

Policy

CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

The Milltown Board of Education shall establish policies that govern all aspects of district operations. The board expects the educational administration to direct, coordinate and supervise pupils and staff in their efforts to reach goals and objectives adopted by the board.

Within the guidelines of board policy, negotiated agreements and New Jersey law, the board expects the educational administration to:

- A. Provide up-to-date information and sound professional advice to the board, as an aid in informed decision making;
- B. Plan, organize, implement and evaluate the educational programs established by board policy, in order to provide optimum educational opportunities to the pupils of the district;
- C. Provide these optimum educational opportunities at the lowest possible cost;
- D. Use efficient administrative and management procedures including supervision and evaluation of teaching staff, pursuant to law and regulations, and developed after consultation with and among the board, administrators and appropriate staff members;
- E. Coordinate the resources of the community with those of the district;
- F. Keep the board informed of all new legislative actions or changes in code and statute that affect the policies, programs or operations of the district.

Adopted: January 25, 1999
NJSBA Review/Update: December 2008
Readopted: March 24, 2009

Key Words

Administrative Role

Legal References: N.J.S.A. 18A:7A-3 et al. Public School Education Act of 1975
N.J.S.A. 18A:7F-1 et seq. Comprehensive Education Improvement and Financing Act of 1996
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:12-21 et seq. School Ethics Act
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
N.J.A.C. 6A:28-1.1 et seq. School Ethics Commission
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-1.1 et seq. School District Operations
See particularly
N.J.A.C. 6A:32-4.4,-4.5

CONCEPTS AND ROLES IN ADMINISTRATION;
GOALS AND OBJECTIVES (continued)

Possible

<u>Cross References:</u>	*2131	Chief school administrator
	*2210	Administrative leeway in absence of board policy
	3293.1	Signatures/facsimiles
	*4111	Recruitment, selection and hiring
	*4115	Supervision
	*4116	Evaluation
	*4211	Recruitment, selection and hiring
	*4215	Evaluation
	*9000	Role of the board
	*9313	Formulation, adoption, amendment of administrative regulations

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CHAIN OF COMMAND

The authority of the Board is to be transmitted through the chief school administrator along specific paths to person as shown by organizational charts for the district, departments, and schools.

The chief school administrator shall have the freedom to organize and reorganize lines of authority and to revise such charts, subject to Board approval of major changes in organization.

The lines of authority in the charts represent direction of authority and responsibility.

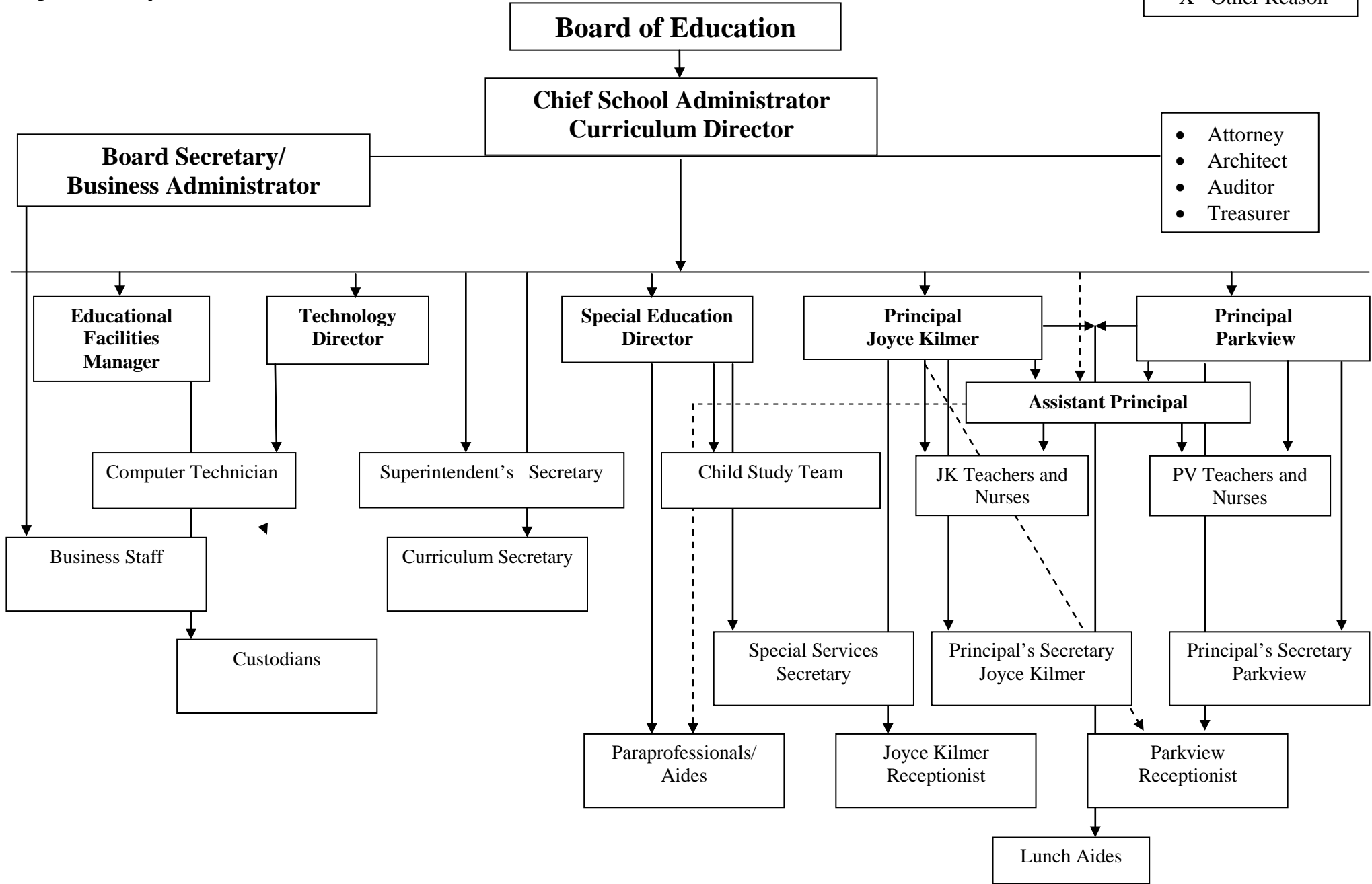
Adopted: September 12, 2000
NJSBA Review/Update: December 2008
Readopted: March 24, 2009

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties

Updated: July 2015

ORGANIZATIONAL CHART

File Code: 2120
 _____ Monitored
 _____ Mandated
 X Other Reason



- Attorney
- Architect
- Auditor
- Treasurer

Regulation

CHAIN OF COMMAND

A. District

- The Administrative chain of command district - wide is as follows:
 1. Chief School Administrator
 2. Principal Parkview
 3. Principal Joyce Kilmer
 4. School Business Administrator / Board Secretary
 5. Assistant Principal
- In the event of the Chief School Administrator's absence, either Principal in charge shall check major actions with the School Business Administrator.

B. Joyce Kilmer School

- The Administrative chain of command school -wide is as follows:
 1. JK Principal
 2. Assistant Principal
 3. Parkview Principal
 4. Chief School Administrator
- If all above are unavailable, then the Child Study Team Coordinator will confer with the veteran teacher in the building and the office staff.

C. Parkview School

- The Administrative chain of command school -wide is as follows:
 1. Parkview Principal
 2. Assistant Principal
 3. Joyce Kilmer Principal
 4. Chief School Administrator
- If all above are unavailable, then the Child Study Team Coordinator will confer with the veteran teacher in the building and the office staff.

Enacted: 8/25/14

Policy

LINE OF RESPONSIBILITY

The Milltown Board of Education shall operate under a unit control system headed by the chief school administrator.

The authority of the Milltown Board of Education is transmitted through the chief school administrator along specific paths from person to person as shown in the organization chart of the school district. The lines of authority represent direction of authority and responsibility. The lines are those approved by the board of education and are intended to establish clear understanding on the part of all personnel of the working relationships in the school system.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. When the board or any board member is approached by a staff member in matters requiring administrative action, that staff member is to be referred to the administrator to whom they are responsible. Personnel are expected to keep the person to whom they are immediately responsible informed of their activities by appropriate means.

Adopted: January 25, 1999
NJSBA Review/Update: December 2008
Readopted: March 24, 2009

Key Words

Unit Control, Dual Control, Line of Authority, Organization Chart

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:17-5 Secretaries, Assistant Secretaries and School Business Administrators
through -14.3
N.J.S.A. 18A:17-15 Chief school administrators and Assistant Chief school administrator
of Schools
through -23
N.J.S.A. 18A:17-24.1 et seq. Shared Administrators, Chief school administrators
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:9-12.3 Authorization
N.J.A.C. 6A:9-12.4 School administrator
N.J.A.C. 6A:9-12.7 School business administrator
N.J.A.C. 6A:32-2.1 Definitions (chief school administrator)

Possible

Cross References: *1312 Community complaints and inquiries
2100 Administrative staff organization
*2131 Chief school administrator
*2210 Administrative leeway in absence of board policy
*3000/3010 Concepts and roles in business and non-instructional operations;
goals and objectives
9123 Appointment of board secretary
*9313 Formulation, adoption, amendment of administrative regulations

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

PRINCIPAL EVALUATION

Administrative Positions/Job Descriptions and Evaluations of Administrators

All administrative and supervisory positions shall be established initially by the Milltown Board of Education upon recommendation of the Chief School Administrator. Prior to creating a new position, the Board will approve a statement of job requirements as prepared by the Chief School Administrator in the following format:

- A. Introductory statement (general purpose of position);
- B. Qualifications and experience required of applicants;
- C. Conditions of work;
- D. Duties and responsibilities

The Board directs the Chief School Administrator to maintain a comprehensive, coordinated set of job descriptions for all positions to promote efficiency in the administration of the schools.

The Chief School Administrator shall supervise development and implementation of the procedures necessary for evaluation of certified and non-certified administrators and supervisors.

The board of education believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of this district, including student achievement of the Common Core State Standards for mathematics and language arts and literacy and the Core Curriculum Content Standards. The board shall implement an effective system for the evaluation of principals, assistant principals, and vice-principals. The purpose of this evaluation shall be to promote professional excellence and improve the skills of principals, assistant principals and vice-principals; improve pupil learning and growth; and provide a basis for the review of performance. The board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

- A. Continual improvement of leadership and instruction;
- B. Meaningful differentiation of performance using four performance levels;
- C. Use of multiple valid measures in determining performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of principals, assistant principals and vice-principals on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

Training

PRINCIPAL EVALUATION (continued)

Principals, assistant principals and vice principals shall be provided:

- A. Training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
- B. Annual updates and refresher training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will observe teaching and/or principal practice for the purpose of increasing accuracy and consistency among observers.

Principal Evaluation

Principals, vice principals, or assistant principals shall be evaluated according to an evaluation rubric. The evaluation rubric shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the principal evaluation rubric shall apply to teaching staff members holding the position of principal, vice principal, or assistant principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

- A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:
 1. The median school wide student growth percentile measure; and/or
 2. The measure of the average student growth objective for all teachers; and
 3. The measure of the administrator goals which shall be developed in consultation with their supervisor and specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 of the school year.
- B. Measures of principal practice including the following components:
 1. A measure determined through a Commissioner-approved principal practice instrument; and
 2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating shall be based on the measurement of the principal, assistant principal, or vice principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice shall be determined by a score on a leadership rubric, which will assess the principal, vice-principal, or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department of Education's website and annually maintained.

Principal, Assistant Principal, and Vice Principal Observations

The chief school administrator, or his or her designee, shall conduct observations for the evaluation of principals. The chief school administrator shall be trained according to law on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

A principal, or a chief school administrator or his or her designee, shall conduct observations for the evaluation of assistant principals and vice principals.

For the purpose of collecting data for the evaluation of a principal, assistant principal, or vice principal, an

PRINCIPAL EVALUATION (continued)

observation may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

Each tenured principal, assistant principal, and vice principal shall be observed at least two times during each school year. Each nontenured principal, assistant principal, and vice principal shall be observed at least three times during each school year, as required by N.J.S.A. 18A:27-3.1.

A post-observation conference shall follow each observation. The post-observation conference shall consist of a meeting, either in-person or remotely, between the evaluator and the principal, assistant principal or vice-principal for the purpose of evaluation to discuss the data collected in the observation.

Post-observation conferences shall include the following procedures:

- A. The supervisor who is present at the observation shall conduct a post-observation conference with the principal, assistant principal, or vice principal being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;
- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the principal, assistant principal, or vice principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;
- C. With the consent of the observed principal, assistant principal, or vice principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication;
- D. One post-observation conference may be combined with the principal, assistant principal, or vice principal's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;
- F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

An additional observation and post-observation conference shall be required as part of the corrective action plan for any principal, assistant principal or vice-principal who has been rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics.

Professional Development Plans

The chief school administrator shall oversee and review for each principal and supervisor, professional development that links to individual, school, and district professional development goals and the school district's professional development plan.

The principals and supervisors shall fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

- A. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (N.J.A.C. 6A:9-15.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principals, or supervisors;
- C. Identifies professional goals that address specific individual, school, or district goals; and

PRINCIPAL EVALUATION (continued)

- D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

If a principal, assistant principal or vice-principal has a corrective action plan, the corrective action plan shall replace content of the individual professional development plan until the next annual summary conference.

Note: see board policy 4131/4131.1 Staff Development

Corrective Action Plans

A corrective action plan shall be developed for each principal, assistant principal or vice-principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the principal, assistant principal or vice-principal evaluated and the chief school administrator or principal's, assistant principal's or vice-principal's supervisor.

A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any principal, assistant principal, or vice principal who is evaluated as ineffective or partially effective in his/her most recent annual summative evaluation. If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum:

- A. One observation in addition to the observations required for the regular evaluation process;
- B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the principal's, assistant principal's or vice principal's goals outlined in the corrective action plan shall be reviewed.

The content of the corrective action plan shall replace the content of the individual professional development plan until the next annual summary conference.

Records

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the district for the purposes of conducting the educator evaluation process pursuant to this chapter shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in this section shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

Adopted:	March 26, 1996
NJSBA Review/Update:	December 2008
Readopted:	March 24, 2009
Revised & Readopted:	January 7, 2014

Key Words

Evaluation, Principal Evaluation, Personnel Evaluation, Principal, Assistant Principal, Vice-Principal Evaluation Rubric

Legal References:	<u>N.J.S.A. 18A:4-15</u>	General rule-making power
	<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
	<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system
	<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:6-119</u>	Definitions relative to the TEACHNJ Act
	<u>N.J.S.A. 18A:6-120</u>	School improvement panel

PRINCIPAL EVALUATION (continued)

<u>N.J.S.A.</u> 18A:6-121	Evaluation of principal, assistant principal, vice-principal
<u>N.J.S.A.</u> 18A:6-122	Annual submission of evaluation rubrics
<u>N.J.S.A.</u> 18A:6-123	Review, approval of evaluation rubrics
<u>N.J.S.A.</u> 18A:27-3.1 through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose
<u>N.J.S.A.</u> 18A:27-10 <u>et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions
<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required professional development for teachers and school leaders
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:9-15.7	Implementation of professional development requirement for school leaders
<u>N.J.A.C.</u> 6A:9-15.8	Requirements for school leader professional development in ethics, law and governance
<u>N.J.A.C.</u> 6A:10-1.1 <u>et seq.</u>	Educator effectiveness
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:10-1.2	Definitions
<u>N.J.A.C.</u> 6A:10-2.2	Duties of district boards of education
<u>N.J.A.C.</u> 6A:10-5.1 <u>et seq.</u>	Components of principal evaluation
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:10-5.1 through -5.3	Components of principal evaluation rubrics
<u>N.J.A.C.</u> 6A:10-5.4	Principal, assistant principal and vice-principals observations
<u>N.J.A.C.</u> 6A:32-5.1 <u>et seq.</u>	Standards for determining seniority

Possible**Cross References:**

*2131	Chief school administrator
*4112.6/4212.6	Personnel records
*4115	Supervision
*4116	Evaluation
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*4231/4231.1	Staff development; inservice education/visitations/conferences
*6143.1	Lesson plans

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

PRINCIPAL EVALUATION

Teaching and Principal Evaluation Rubrics

The teaching and principal evaluation rubrics selected by the district shall meet the following minimum standards (N.J.S.A. 18A:6-123):

- A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
- B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth over a period of time;
- C. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
- D. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;
- E. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;
- F. The rubric is based on the professional standards for that employee;
- G. The performance measures used in the rubric are linked to student achievement;
- H. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
- I. At each observation of a teacher, either the principal, his designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present. The staff member who will be observing shall receive training on the use of the teaching practice observation instrument. The training shall be completed before the evaluator conducts the observation;
- J. An opportunity for the employee to improve his effectiveness from evaluation feedback;
- K. Guidelines for staff training on the use of the educator practice evaluation instrument to support its implementation, and guidelines for the demonstration of competence in the use and implementation of the educator practice evaluation instrument;
- L. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
- M. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources; and
- N. A process for ensuring that the results of the evaluation help to inform instructional development.

As part of the teacher evaluation rubric and the principal evaluation rubric, the board shall approve and adopt both teacher and principal practice evaluation instruments that appear on an approved list provided by the Department of Education.

PRINCIPAL EVALUATION (regulation continued)Measurements of the Principal Evaluation RubricA. Measures of student achievement (N.J.A.C. 6A:10-5.2)

1. The school-wide student growth percentile, where applicable, of all students assigned to the principal;
2. The average of the student growth objective scores of every teacher assigned to the principal; and
3. Administrator goals set by principals, vice principals, and assistant principals in consultation with their supervisor which shall be specific and measurable, based on student growth and/or achievement data.

B. Measures of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument.

Each measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric shall apply. The Department of Education shall provide on its website the required percentage weight of each measure. All components shall be worth the percentage weights or fall within the ranges specified in law (N.J.A.C. 6A:10-5.1c) and board regulation 2130 Principal Evaluation.

Student Growth Percentiles

The student growth percentile (SGP) is a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Student growth percentile can only be calculated in schools that have grades 4 through 8 which are subject to the New Jersey Statewide assessments (see 4116 Teacher Evaluation, Regulation for more specific information on SGP).

The median of all qualifying student growth percentile (SGP) scores in a principal's school will be used in principal evaluation. Principals will be broken into 3 categories:

- A. Multi-Grade SGP Schools – 2 or more SGP grades in school
- B. Single-Grade SGP Schools – 1 SGP grade in school
- C. Non-SGP Schools – No SGP grades in school

Average Student Growth Objective Scores

The average student growth objective (SGO) scores of all teachers, as described in law and board policy and regulation (N.J.A.C. 6A:10-4.2(e)); see 4116 Teacher Evaluation, policy and regulation for more specific information on SGO) shall be a component of the principal's annual summative rating. The average student growth objective scores for assistant principals or vice principals shall be determined according to the following procedures:

- A. The principal, in consultation with the assistant principal or vice principal, shall determine prior to the start of the year, which teachers, if not all teachers in the school, shall be linked to the assistant principal and vice principal's average student growth objective score.
- B. If the assistant principal or vice principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the principal shall make the final determination.

Administrator Goals for Principals, Assistant Principals, or Vice Principals

Administrator goals for principals, assistant principals, or vice principals shall be developed and measured according to the following procedures:

PRINCIPAL EVALUATION (regulation continued)

- A. The chief school administrator shall determine for all principals, assistant principals, or vice principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By April 15 prior to the school year the evaluation rubric applies, the Department of Education shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals;
- B. Principals, assistant principals, or vice principals shall develop in consultation with their supervisor, each administrator goal. Vice principals and assistant principals shall set goals specific to his or her job description or adopt the same goals as his or her principal. If the principal, assistant principal, or vice principal and his or her supervisor do not agree upon the student growth objectives, the supervisor shall make the final determination;
- C. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 annually;
- D. The administrator goal score shall be calculated by the supervisor of the principal, vice principal or assistant principal. The principal, vice principal, or assistant principal's administrator goal score, if available, shall be discussed at his or her annual summary conference;
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;
- F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Percentage Weight Range of Evaluation Rubric Components

Each measure of student growth shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each measure. All components shall be worth the following percentage weights or fall within the following ranges:

- A. The median student growth percentile (SGP), where applicable (principals, vice principals, and assistant principals with administrative responsibilities for grades 4-8) shall be at least 20 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- B. Measure of average student growth objective (SGO) for all teachers shall be at least 10 percent and no greater than 20 percent of evaluation rubric rating as determined by the Department of Education;
- C. Measure of administrator goal, as described above, shall be no less than 10 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- D. Measure of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument, shall be 30 percent of evaluation rubric rating;
- E. Measure of leadership practice, shall be 20 percent of evaluation rubric rating. Leadership practice shall be determined by a score on the Department of Education created leadership rubric and will assess the principal's, vice principal's or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behavior.

Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a principal's annual summative rating.

The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

PRINCIPAL EVALUATION (regulation continued)

Adopted: January 7, 2014

Policy

CHIEF SCHOOL ADMINISTRATOR

The board of education, in compliance with state law, will evaluate the chief school administrator at least annually. Each evaluation shall be in writing, a copy shall be provided to the chief school administrator and the superintendent and the board shall meet to discuss the findings. The evaluations shall be based upon the goals and objectives of the district, the responsibilities of the chief school administrator and such other criteria as the State Board of Education shall by regulation prescribe. Every newly appointed or elected board member shall complete the New Jersey School Boards Association's training program on evaluation of superintendents within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

- A. To promote professional excellence and improve the skills of the chief school administrator;
- B. To improve the quality of the education received by the pupils served by the public schools of the district;
- C. To provide a basis for the review of the job performance of the chief school administrator.

Role and Responsibility of the Board

The role and responsibility of the board in the evaluation of the chief school administrator shall be:

- A. To ensure that each member completes the New Jersey School Boards Association training program on the evaluation of the chief school administrator within six months of the commencement of newly appointed or elected district board member's term of office (N.J.S.A. 18A:17-20.3, b; see board policy 9200 Orientation and Training of Board Members);
- B. After consultation with the chief school administrator, to determine the roles and responsibilities for the implementation of this policy and attendant procedures;
- C. After consultation with the chief school administrator, to prepare an individual plan for professional growth and development of the chief school administrator based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the chief school administrator;
- D. To ensure that a majority of the full membership of the board shall prepare an annual performance report and convene an annual summary conference between the chief school administrator and a majority of the full membership of the board;
- E. To hold an annual summary conference with a majority of ~~the~~ the total membership of the board and the chief school administrator. The annual summary conference shall be held before the written performance report is filed. The conference shall be held in executive session, unless the chief school administrator, subsequent to adequate notice, requests that it be held in public. The conference shall include, but not be limited to, review of the following:
 - 1. Performance of the chief school administrator based upon the job description;
 - 2. Progress of the chief school administrator in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
 - 3. Indicators of student progress and growth toward program objectives.
- F. To prepare, by July 1, subsequent to the annual summary conference, an annual written performance report. The annual performance report shall be prepared by a majority of the full membership of the board and provided to the chief school administrator. This report shall include, but not be limited to:

CHIEF SCHOOL ADMINISTRATOR (continued)

1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description and evaluation criteria in "E" above;
3. Recommendations for professional growth and development;
4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the chief school administrator;
5. An option for the chief school administrator, within 10 days of receipt of the report, to include for performance data which has not been included in the report prepared by the board of education to be entered into the record by the chief school administrator.

The board shall add to the chief school administrator's personnel file, all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth to a chief school administrator's personnel file. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The board may determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant as deemed appropriate to assist the board. The evaluation itself shall be the responsibility of the board.

Role and Responsibility of the Chief School Administrator

The board shall determine the roles and responsibilities of the chief school administrator in consultation with the chief school administrator. The chief school administrator shall provide information and propose procedures for:

- A. The development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the chief school administrator. The evaluation criteria shall include but not be limited to available indicators of pupil progress;
- B. Specification of methods of data collection and reporting appropriate to the job description;
- C. Design of evaluation instruments suited to reviewing the chief school administrator's performance based upon the job description;
- D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written performance report;
- E. After the board's preparation of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report; and
- F. Preparation and review of the Professional Growth Plan for the administrator's professional development.

The policy shall be delivered to the chief school administrator upon adoption. Amendments to the policy shall be distributed within 10 working days after adoption.

Revised & Readopted: 8/27/2018

Regulation

CHIEF SCHOOL ADMINISTRATOR EVALUATION PROCEDURE AND CALENDAR

Procedure

- A. The Board will implement the legal requirements as follows:
1. The Board and CSA shall jointly identify for each school year up to 4 goals and objectives and priorities for the coming year. Alignment to the district strategic plan should be considered where possible.
 2. The CSA will, with the administrative team, shall develop an action plan for each school. Guidelines for plan:
 - a. the major activities involved in achieving the objective;
 - b. approximation of when each activity will be accomplished;
 - c. staff and resources required;
 - d. indicators of success (what events or products will indicate the activity has been achieved);
 - e. based on standardized test data analysis
 - f. constraints
 3. The CSA present each plan to the Board annually and after discussion.
 4. The Board president and the CSA will review the evaluation instrument, the format for reviewing progress towards District goals and objectives, and the calendar of events which lead to accomplishment of the evaluation.
 5. During the school year the CSA is expected to provide the Board with updates on the progress being made on each objective; and the Board president shall apprise the CSA of the CSA's progress related to evaluation standards.
 6. The sum total of the CSA's progress in achieving the District objectives will be recorded in the Annual Summary Evaluation. The CSA will provide a summary of actions and accomplishments related to each goal/objective. Board members will conduct an individual review. A summative evaluation of majority opinion shall be developed by the Board president and presented to the superintendent by June 30th annually. It is explicit that the Board's obligation is to have supplied adequate resources and time to the CSA for the attainment of all objectives.

Evaluation Calendar

The Milltown Board of Education sets forth the calendar below for the evaluation the Chief School Administrator.

Optional Formative Evaluation Schedule

April 1 (by contract) Board submits final draft of current year's written performance report to CSA.

CHIEF SCHOOL ADMINISTRATOR EVALUATION PROCEDURE AND CALENDAR
(continued)

June Board, in consultation with the CSA, identifies areas in need of improvement (PIP) for CSA; CSA develops draft performance goals and objections of CSA, Board request CSA to develop action plan(s); Board and CSA agree on a date for Board review in consultation with CSA and adoption of goals and objectives as well as action plans for the CSA.

September 30(no later than)
Board formally adopts goals and objectives and action plan for CSA.

Required Summative Evaluation

By April 15 CSA enters evidence related to each goal in evaluation system.

By May 15 Individual Board members complete CSA evaluation.

By May 30 Board president writes summative final evaluation and presents to Board during executive session.

June Board finalizes evaluation in executive session
CSA presented with final evaluation.

By June 30 Deadline for Board president or SEC to prepare final Written Performance Report based on evaluation instrument and to submit same to CSA.

All meetings referenced herein shall be held in closed, executive session. If the CSA request any of them be held in public session the same shall be honored.

Revised: November 2016

Exhibit, Job Description

Title: Chief School Administrator/Curriculum Director

Qualifications:

- Demonstrated leadership skills in the areas of curriculum development, program evaluation, staff development and school improvement; central office, school administration and teaching experience as determined by the board
- Demonstrated success with curriculum, personnel management, school finance and strategic planning
- Strong leadership and communication skills
- Required criminal history background check and proof of U.S. citizenship or legal resident alien status
- Valid New Jersey School Administrator Certificate or eligibility

Reports to: Board of Education

Supervises: Every district employee

Job Goal:

To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence. To provide leadership and managerial oversight to the instructional program and school operations, so that each student enrolled in the district may be provided with an appropriate and effective education.

Scope of Responsibility:

Leadership and management responsibilities of the chief school administrator/curriculum director shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the board. Due to the combined functions of this position, the chief school administrator/curriculum director may, with board approval, delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

Performance Responsibilities:

In each of the designated areas, the CSA/Curriculum Director shall:

A. Instructional Leadership:

1. Ensures that a system of thorough and efficient education, as defined in state law and code is available to all students.
2. Ensures that the goals of the school system are reflected in its educational program and operations.
3. Provides for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives and a quality assurance report to the public.

Chief School Administrator, Exhibit (continued)

4. Reviews with staff all curriculum guides and courses of study annually in accordance with a board adopted evaluation schedule. Recommends, for board adoption, curricula, courses, textbooks and time schedules.
5. Ensures implementation and evaluation of all board-approved written curriculum for all subjects and inclusion of mandated programs and state core curriculum content standards.
6. Provides for curriculum articulation among grades and schools in the district and between/among constituent districts in a regional school system or sending-receiving agreement.
7. Encourages staff to develop programs, services and projects that reflects instructional diversity, alternatives and flexibility, while assuring an articulated, consistent education for all students.
8. Ensures the effectiveness of the instructional program by measuring student achievement against state and local standards. Initiates program changes as necessary.
9. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.
10. Seeks out available sources for grant funding to support programs and projects.
11. Assumes responsibility for the management of the school in accordance with law, administrative code and board policies and regulations.
12. Exercises leadership in school-level planning for improvement of instruction.
13. Establishes and maintains an effective learning climate in the school.
14. Keeps professionally current and informed on research-based educational practices.
15. Plans, organizes and supervises all curricular and extracurricular activities.
16. Conducts periodic observations of teaching staff members; prepares written comments; and offers constructive suggestions for improvement when appropriate.
17. Prepares and submits the school's budget requests and monitors the expenditure of funds.
18. Establishes and maintains an efficient office system to support the administrative functions of the school.
19. 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.
20. Approves the master teaching schedule and classroom assignments.
21. Conducts staff meetings as necessary for the proper functioning of the school.
22. Plans and supervises regularly scheduled parent/teacher conferences; and makes arrangements for special conferences as necessary.

B. Personnel Administration:

1. Mentors staff and demands high performance. Implements sound personnel practices.
2. Directs and supervises the administrative staff and through them all district staff.
3. Develops recruitment and retention procedures to assure well qualified applicants for professional and nonprofessional positions. Participates in final candidate interviews, as appropriate, and recommends appointment, transfer, renewal and dismissal of all certified and noncertified staff to the board.
4. Ensures that all staff is observed and evaluated annually in accordance with law and established procedures. Recommends certified and noncertified employees for contract renewal and/or tenure appointment.
5. Provides direction and serves as a resource for management representatives in negotiating with employee bargaining units. Supervises administration of collective bargaining agreements.
6. Recommends and implements the district's professional development plan.

Chief School Administrator, Exhibit (continued)

7. Ensures that all teaching staff members fulfill continuing professional development and receive in-service training required by state/federal laws. Assumes responsibility for the maintenance of appropriate documentation in a central file and timely submission of all required reports.

C. Financial Management:

1. Ensures that the budget implements the district's goals.
2. Ensures implementation of board financial policies and district procedures. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices.
3. Initiates and supervises development of the annual budget, providing opportunity for staff input. Recommends budget and budget priorities for board approval and communicates the educational and monetary impact of the budget to the community.
4. Ensures that the district develops and implements a multi-year (3-5 years) comprehensive maintenance plan.
5. Oversees school facility management to provide safe, efficient and attractive buildings, with strong emphasis on preventative maintenance and custodial care. Ensures annual inspections of each school building for adherence to health and safety codes.
6. Continually assesses business management practices to achieve efficiency.
7. Ensures funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

D. Student Services:

1. Ensures that a system of free appropriate special education and/or related services is available to all pupils with educational disabilities.
2. Develops and oversees the delivery of the district's intervention and referral services for pupils who are experiencing difficulties in their classes and who have not been classified as in need of special education.
3. Develops, in consultation with the school physician, a plan for the provision of school nursing services to be adopted by the board.
4. Confers annually with the administrator of each nonpublic school located in the district to plan for nursing services that may be made available pursuant to law and submits an annual written report to the executive county superintendent.
5. Develops and implements policies and procedures related to missing children and the reporting of allegations of child abuse and neglect.
6. Implements a board-approved program of guidance and counseling services.
7. Ensures access to public education for homeless students in accordance with state and federal law and administrative code.
8. Maintains high standards of student conduct and enforces discipline as necessary in accordance with board policy and the students' rights to due process.
9. Notifies immediately the parent or guardian and the appropriate personnel 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.
10. 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.
11. Plans and supervises fire and other emergency drills as required by law and board policy.

Chief School Administrator, Exhibit (continued)

12. Develops and maintains a master schedule for the academic and extracurricular programs; works cooperatively with the business administrator to schedule community use of the school building and grounds.
13. Attends special events held to recognize student achievement, and other school sponsored activities and functions.
14. Ensures the proper collection, safekeeping, and accounting of school activity funds.

E. School/Community Relations:

1. Promotes community support of the schools. Interprets district programs and services, reports plans, events and activities of interest, and solicits community opinions regarding school and education issues.
2. Presents the district's quality assurance report annually to the community at a regular board of education meeting and submits a copy to the executive county superintendent.
3. Identifies available community resources and linkages to social service agencies that support education and healthy child development.
4. Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction.
5. Maintains contact and good relations with local media.
6. Ensures that district interests will be represented in meetings and activities of municipal and other governmental agencies.
7. Represents the school system and its interests in community organizations, activities and projects.

F. Chief School Administrator – Board Responsibilities:

1. Prepares and recommends short and long range plans for board approval and implements those plans when approved.
2. Attends all regular and special meetings of the board, and participates in a professional leadership role. Designates an administrative staff member to serve in his/her absence, when appropriate.
3. Knows board policy and respects the policymaking authority and responsibility of the board.
4. Recommends drafts of new policies or changes to the board. Establishes guidelines and processes for monitoring implementation of board policies.
5. Collects adequate and reliable information before making recommendations and decisions.
6. Prepares, in conjunction with the board president, agenda recommendations relative to all matters requiring board action, including all facts, information, options and reports needed to assure informed decisions. Provides advice and counsel to the board on matters before it.
7. Provides a communication system to keep the board informed of district issues and critical information needed for decision-making.
8. Anticipates potential problems. Recommends policies or courses of staff action.
9. Keeps the board informed regarding development in other districts or at state and national levels that would be helpful to the district.
10. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
11. Fulfills all statutory obligations and implements the education law of the State of New Jersey and the administrative code of the New Jersey Department of Education.
12. Advises the board of its responsibilities under the School Code of Ethics Act;

Chief School Administrator, Exhibit (continued)

13. Ensures the adoption of policies and procedures regarding required training for board members and the annual distribution, public discussion, and documentation of the Act and the Code of Ethics for School Board Members.

G. Curriculum and Instruction:

1. Educational goals and objectives not otherwise assigned or as requested by the CSA.
2. The development, implementation, review and modification when necessary of the District's curricular programs and curriculum guides.
3. The District's professional development plan including novice teacher mentoring.
4. Mentor/buddy teacher coaching.
5. The articulation of curriculum between the District and any receiving district.
6. The inventory process, the storage needs, and budgetary process of curricula/programs.
7. Assist teachers in the development of their Professional Improvement Plans (PIPs) as they pertain to classroom instruction, including but not limited to conducting in-service workshops and assisting in the location of appropriate in-service and out-of-district workshops.
8. Represent the District, as approved by the CSA, at local, county, regional, and state meetings on matters relating to curriculum and instruction.
9. Supervise preparation and maintenance of all school records. (RtI, Testing, BSIP)
10. Prepare, implement and evaluate all student testing, with appropriate reports of results submitted to the CSA.
11. Administer the efficient use of resources and facilities.
12. Evaluate all school programs and develop plans for immediate and long-term improvement.
13. Expend school funds efficiently, keeping accurate financial records, and follow appropriate accounting procedures.
14. Be in charge of and fully accountable for all financial matters related to all grants.

H. Professional Development Plan and Professional Development Programs:

1. Assist in the mentoring of professional staff.
2. Assist in the recruitment and hiring process of professional staff as required by the CSA.
3. Serve as coordinator of the District's student-teacher/practice-teacher programs.
4. Serve as coordinator of the District's alternate route and teacher-mentor programs.
5. Coordinate professional development of the District staff as it relates to curricular and co-curricular functions.
6. Advise subject matter, grade level, and between grade level articulation activities of the professional staff.
7. Maintain records for all educators districtwide documenting attendance/completion of Professional Development Hours per state requirements

I. Instructional Program:

1. Develop with input from the teaching staff, administration and parents an instructional program which is responsive to school goals and community needs, and which provides for the various abilities, talents and interests of all students. Conduct annual needs assessment and analyze data.
2. Supervise and evaluate the effectiveness of the curriculum and instructional program in terms of student needs and District and building goals; assist with curriculum improvements.
3. Encourage involvement of administrators, teachers and parents in curriculum improvements.
4. Encourage and foster program innovations by staff members to improve the instructional program.

Chief School Administrator, Exhibit (continued)

5. Resolve problems of instruction cooperatively through clinical supervision, peer coaching and improvement planning, providing for remedial assistance where appropriate as directed by CSA.
6. Develop and maintain an effective evaluation system for all students to determine pupil progress and areas of need in achieving an optimum individual educational program. Develop scoring rubrics/common assessments, matrices, and RtI cutoffs.
7. Contribute to the development of school building performance objectives and provide adequate support and supervision to assure their attainment including BSIP and Title I programs.

J. Professional Growth and Development:

1. Keep abreast of trends, developments and research as they pertain to education and school operations.
2. Demonstrate awareness of current trends in education and apply the knowledge and skills when and where applicable.
3. Seek professional self-improvement by participating in educational meetings, workshops and studies outside the school system as approved by the CSA.
4. Be responsible for recommending a plan and annual calendar for the professional development of the staff to increase its knowledge of current practices and trends related to the schools.

Terms of Employment:

Full-time 12 month position; appointed for a period of 3-5 years. Serves in accordance with the terms of the contract between the Board and the CSA/Curriculum Director; salary to be determined by the Board.

Evaluation:

Performance of this job will be evaluated annually by April 30 in accordance with state law, administrative code, and the Board's policy on evaluation of the CSA/Curriculum Director.

Revised: November 2016

Policy

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

In cases where immediate action must be taken within the school system when the Milltown Board of Education has provided no guidelines for administrative action, the chief school administrator shall have the power to act, but his/her decisions shall be subject to review by the board at its next regular meeting.

It shall be the duty of the chief school administrator to inform the board promptly of such action and of the need for policy.

Adopted: March 26, 1996
NJSBA Review/Update: December 2008
Readopted: March 24, 2009

Key Words

Administrative Leeway in Absence of Board Policy, Absence of Board Policy

Legal References: N.J.S.A. 18A:11- 1 General mandatory powers and duties
N.J.S.A. 18A:17-20 Tenured and non-tenured chief school administrators; general powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Possible

Cross References: *3516 Safety
4135.16 Work stoppages/strikes
4235.16 Work stoppages/strikes
*5131.6 Drugs, alcohol, tobacco (substance abuse)
*5141.1 Accidents
*5141.2 Illness
*6114 Emergencies and disaster preparedness
*9311 Formulation, adoption, amendment of policies
*9313 Formulation, adoption, amendment of administrative regulations

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

NONDISCRIMINATION/AFFIRMATIVE ACTION

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, pregnancy in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

The Milltown Board of Education will continue to support its Affirmative Action Resolution, and to implement the district's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

The chief school administrator shall oversee the development and implementation of the three year comprehensive equity plan to ensure that the district provides equality in educational programs and to identify and correct, or assess and prevent, all bias, discrimination and impermissible isolation in policies, practices and facilities of the district. Upon approval of this plan by the state department of education, the board shall adopt it by resolution. The chief school administrator shall report to the board annually on progress toward goals established in the plan. A copy of the district's affirmative action/equity plans and self-evaluation of their achievement shall be available in the district office.

Affirmative Action Officer and Team

The board shall annually designate a member of the staff as the affirmative action officer and form an affirmative action team, of whom the affirmative action officer is a member. The affirmative action officer shall serve as affirmative action/504 officer and/or desegregation coordinator. The affirmative action officer must have New Jersey certification with an administrative, instructional, or education services endorsement. The board shall ensure that all members of the school community know who the affirmative action officer is and how to access him/her.

The affirmative action officer shall:

- A. Coordinate the required professional development training for certificated and non-certificated staff;
- B. Notify all students and employees of district grievance procedures for handling discrimination complaints; and
- C. Ensure that the district grievance procedures, including investigative responsibilities and reporting information, are followed.

The affirmative action team shall:

- A. Develop the comprehensive equity plan in compliance with administrative code;
- B. Oversee the implementation of the district's comprehensive equity plan;
- C. Collaborate with the affirmative action office in coordinating the required professional development training;

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- D. Monitor the implementation of the comprehensive equity plan; and
- E. Conduct the annual district internal monitoring to ensure continuing compliance with state and federal law and code governing educational equity.

Comprehensive Equity Plan

The board directs the affirmative action team to develop a comprehensive equity plan once every three years. The comprehensive equity plan shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

Prior to developing the comprehensive equity plan, the district's needs for achieving equity and equality in educational programs shall be assessed. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers to achieving equity in educational programs.

- A. The needs assessment shall include an analysis of:
 - 1. Student performance data such as National Assessment of Educational Progress and State assessment results;
 - 2. Preschool through grade 12 promotion/retention data;
 - 3. Preschool through grade 12 completion rates; and
 - 4. Re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups;
 - 5. Staffing practices;
 - 6. Student demographic and behavioral data;
 - 7. Quality of program data; and
 - 8. Stakeholder satisfaction data.
- B. The comprehensive equity plan shall address:
 - 1. Professional development;
 - 2. Equality in school and classroom practices;
 - 3. Equality in employment and contract practices.
- C. The comprehensive equity plan shall include:
 - 1. An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, child study team referrals, preschool through grade 12 promotion/retention data, preschool through grade 12 completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within certain group;
 - 2. A description of how other Federal, State, and school district policies, programs, and practices are aligned to the comprehensive equity plan;
 - 3. Progress targets for closing the achievement gap;
 - 4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards, differentiated instruction, and formative assessments aligned to the New Jersey Student Learning Standards and high expectations for teaching and learning; and
 - 5. Annual targets that address school district needs in equity in school and classroom practices and are aligned to professional development targets.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

The comprehensive equity plan shall include goals, objectives, timelines, and benchmarks for measuring progress. The board shall submit the comprehensive equity plan to the executive county superintendent for approval and a copy of the comprehensive equity plan to the New Jersey Department of Education. The board shall initiate the comprehensive equity plan within 60 days of its approval, and shall implement the plan in accordance with the timelines approved by the Department.

Harassment

The board of education shall maintain an instructional and working environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, pupils and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the affirmative action inservice programs required by law for all staff.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to the conduct or communication is made a term or condition of employment or education;
- B. Submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment or education;
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or education;
- D. The conduct or communication has the effect of creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Milltown Public Schools. Harassment by board members, employees, parents, students, vendors and others doing business with the district is prohibited. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or building principal. Anyone else who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the chief school administrator or board president. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including dismissal. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the chief school administrator/board. Law enforcement shall be summoned when appropriate. This policy statement on sexual harassment shall be distributed to all staff members.

Staff or pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a prompt and thorough investigation, and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination or harassment will result in appropriate disciplinary action.

School and Classroom Practices

- A. In implementing affirmative action, the district shall:
 - 1. Identify and correct the denial of equality of educational opportunities for pupils solely on the basis of any classification protected by law;
 - 2. Continually reexamine and modify, as may be necessary, its school and classroom programs; location and use of facilities; its curriculum development program and its instructional materials; availability of

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

programs for children; and equal access of all eligible pupils to all extracurricular programs.

- B. The board shall provide all students with equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:
1. Ensuring equal and barrier-free access to all school and classroom facilities;
 2. Attaining within each school minority representation that approximates the school district's overall minority representation. Exact apportionment is not required; the ultimate goal is a reasonable plan achieving the greatest degree of racial balance that is feasible and consistent with sound educational values and procedures;
 3. Utilizing on an annual basis a State-approved English language proficiency measure for determining the special needs of English language learners and their progress in learning English;
 4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities;
 5. Ensuring support services, including intervention and referral services and school health services; and
 6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

These topics are included in the pupil and instruction policies of the district at 5145.4 Equal Educational Opportunity, 6121 Nondiscrimination/Affirmative Action, and 6145 Extracurricular Activities.

Contract/Employment Practices

The district directs the chief school administrator to ensure that appropriate administrators implement the district's affirmative action policies by:

- A. Adhering to the administrative code in selection of vendors and suppliers; informing vendors and suppliers that their employees are bound by the district's affirmative action policies in their contacts with district staff and pupils;
- B. Continuing implementation and refinement of existing practices and affirmative action plans, making certain that all recruitment, hiring, evaluation, training, promotion, personnel-management practices and collective bargaining agreements are structured and administered in a manner that furthers equal employment opportunity principles and eliminates discrimination on any basis protected by law, holding inservice programs on affirmative action for all staff in accordance with law.

These topics are included in the business and noninstructional operations, and the personnel policies of the district at #3320 Purchasing Procedures, 3327 Relations with Vendors, 4111.1 and 4211.1 Nondiscrimination/Affirmative Action.

Disabled

In addition to prohibiting educational and employment decisions based on nonapplicable disabling condition, the district shall, as much as feasible, make facilities accessible to disabled pupils, employees and members of the community as intended by Section 504 and as specified in the administrative code.

Report on Implementation

The chief school administrator shall devise regulations, including grievance forms and procedures to implement the district's affirmative action policies. He/she shall report to the board annually on the

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

effectiveness of this policy and the implementing procedures.

Revised & Readopted: 1/2/2017

Key Words

Affirmative Action, Discrimination, Americans With Disabilities Act, Access, Nondiscrimination, Sexual Harassment, Harassment, Equal Educational Opportunity, Domestic Partnership Act

Legal References: N.J.S.A. 2C:16-1 Bias intimidation
N.J.S.A. 2C:33-4 Harassment
N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:6-5 Inquiry as to religion and religious tests prohibited
N.J.S.A. 18A:6-6 No sex discrimination
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:26-1 Citizenship of teachers, etc.
N.J.S.A. 18A:26-1.1 Residence requirements prohibited
N.J.S.A. 18A:29-2 Equality of compensation for male and female teachers
N.J.S.A. 18A:35-1 et seq. Curriculum and courses
N.J.S.A. 18A:37-14 Harassment, intimidation, and bullying defined;
through -19 definitions
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.S.A. 18A:38-5.1 Attendance at school
N.J.S.A. 26:8A-1 et seq. Domestic Partnership Act
N.J.A.C. 5:23-1 et seq. Uniform construction code
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
See particularly:
N.J.A.C. 6A:7-1.4,
-1.5, -1.6, -1.7, -1.8
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

New Jersey State Constitution, Article I, Paragraph 5 Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000 et seq. Executive Order 11246 as amended

29 U.S.C.A. 201 § 206 - Equal Pay Act of 1963 as amended

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986)

School Board of Nassau County v. Arline, 480 U.S. 273 (1987)

Vinson v. Superior Court of Alameda County, 740 P. 2d 404 (Cal. Sup. Ct. 1987)

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

State v. Mortimer, 135 N.J. 517 (1994)

Taxman v. Piscataway Bd. of Ed. 91 F. 3d 1547 (3d Cir. 1996)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Saxe v. State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001)

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

Comprehensive Equity Plan, New Jersey Department of Education

Possible

<u>Cross References:</u>	*3320	Purchasing procedures
	*4111	Recruitment, selection and hiring
	*4111.1/4211.1	Nondiscrimination/affirmative action
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4211	Recruitment, selection and hiring
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

RESEARCH, EVALUATION AND PLANNING

As required by law, the chief school administrator shall annually direct development or review of the Milltown School District long- and short-range goals and the plan of action to attain them. Objectives shall be developed with community participation and approved by the board of education; the plan of action shall be prepared in consultation with teaching staff members. The district's plans shall be discussed at a public meeting before the date required by law.

Further, the chief school administrator shall coordinate continual research and evaluation of programs and facilities. The master plan shall be studied and revised periodically to keep it in accord with the changing circumstances and aspirations of the district.

School District Annual Report

An annual report describing progress of the Milltown School District and each school within the district in achieving goals, objectives and standards of the school system and the administrator's recommendations for their improvement shall be prepared by the chief school administrator and presented to the board of education on an annual basis.

This report shall include, when available, the Executive County Superintendent's written analysis of the district's accomplishments.

This report shall also be made available to the public and shall serve as one means on informing parent/guardians as well as citizens of the programs and conditions of the schools.

Quality Assurance

By October 30 of each year, the chief school administrator shall provide a quality assurance report to the public at a regular meeting of the board. The report shall include all information specified in the administrative code. This report shall be disseminated to all staff and parents, and made available to the media.

School-Level Planning

Thirty days after receiving state test scores, the chief school administrator shall submit to the board a profile of each school which shall contain statistical information specified by the State Department of Education. This profile shall be disseminated to all staff and parents, and made available to the media.

As part of the CSA's annual report, the principal of each school in the district shall coordinate development and implementation of a two-year school-level plan based on school report card data. This plan shall include pupil performance objectives, a review of progress by teaching and administrative staff, and the involvement of parents.

The performance objectives shall be based on pupil performance or behavior standards as defined in the administrative code.

RESEARCH, EVALUATION AND PLANNING (continued)

At least once per semester, the principal of each school shall conduct meetings by grade level, department, team or similarly appropriate group to review the school-level plan. The review shall include:

- A. School report card data;
- B. Progress toward achieving pupil performance objectives;
- C. Progress toward achieving core curriculum content standards.

Each principal shall sign a statement of assurance attesting to these activities on the form prescribed by the commissioner of education.

The chief school administrator shall submit each school's objectives to the county chief school administrator for review and approval. The report on the achievement of objectives or progress toward benchmarks for the previous year shall be contained in the annual report.

The chief school administrator will supervise the preparation and timely submission of accurate reports in order to ensure compliance with all federal, state, county and local laws and regulations, board policies, contract terms and conditions. The chief school administrator will promptly prepare and file updates and revisions to reports whenever new information becomes available that would require that an amended report be submitted. The chief school administrator may delegate the preparation and revision of reports to other employees of the board. However, the chief school administrator retains final responsibility for the action taken when tasks are delegated. If the revisions and corrections are so significant as to compromise the basic integrity of the report, the chief school administrator will inform the board president in order that appropriate corrective action may be taken by the board.

Adopted: June 11, 2002
 NJSBA Review/Update: December 2008
 Readopted: March 24, 2009
 Readopted: September 21, 2015

Key Words

Research, Evaluation, Planning, Long-range Plan, Multi-year Maintenance, School Level Plan

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7A-11</p> <p><u>N.J.S.A.</u> 18A:7A-14 <u>N.J.S.A.</u> 18A:7F-4</p> <p><u>N.J.S.A.</u> 18A:7F-6 <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:10A-1.1 <u>et seq.</u></p> <p><u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-2.1 <u>N.J.A.C.</u> 6A:32-12.1 <u>N.J.A.C.</u> 6A:32-12.2</p>	<p>Evaluation of performance of each school Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills Review of evaluation of district performance Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil Approval of budget by Commissioner Standards and Assessments <i>Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts</i> Long-Range Facilities Plans Evaluation of the Performance of School Districts Definitions Reporting requirements School-level planning</p>
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RESEARCH, EVALUATION AND PLANNING (continued)

N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A., 6301 et seq.

Manual for the Evaluation of Local School Districts

Possible

Cross References: *1120 Board of education meetings
*1220 Ad hoc advisory committees
*2255 Action planning for T&E certification
*3510 Operation and maintenance of plant
*5020 Role of parents/guardians
*6142.2 English as a second language; bilingual/bicultural
*6171.4 Special education
*7110 Long-range facilities planning
*9130 Committees

*Indicates policy is included in the Critical Policy Reference Manual.

ACTION PLANNING FOR STATE MONITORING NJQSAC
NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM

The board of education recognizes that it has important functions under the New Jersey state monitoring system: Quality Single Accountability Continuum (QSAC). The board shall comply with the requirements of the Department of Education's three year monitoring system by completing the District Performance Review (DPR). The district shall be assessed in the following five key areas:

- A. Instruction and Program;
- B. Personnel;
- C. Fiscal managements;
- D. Operations Management;
- E. Governance.

The chief school administrator shall take the following steps to oversee the efficient completion of the District Performance Review every three years as required by law:

- A. District Performance Review form shall be completed by the district committee. The chief school administrator shall determine the total number of people that will serve on the committee. The chief school administrator shall appoint the following persons to the committee, and, in his or her discretion, may include other persons on the committee with the approval of the board of education:
 - 1. Chief school administrator;
 - 2. One or more members of the administrative staff;
 - 3. One or more teaching personnel, representative of different grade levels and/or;
 - 4. The business administrator and assistant superintendent for curriculum and instruction, as well as other appropriate personnel;
 - 5. One or more member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit; which may include the teaching personnel otherwise appointed in "3" above; and
 - 6. One or more members of the board selected by the board.
- B. The chief school administrator shall:
 - 1. Ensure that the process used by the committee in completing the District Performance Review provides for participation and input by all committee members;
 - 2. Consult with the committee in formulating a response to all weighted quality performance indicators of each component of school district effectiveness;
 - 3. Ensure that the responses in District Performance Review encompass and reflect the circumstances that exist in the school district; and
 - 4. Ensure that all responses to the District Performance Review can be verified by data and supporting documentation or otherwise and provide this verification to the department upon request. (N.J.A.C.

ACTION PLANNING FOR NJQSAC (continued)

6A:30-3.2 District Performance Review)

Additionally, the chief school administrator shall ensure the district's compliance with all indicators when it is within his/her power to do so. He/she shall inform the board in a timely fashion of any areas in which board action is required to bring the district into compliance, and suggest to the board feasible plans of action.

Upon completion of the proposed responses to the District Performance Review, the board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education. The proposed responses to the District Performance Review and statement of assurance shall be presented to the board for approval by resolution.

The board shall ensure that:

- A. The proposed responses to the District Performance Review and statement of assurance shall be posted on its internet site, if one exists, at least five working days prior to the date fixed for the meeting, and shall make it available for examination by the public at the district board offices or another reasonable location;
- B. Notice of the meeting shall be published as required by the Open Public Meetings Act and this notice shall inform the public that the District Performance Review and statement of assurance will be discussed at the meeting and the times and manner in which members of the public may view the proposed responses to the District Performance Review; and
- C. At the public meeting the public shall have the opportunity to comment and be heard with respect to the proposed responses to the District Performance Review. The public shall have the opportunity to submit written comments prior to the meeting, as well. (N.J.A.C. 6A:30-3.2 District Performance Review)

If the school district fails to satisfy the evaluation criteria, the board of education shall cooperate in undertaking corrective action plans indicated by the executive county superintendent and pursuant to the New Jersey administrative code.

Certification requirements for teaching staff members shall not be violated.

Equivalency and Waiver Procedures

The board may apply to the commissioner for a waiver of a specific rule or an equivalent means of implementing a rule through alternate procedures so long as the following criteria are met:

- A. The spirit and intent of New Jersey statutes, applicable federal laws and regulations, and the administrative code are served by granting the equivalency or waiver;
- B. The provision of a thorough and efficient education to the students in the district is not compromised as a result of the equivalency or waiver; and
- C. There will be no risk to student health, safety or civil rights by granting the equivalency or waiver.

All applications for equivalency and waivers shall be in accordance with N.J.A.C. 6A:5-1.4 and shall be signed by the chief school administrator and approved by the board of education.

Adopted: October 25, 2011

<u>Legal References:</u>	<u>N.J.S.A. 18A:7A-10</u>	Evaluation of performance of each school
	<u>N.J.S.A. 18A:7A-14</u>	Review of evaluation of district performance
	<u>N.J.S.A. 18A:7F-1 et al.</u>	Comprehensive Educational Improvement and Financing Act
	<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception

ACTION PLANNING FOR NJQSAC (continued)

	<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory
		Equivalency and Waiver
		Standards and Assessments
<u>N.J.A.C. 6A:8-1.1 et seq.</u>		
<u>N.J.A.C. 6A:23A-9.5</u>		Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C. 6A:30-1.1 et seq.</u>		Evaluation of the Performance of School Districts
<u>See Particularly</u>		
<u>N.J.A.C. 6A:30-2.1, 3.2, 5.2</u>		
<u>N.J.A.C. 6A:32-2.1</u>		Definitions
<u>N.J.A.C. 6A:32-12.1</u>		Reporting requirements
<u>N.J.A.C. 6A:32-12.2</u>		School-level planning
<u>N.J.A.C. 6A:32-14.1</u>		Review of mandated programs and services

Possible

Cross References:

*1120	Board of education meetings
*1220	<u>Ad hoc</u> advisory committees
*2240	Research, evaluation and planning

*Indicates policy is included in the Critical Policy Reference Manual.