departments in the school.**

32. 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 – contract as per Administrative Unit~~

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

Approved by the Manasquan Board of Education

Adopted: October 30, 2007
Revised: <mark>**August 19, 2025**</mark>

MANASQUAN SCHOOL DISTRICT
Job Description

TITLE: Elementary School Principal

QUALIFICATIONS: 1. Valid New Jersey Administrative Certificate with Principal endorsement.
2. Demonstrated leadership skills in the areas of curriculum development, program evaluation, staff development and school improvement.
3. Strong interpersonal and communication skills.
2. Job Experience; minimum three years prior teaching experience.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: All certified and non-certified staff assigned to the school. Teaching and Support Staff Members as Assigned by the Superintendent

JOB GOAL: To provide educational leadership and managerial oversight to the instructional program and school operations to ensure a school climate that fosters the educational development of each student. 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 annual 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. **Implements the Board's policy on substance abuse by students, including all reporting, notification, and examination provisions.** 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 Mmakes 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. **Attends meetings of county, regional, or state principals.**

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. **Supervises the** ~~Ensures the proper~~ collection, safekeeping, and accounting of school activity funds.

27. **Assumes responsibility for all official school correspondence and public communications on behalf of the school.**

28. ~~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.~~

29. ~~Conserves, maintains, and enforces proper use of school plant facilities, educational materials, and supplies by the teaching and non-teaching staff.~~

30. ~~Assists substitute teachers with plans and supplies.~~ Orients newly assigned staff members and assists in their **professional** developments~~, as appropriate~~.

31. ~~Interviews and recommends tuition students per the Board's policy on Tuition Program for Non-Resident Students.~~

32. **Assigns supervisors or other building administrators to supervise departments in the school.**

33. 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.

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.

Approved by the Manasquan Board of Education

Adopted: October 30, 2007
Revised: August 20, 2024
Revised: **August 19, 2025**

Manasquan School District Curriculum 2025-2026

Manasquan High School

Visual and Performing Arts

Course	Dates
Foundations in Art*	Written: August 2015*; August 2019; revised August 2021
Introduction to Sculpture	Written: June 2009; revised August 2015; revised August 2021
AP Studio Art 3-D	Written & Approved by College Board August 2016;
AP Studio Art 2-D	Written & Approved by College Board August 2016;
AP Studio Art: Drawing	Written & Approved by College Board August 2016;
Fine Arts	Written: June 2009; revised; June 2010; August 2015; revised August 2021
Cultural Arts (Crafts)	Written: August 2017; revised August 2021
Ceramics	Written January 2012; revised August 2015: revised August 2018; revised August 202
Ceramics II	Written: August 2023
Graphic Design	Written June 2011; revised August 2015; revised August 2018; revised August 2021
Painting	Written August 2016; revised August 2021
Art I	Written August 2018; revised 2019; revised August 2021
Digital Photography I	Written August 2019; revised August 2021
Digital Photography II	Written August 2020; revised August 2021
Music Theory	Written: August 2010; August 2015; revised August 2021
Arts/Music Practicum*	Written: August 2012; revised August 2021
Improv Jazz I	Written August 2012; revised August 2015; revised August 2021
Improv Jazz II	Written: August 2012; revised August 2015; revised August 2021
Warrior Band	Written: August 2012; revised August 2015; revised August 2018
Symphonic Choir	Written: August 2017; revised August 2021
Entertainment Technology I & II (formerly TV Production)	Written: August 2017; revised August 2021
Fundamentals of Musicianship/Introduction to Music *	Written in 2018; revised August 2019*; revised August 2021
Music Production	Written August 2019; revised August 2021
Introduction to Dance	Written September 2019; revised August 2021
Dance II	Written August 2020; revised August 2021
Advanced Dance	Written August 2020; revised August 2021
A.P. Music Theory	Written August 2016*; revised August 2021
The History & Evolution of TV & Film	Written August 2021
Podcasting	Written August 2021
World Music	Written August 2025
Musical Theatre	Written August 2021

Business & Technology

Course	Dates
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 2021 (formerly Multimedia Tech)
Introduction to Engineering Design (Project Lead the Way)	Written: August 2021, revised August 2025
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, , revised August 2025
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, revised August 2025
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
AP Research	Written: August 2025
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
LGBQT/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/Trig	Written: April 2011; August 2017; revised August 2024, revised August 2025
Algebra II/Trig Honors	Written: August 2020; revised August 2024
Algebra Honors	Written: June 2009; revised August 2011; August 2017; revised August 2024, revised August 2025
Algebra Concepts	Written: July 2011; August 2017
College Algebra	Written August 2021, revised August 2025
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, revised August 2025
Pre-Calc Honors	Written: August 2011; August 2017; revised August 2022
Calculus	Written: 2004; revised 2009; August 2012; revised August 2019; revised August 2024, revised August 2025
Calculus Honors	Written: August 2012; revised August 2019; revised August 2024, revised August 2025
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, revised August 2025
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, revised August 2025
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, revised August 2025
Lab Bio	Written August 2016; revised August 2021, revised August 2025
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, revised August 2025
Lab Physics	Written August 2016; revised August 2020; revised August 2021, revised August 2025
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
Horticulture	Written July 2022, revised August 2025
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, revised August 2025
Botany	Written August 2019; revised August 2021
Forensics	Written August 2019; revised August 2021
AP Physics	Written & approved by College Board July 2020, revised August 2025
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, revised August 2025
US History I Honors	Written: June 2011; revised August 2015; revised August 2022, revised August 2025
US History II	Written: April 2011; revised August 2015; revised August 2022, revised August 2025
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 no longer offered
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, revised August 2025
World History	Written: April 2009; revised August 2015; revised August 2019; revised August 2022, revised August 2025
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
LGBQT/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 2019; 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, Grades 6 – 8 revised August 2025
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, (Grades 6-8) revised August 2025
Algebra I (HS Course of Study)	Written August 2015; revised August 2017; revised August 2024, revised August 2025
Science K-8	Written August 2015; revised August 2016; revised August 2021, revised August 2025
Social Studies K-8	Written: May 2006; revised: August 2012; revised August 2017; revised August 2018; revised August 2022, (Grades 6-8) revised August 2025
Stem Grade 7	Written: June 2015; revised August 2019
Stem Grade 8	Written: August 2016; revised August 2019
Visual & Performing Arts (Cultural Arts Through Literacy)	Written: August 2009; revised August 2014; revised August 2017; revised 2018; Written August 2021, revised August 2025
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), revised August 2025 (Grade 8)
LGBQT/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
Curriculum & Instruction

Jackie Puleio
Director of Curriculum & Instruction
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Mentoring Plan 2025-2026

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 School Improvement Panels (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 Orientation 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 (PLCs), observation conferences and in-service training. Articulation and support will also be provided to new teachers during New Teacher Meetings held throughout the school year.

- **Student Assessment Policies**: Teachers will be introduced to the *District Assessment Policy* during New Teacher Orientation 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 New Teacher Orientation in August. Teachers will then also be provided additional training during a District-wide presentation at the beginning of the school year in September. *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 (PDP)**: 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 New Teacher Orientation in August. Articulation and support will be provided to new teachers during New Teacher Meetings held 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 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 Orientation 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 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 & Instructor oversees the program.
  - o Collaborates annually with each School Improvement Panel (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.
  - o 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 & Instructor; a copy is sent to the Board of Education Office.
- The Board of Education Office is responsible for paying the Mentor.
  - o Mentee pays mentor for service.
  - o Payment is deducted from the mentee's paycheck per paycheck (2x/month).
  - o 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).
  - o 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 Orientation: 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 2025-June 2026

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Increasing student achievement in the following areas: • 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	• 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 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 • Through the expanded implementation of Ready Reading Screening, student achievement on State tests will improve. Data from diagnostic testing and students' MyPath results will be assessed and reviewed to monitor students are performing at grade level. • Continued implementation of targeted intervention in K-8 Mathematics and English/Language Arts using interventionists, Multi-Tiered Systems of Support, and Basic Skills program. • 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 2025-2026.

2	Teaching staff will be provided with ongoing, high-quality professional development opportunities that address identified areas of growth from summative evaluations, as well as staff-selected areas of interest. These opportunities will refine and enhance instructional practice to improve student growth and success.	K-12	• Training will be differentiated to reflect adult learning theory and will leverage the expertise of in-district teacher-leaders through the personalized professional development initiative. • Professional learning will include new formats for delivery (e.g., train-the-trainer model, cohort-based learning, and personalized project pathways) and will align with district initiatives such as curriculum audits, standards alignment, MTSS implementation, i-Ready and DIBELS data analysis, and interdisciplinary instructional planning.
3	Continued implementation of the 2023 updated New Jersey Student Learning Standards (NJSLS) 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	K-12	• 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	• Continue implementation of NJSLS in Math and ELA, along with technology and Career Readiness standards. • Provide targeted PD on Ready Math and Ready Reading Screening in K-8, and Great Minds literacy program implementation in K-4. • Review baseline diagnostic data (i-Ready, MyPath, AP course assessments) to identify student needs. • Facilitate PLC/department meetings to examine data and develop instructional strategies. • Provide resources and training for interventionists, MTSS teams, and Basic Skills programs. • Continue PD with Ready Math and i-Ready tools, led by Deanne Opatosky. • Implement i-Ready Reading screener in Grades K-8 for instructional planning. • Support AP course teachers through ongoing PD and PLC/department collaboration.	• Collaborate in PLCs to analyze student data (test results, formative assessments, AP exams) to evaluate learning and inquiry levels. • Conduct mid-year and end-of-year data reviews. • Adjust interventions based on formative assessment results. • Offer refresher or advanced PD sessions in response to identified needs. • Share AP performance trends and best practices through department PD. • Use i-Ready tools to target small-group instruction based on diagnostic results. • Continue PLC discussions on implementation strategies and data analysis from MyPath and diagnostics.
2	• Launch *Squan PD Warriors* professional development through the train-the-trainer model with GoTeach to deliver personalized professional development for all staff. • Facilitate staff registration for differentiated PD sessions, personalized projects, and cohort-based learning. • Provide training on curriculum audits, standards alignment, MTSS, and instructional data analysis. • Incorporate adult learning theory into session design and delivery. • Support integration of 1:1 technology into lesson plans with a focus on engagement, collaboration, reflection, and post-graduation readiness.	• Gather participant feedback to refine PD offerings. • Monitor impact of PD through observations and PLC discussions. • Continue offering advanced or follow-up sessions in high-impact areas. • Share successful implementation examples across grade levels and departments.
3	• Provide training on most up to date NJSLS, emphasizing integration into all content areas.	• Collaborate in PLCs to discuss curriculum updates and align activities and assessments with NJSLS. • Monitor lesson plans and instructional delivery for standards alignment.

	• Facilitate collaborative planning to embed standards in Social Studies, World Language, Science, Technology, Climate Change, and 21st Century Life & Careers curricula. • Update curriculum documents to reflect alignment.	• Review student work samples in PLCs/Department Meetings to assess alignment. • Provide targeted follow-up professional development in faculty meetings, department meetings, and/or PLCs based on identified needs.

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
        a. Ongoing for 2025-2026 school year completed by June 2026.

4: Resources and Justification

Resources
• Marking period grades and progress reports • Teacher observations and evaluation data (summative and formative) • State testing scores (NJSLA, NJGPA) • AP end-of-course exam results • i-Ready Reading and Math benchmark data, including MyPath reports • DIBELS literacy screening results (Grades K-5) • ACCESS scores for English Language Learners • PLC meeting notes and data review summaries • Lesson plans and unit plans aligned to updated NJSLS • Student work samples and performance tasks • Participation and feedback from personalized professional development sessions • Technology integration evidence from classroom walkthroughs and digital learning tools usage data discussion
Justification
• District data analysis identified continued need to strengthen foundational skills in literacy, math, and science, particularly in early grades, to improve long-term academic success. • AP performance has shown significant growth since implementing the 2022 Action Plan (scores of 3+ increased from 43% in 2021 to 78.6% in 2025), indicating the effectiveness of targeted professional development and PLC collaboration; sustaining and expanding these supports is essential. • Teacher survey results and observation feedback show a strong interest in additional training on instructional technology, inquiry-based learning, and student collaboration strategies to enhance engagement and real-world application.

- The 2023 updated NJSLS in ELA and Math, along with cross-content standards (Social Studies, Science, Technology, Climate Change, Career Readiness), require ongoing curriculum review, alignment, and targeted PD to ensure full implementation with fidelity by 2026.
- Implementation of i-Ready Reading screener in Grades K-8 for the 2025-26 school year will require teacher training, ongoing data analysis, and strategic integration into lesson planning.
- The launch of the *Squan PD Warriors* train-the-trainer module to implement the personalized professional development program in SY2025-26 will increase in-district expertise and variety of professional development that is reflective of feedback received on their summative evaluations and/or personally identified areas for growth. Implementation will support differentiated, teacher-led professional learning aligned to district priorities.

Signature: _____   _____

                    Superintendent Signature   **Date**

MANASQUAN
School District

Nursing Services Plan

2025-26 School Year

Section 1: Description of Nursing Services

- The Manasquan School District School Nursing Department provides quality care, health services and support to all students, faculty, and staff of the district. As the health consultant for each school, nursing services provided to all students include:
- Carrying out the written orders of the medical home and standing orders of the school physician
- Conducting health screening which include scoliosis (ages 10 – 18), height, weight, blood pressure, hearing, and vision
- Monitoring vital signs and general health status for students suspected of being under the influence of alcohol and controlled dangerous substances
- Maintaining student health records
- Recommending to the school principal those students who shall not be admitted or retained in the school building based on a parent's failure to provide evidence of a child's immunization
- Annually reviewing student immunization records to confirm with the medical home that the medical condition for the exemption from immunization continues to be applicable
- Recommending to the school physician exclusion of students who show evidence of communicable disease
- Directing and supervising the emergency administration of epinephrine and training school staff designated to serve as delegates
- Administering medication and Mantoux Tuberculin as outlined in the standing orders
- Directing and supervising the health services activities of any school staff to whom the certified school nurse has delegated a nursing task
- Classroom instruction in areas related to health
- Reviewing and summarizing available health and medical information regarding the students and transmitting a summary of relevant health and medical information to the Child Study Team or to satisfy 504 requests
- Writing and updating, at least annually, the individualized health care plan and the individualized emergency health care plan provisions for any student who requires them
- Implementing and assisting in the development of healthcare procedures for students in the event of an emergency

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- Instructing teachers on communicable disease, infection control and other health concerns
- Ensuring new students provide documentation of a physical exam upon entry
- Ensuring compliance for Athletic Exams within one year of student's participation and coordinating the provision of Athletic Exams for students with no medical home
- Arranging a physical exam, when necessary, for working papers and provide supporting documentation

Section 2: Summary of Medical Needs of Students

Severity of health concerns for students can be classified in the following manner:

Level I: Nursing Dependents:

Nursing dependent students require 24 hour/day, frequently one-to-one, skilled nursing care for survival. Many are dependent on technological devices for breathing (i.e. a student on a ventilator) and/or require continuous nursing assessment and intervention. Without the use of the correct medical technology and nursing care, the student will experience irreversible damage or death.

Level II: Medically Fragile:

Students with complicated health care needs in this category face each day the possibility of a life-threatening emergency requiring the skill and judgment of a professional nurse.

Examples may include but are not limited to: severe seizure disorder requiring medication, severe asthma, sterile procedures, tracheostomy care with suctioning, an unstable or newly diagnosed diabetic with unscheduled blood sugar monitoring and insulin injections, diabetes with insulin pumps requiring monitoring and asthmatics requiring nebulizer treatments

Level III: Medically Complex:

Students with medically complex concerns require daily treatments or close monitoring by a professional nurse. They may have unstable physical and/or social/emotional conditions and the potential for a life-threatening event may exist. Examples include, but are not limited to, ADHD and on medication, anaphylactic event, cancer, immune disorders, moderate to severe asthma (requires use of

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inhaler and peak flow monitoring), adolescent pregnancy, time-sensitive medications, medications with major side effects, unstable metabolic conditions, continuous or intermittent oxygen, and complex mental or emotional disorders.

Level IV: Health Concerns:

At this level the student's physical and/or social/emotional condition is currently uncomplicated and predictable. Occasional monitoring is required, varying from biweekly to annually. Examples include, but are not limited to, dental disease, migraine headaches, sensory impairments, diabetes self-managed by the student, dietary restrictions, eating disorders, orthopedic conditions requiring accommodations and encopresis.

MANASQUAN ELEMENTARY SCHOOL

Grade Levels: Pre-Kindergarten – 8th Grade

Student Population:	467
General Education Enrollment:	**385**
Special Education Enrollment:	**82**

Total Students with Medical Involvement:

Level I: Nursing Dependent	**0**
Level II: Medically Fragile	**6**
Level III: Medically Complex	**44**
Level IV: Health Concerns	**144**

MANASQUAN HIGH SCHOOL

Grade Levels: 9th -12th Grade
Alternative School
CLI/ALB School

Student Population:	**869**
General Education Enrollment:	**758**
Special Education Enrollment:	**111**

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Total Students with Medical Involvement: **301**

    Level I: Nursing Dependent   **1**

    Level II: Medically Fragile   **7**

    Level III: Medically Complex   **37**

    Level IV: Health Concerns   **256**

Section 3: Nursing Services in Emergency Situations

- School nurses have the most significant role in providing services during emergency situations. Their services include:
- Emergency administration of epinephrine via Epipen
- Care of any pupil who becomes injured or ill while at school or during participation in school sponsored functions
- Transportation and supervision of any pupil determined to be in immediate need of care
- Notification of parents or legal guardians of any pupil determined to be in need of immediate medical care
- Administration of medication for pupils requiring epinephrine
- Use of cardiopulmonary resuscitation
- Use of the automated external defibrillator (AED)
- Involvement of local emergency medical services

Section 4: Nursing Assignments by School

The Manasquan School District has three full time nurses:

Jill Lebret, RN, CSN-NJ	Full Time in Manasquan High School
Patricia Cassidy, RN, BSN, CSN-NJ	Full Time in Manasquan Elementary School
Valarie Hannafey, BSN, RN	½ Time in Manasquan High School, ½ Time in Manasquan Elementary School

Section 5: Nursing and Medical Services Provided to Nonpublic Schools: The Manasquan School District does not have any non-public schools within school boundaries.

Additional Roles:

The Certified School Nurse in the Manasquan School District has a multitude of roles within the scope of professional practice. In an ongoing effort to ensure children remain healthy and ready to learn, the school nurse takes on the role of health care provider, investigator, communicator, collaborator, counselor, educator, child advocate, community liaison, recorder, screener, first responder and manager.

Health Care Provider

Within the role of health care provider, the school nurse uses the nursing process, which includes assessing, planning, implementing, and evaluating the nursing care in an ongoing manner. School nurses carry out the development of individualized health care plans (IHCPs), and emergency care plans for each student with acute or chronic health concerns.

Investigator

As investigator, the school nurse seeks information regarding health histories, health practices, risky behavior trends, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing. Consultations with parent/guardians, physicians, social workers, therapists, health agencies, administrators, teachers, guidance counselors, student assistant counselors, child psychologists, physical therapists, behaviorists, learning disability counselors, case managers, resource officers, law enforcement officers, cafeteria, custodial and maintenance staff are sought to gather information. Three areas the school nurse investigates regularly include justification for requests from parents to provide long-term physical education excuse for their student, requests for home instruction without a prescribed treatment plan of return to school, and students enrolled and admitted without vaccination records provided to the health office.

Communicator

As communicator, the school nurse uses a varied approach to share relevant information with students, parents, staff members, physicians, administrators, health care agencies, and government entities. Telephone conferences, personal letters, certified letters, e-mail communications, website updates, personal conferences, departmental meetings, Intervention and Referral Services (I&RS), Child Study Team meetings, re-entry meetings, zoom video meetings and

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interactive webinars represent some of the methods and forums in which health information is communicated.

Collaborator

The school nurse collaborates with nurses within the district, with nurses from the sending districts, from our Magnet and Vocational Schools, our School Physician, and private care providers on a daily or as needed basis. This process involves maintaining confidentiality in shared group knowledge of the client, effective communication and decision making for best client outcomes. Often functioning autonomously as the medical officer of the building, the school nurse practices responsively, respectfully, assertively, and with accountability as she collaborates with other disciplines in the district. The interdisciplinary collaboration of the nurse is demonstrated with the I&RS team, Crisis Team, Code Blue Team, Safety and Security Team and COVID-19 committee. This interprofessional and interdisciplinary partnership creates a team approach designed to work on a common goal for improved outcomes of the students and population served. Unscheduled and impromptu interprofessional and interdisciplinary collaborative interactions occur throughout the school nurse's day, through a sharing of skills and knowledge to improve the population's quality of care, most especially now and throughout the COVID-19 pandemic as guidelines change for self-isolation and self-quarantine of COVID positive and COVID close contact individuals.

Counselor

The school nurse serves in the role of counselor to students, their parents, staff and faculty regarding health issues and personal concerns. Students, staff and faculty present to the nurse with mild to moderate anxiety seeking direction and methods of non-pharmacological management. The school nurse assesses and initiates immediate therapeutic intervention. Relaxation techniques such as diaphragmatic breathing and guided imagery are demonstrated, before considering further intervention. Referrals are made to school psychologists, student assistant counselors, guidance counselors, physicians or mobile crisis responders as needed.

Educator

The role of educator is a vital role for the Certified School Nurse. Informal teaching takes place continuously on a one-on-one basis during the delivery of care to students and staff. Staff education on health topics (asthma, allergies, diabetes, child abuse, convulsive disorder, basic first aid) is provided at in-service meetings or in small groups as needed throughout the year. The Certified School Nurse

conducts in-service for staff delegates on the assessment and treatment of anaphylaxis due to an acute allergic reaction and the administration of Epinephrine Injection. Additionally, the school nurse conducts in-service on the assessment and treatment of students living with diabetes presenting with hypoglycemia due to a dangerous drop in blood sugar and the administration of Glucagon Injection. Parent education is provided through written materials and private discussions.

Child Advocate

As child healthcare advocates, school nurses work closely with staff and families to facilitate health needs to be identified and accommodations are met. This can be a meeting with staff regarding the healthcare needs and allowances of a particular student, a group of students, or representing a student in a court of law. Advocacy extends to include referrals to health agencies, anti-bullying officers, community programs, and the Division Child Protection and Permanency (DCP&P) (formerly known as the Division of Youth and Family Services (DYFS)).

Community Liaison

In the role of community liaison, the school nurse works with local groups and organizations to bring special programs into the school, and the school out to the community. Students and staff have benefitted from the walks for Juvenile Diabetes, the Epilepsy Foundation, the Influenza and COVID-19 Vaccination program, and the Manasquan First Aid Friends and Family Lifesaver Program.

Recorder

A time-consuming role of the school nurse is the role of recorder. A legal health record (State of New Jersey Health History and Appraisal -A45) is maintained apart from the academic record, for each student. Additionally, each visit to the health office is documented to include the date, time and chief complaint, nursing assessment, plan of care, and referral to other professionals if indicated. An accurate account of each student's visit to the health office is maintained through the Genesis program and can reflect patterns of behavior, medical, psychological or environmental issues in the classroom or in the home. Written correspondence from parents or health care providers are incorporated in the student's health record. Data must be collected and recorded for state health agencies related to immunizations, communicable diseases such as MRSA, and COVID-19, waste management of needles and syringes, drug testing for illicit substances, year-round sports participation and employee injuries and workman's compensation.

Screener

Each year the school nurse conducts screening for student height, weight, blood pressure, vision, hearing and scoliosis metrics. The measurements are assessed and recorded on the student's A-45. Referrals to follow up with a physician are made to parents based on these screenings. Screenings are critical and have detected visual impairments, hearing deficiencies, morbid obesity, hypertension, scoliosis and self-mutilating behavior that may have gone undetected if screenings were not done.

First Responder

The School Nurse maintains certification in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Cardiopulmonary Resuscitation (CPR), and the use of an Automated External Defibrillator (AED). The school nurse is a member of the Code Blue (emergency cardiac response) Team.

Manager

With the variety of roles, the school nurse takes on and the variety of needs that must be balanced at any point in time, the school nurse takes on the role of manager. In the school setting, it is essential to assertively manage any health problems that are likely to compromise learning. For this reason, school health care providers prioritize concerns and assign health services staff in a way that achieves this goal. The assignment of school nurses in the Manasquan School District must not be based solely on the student population. Consideration must be given for the special education population, and severity of health concerns present in each building. Severity coding can be broken down into four levels: Nursing Dependent, Medically Fragile, Medically Complex, and Health Concerns.

Manasquan High School and Elementary School – Sports Program

The sports program has always been an added responsibility for the school nurse. Sports applications at the high school level require nursing review, and many require additional remediation. Currently, the school nurse receives, reviews, remediates, and processes sport physicals for all students intending to participate in sports in each of the three seasons. All sport physicals must be reviewed by the

school nurse, before they are reviewed, signed and approved by the school physician, prior to consideration for eligibility.

MHS – Each year sports physicals are reviewed, remediated, and approved for participation to date for the three (fall, winter, spring) competition seasons. Additionally, district students attending county vocational schools (Magnet Schools) are processed through the MHS school nurse prior to participation. In addition to sports physical packets, health history update questionnaires are reviewed, interpreted, remediated if necessary and eventually cleared for participation annually.

MES reviews, remediates and approves approximately 220-275 physicals each year. **180 sports physicals have been reviewed, remediated and approved for participation to date with another anticipated 60 physicals.**

During the month of September the both health offices are busy with Epinephrine and Glucagon injection delegate in-service, reviewing and updating health records, obtaining medication authorization, creating individual care plans, meeting with faculty to discuss students' health concerns, tracking the status of provisional students, and transferring health files in and out of the district due to transfers to and from other schools.

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Manasquan Teacher Rubric

Domain 1: Instructional Planning

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

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)
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. ** Attributes*	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.	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.	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.	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.

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.

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Manasquan Teacher Rubric

Domain 3: Instructional Assessment

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

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

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

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.

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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 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 asses 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)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success; engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good; promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.	Ensures a system of accountability for every student's academic and social success; considers and evaluates the potential moral and legal consequences of decision-making; assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility.	Focuses on accountability for academic and social success of students whose test results threaten the school's standing; makes decisions and takes actions without considering consequences, dealing with them if and when they occur; assumes responsibility for decisions and actions related to mandates.	Associates "accountability" with threats and blame for students' academic and social difficulties; makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them; blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning; draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements.	Acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district; assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Reacts to district, state and national decisions affecting student learning; continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field.	Appears unaware of decisions affecting student learning made outside of own school or district; waits to be told how to respond to emerging trends or initiatives.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	Advocates for children, families, and caregivers.	Advocates for selected causes.	Advocates for self and own interests.

Multidimensional Leadership Performance Rubric

Domain 1 - Shared Vision of Learning
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning 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 c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making	a. collaborates with key stakeholders in the school and/or district to develop and implement a shared vision and mission for learning b. leader's vision and mission align with the vision and mission of the school and/or district 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	a. identifies own vision and mission, and makes them public b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought 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	a. claims to have a vision and mission, but keeps them private b. leader's vision and mission are unrelated to the school and/or district vision and mission c. disregards the need to use a 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.	a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility	a. implements processes and structures that support organizational improvement related to own area of responsibility	a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility	a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead

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.	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 across the school or district 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 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	a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice 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) 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	a. considers proposals for collaborative structures and projects b. encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	a. acknowledges the need for communication and collaboration b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices 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

	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.	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 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 c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them	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 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 c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	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 b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices" c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	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 b. maintains a hands off approach to instruction c. 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.	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 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	a. develops the instructional and leadership capacity of staff that he/she supervises b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	a. invests in activities that promote the development of a select group of leaders b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences	a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students b. 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.	a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and contextualize student achievement, both inside history and projected into the future.	a. develops and/or implements assessment and accountability systems to monitor student progress, uncover patterns and trends, so that current student strengths and needs can be contextualized inside a history that connects changes in teaching and learning to student achievement.	a. assessment and accountability systems, though in place, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other	a. uses "accountability" to justify a system that links student achievement with accolades and blame

	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.	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 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	a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	a. obtains human, fiscal and technological resources and allocates them without an apparent plan b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need b. considers self as the sole leader while allocating unwanted tasks to others
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it

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

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	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 b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity 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	a. models principles of self-awareness, reflective practice, transparency, and ethical behavior b. safeguards the values of democracy, equity, and diversity c. promotes social justice and ensures that individual student needs inform all aspects of schooling	a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others b. holds others accountable for upholding the values of democracy, equity and diversity c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others b. pays lip service to values related to democracy, equity and diversity c. implements strategies that group and label students with specific needs, isolating them from the mainstream

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.	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 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	a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	a. reacts to district, state and national decisions affecting student learning 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	a. appears unaware of decisions affecting student learning made outside of own school or district b. 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.	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
2025-2026
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	1st Action	2nd Action	3rd 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 Violation of electronic use policy Policy #2361, Policy #7523	Teacher Detention	1 Hour After-School Detention	2 Hour After-School Detention
Eating or drinking where prohibited Policy #5600 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 Violation of cell phone and air pods/ear bud/ headphones policy Policy #2361, Policy #7523	Lunch Detention	1 Hour After-School Detention	2 Hour After School Detention Administrative Review
Failure to report to an assigned teacher detention Policy #5600	1 Hour After-School Detention	2 Hour After School Detention	Two 2 Hour After School Detention
Senior Open Lunch infractions, such as proper sign-in/ sign-out procedures, and reporting to Block 4 late Policy #5600	1 Week Suspended Privilege	2 Weeks Suspended Privilege	4 Weeks Suspended Privilege

Student Behavior and Conduct: Level II Infractions

Infraction	1st Action	2nd Action	3rd Action
Leaving class without permission or failure to report to class Policy #5600	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 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	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
Failure to report to an administrative detention Policy #5600	Serve an originally assigned consequence and an additional 1 Hour After-School Detention	Serve an originally assigned consequence and an additional 2 Hour After-School Detention	Serve an originally assigned consequence and an additional 2 Days In-School Suspension
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	1st Action	2nd Action	3rd 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 Gambling on school property Policy #5600 Acts of graffiti Policy #7610 Indecent gestures, abusive or indecent language, directed at students Policy #5600 Violation of the acceptable use policy for access to information, software, and computing board policy Policy #2361	Counselor/CST Check-In Up to 1 Day In-School Suspension Administrative Review	Counselor/CST Check-In Up to 3 Days In-School Suspension Administrative Review	Counselor/CST Check-In Up to 5 Days Out-of-School Suspension Administrative Review
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 Up to 3 Days of In-School Suspension and loss of computer privileges for 10 days Administrative Review	Counselor/CST Check-In Up to 5 Days of In-School Suspension and loss of computer privileges for 20 days Administrative Review	Counselor/CST Check-In Up to 5 Days of Out-of-School Suspension and re-entry conference Administrative Review
Inciting a riot, e.g. food fight Policy #5600 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	Counselor/CST Check-In Up to 3 Days Out-of-School Suspension Administrative Review	Counselor/CST Check-In Up to 5 Days Out-of-School Suspension Administrative Review	Counselor/CST Check-In Up to 10 Days Out-of-School Suspension Administrative Review

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	1st Action	2nd Action	3rd 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			
Terroristic Threat Policy #8468	Counselor/CST Check-In 10 Days Out-of-School Suspension with re-entry meeting Administrative Review		
Activation of false alarm, bomb threat or other disaster alarm Policy #8468			
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			
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 Up to 10 Days In-School or Out-of-School Suspension & Administrative Review pursuant to Law and Board Policy		

| Possession and/or use of firearm/fireworks
Policy #8647, Policy #5611 | |

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**	**9 Unexcused Absences (Semester Course)**	**17 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.