

CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

The Elizabeth Board of Education shall establish policies that govern all aspects of district operations. The board expects the educational administration to direct, coordinate and supervise students 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 students 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.

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Legal References: N.J.S.A. 18A:7A-3 et al. Public School Education Act of 1975
N.J.S.A. 18A:7F-43 et seq. School Funding Reform Act of 2008
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

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

Policy

LINE OF RESPONSIBILITY

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

The authority of the 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. Personnel are expected to keep the person to whom they are immediately responsible informed of their activities by appropriate means.

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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
through -14.3 Administrators
N.J.S.A. 18A:17-15 Superintendents and Assistant Superintendent of
through -23 Schools
N.J.S.A. 18A:17-24.1 et seq. Shared Administrators, Superintendents
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:9B-12.3 Authorization
N.J.A.C. 6A:9B-12.4 School administrator
N.J.A.C. 6A:9B-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 noninstructional operations; goals
and objectives
9123 Appointment of board secretary
*9313 Formulation, adoption, amendment of administrative regulations

PRINCIPAL EVALUATION

The Elizabeth 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 New Jersey Student Learning 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 student 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. School district personnel decisions.

Evaluation Rubrics

Annually, on or before June 1, the board will submit to the Commissioner of Education, the evaluation rubric(s) to be used to assess the effectiveness of principals, vice principals, and assistant principals for the Commissioner's approval. The board shall ensure that the evaluation rubric complies with the standards established by the State Board of Education and currently established at N.J.S.A. 18A:6-123 and codified at N.J.A.C.6A:10-5.1 and as detailed in board regulation at this file code (2130), including but not limited to:

- A. Measures of student achievement;
- B. And measures of principal practice including observation.

In the event the board fails to timely submit an evaluation rubric for approval, the model rubric shall be used to assess the effectiveness of principals, vice principals, and assistant principals.

PRINCIPAL EVALUATION (continued)Training

Prior to conducting an observation for the evaluation of a principal, the chief school administrator/designee shall complete training in the evaluation rubric approved for the principal title. The evaluation rubric must have been approved by the Commissioner of Education and the board prior to its use in the district as an evaluative measure. The chief school administrator shall be trained on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

Prior to conducting an observation for the evaluation of a vice principal or assistant principal, the chief school administrator/designee or principal shall complete training in the evaluation rubric approved for the vice principal or assistant principal title. The evaluation rubric must have been approved by the Commissioner of Education and the board prior to its use in the district as an evaluative measure.

Collective Bargaining

No collective bargaining agreement entered into after July 1, 2013 may contain terms that conflict with any provision of board policy and regulation and the Teacher Effectiveness and Accountability for the Children of New Jersey Act (N.J.S.A. 18A:6-117 et seq.). The district's Commissioner approved evaluation rubric shall not be subject to collective negotiations.

Principal Evaluation

The components of the principal evaluation rubric shall apply to professional staff members appointed to the position of principal, vice principal, or assistant principal and holding a valid and effective standard, provisional, or emergency administrative certificate issued by the State Board of Examiners.

The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123 and N.J.A.C. 6A:10-5.1, including, but not limited to:

- A. Student achievement;
- B. Principal practice; and
- C. Principal observations.

The chief school administrator or his 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 most recent annual summative evaluation.

Principal, Assistant Principal, and Vice Principal Observations

The chief school administrator, or his or her designee, shall conduct observations for the evaluation

PRINCIPAL EVALUATION (continued)

of principals.

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 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. During the first year of employment, the three required observations shall be completed by April 30. The number of required observations shall be prorated if the principal, assistant principal or vice principal has been employed for less than one academic year on April 30.

Each evaluation shall be followed by a post-observation conference between the principal, assistant principal or vice principal and his or her superiors in order to determine whether recommend re-appointment, identify any deficiencies, extend assistance for their correction and improve professional competence. 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 to discuss the data collected in the observation. Post observation conferences shall be conducted according to law and board procedure (see: 2130 Principal Evaluation, Regulation).

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. The chief school administrator or principal shall determine the length of the observation.

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 individual professional development plans shall be derived from the results of observations, evidence, and recommendations included in the annual performance evaluation of the principal, assistant principal or vice-principal (see: 2130 Principal Evaluation, Regulation and board policy 4131/4131.1 Staff Development).

Corrective Action Plans

Each principal, assistant principal or vice-principal, rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, shall develop a corrective action plan in consultation with the chief school administrator/designee. The corrective action plan shall be developed and conducted according law and board procedure 2130 Principal Evaluation, Regulation.

The content of the corrective action plan shall replace the content of the individual professional

PRINCIPAL EVALUATION (continued)

development plan required in N.J.A.C. 6A:9C-3.4(c) and 3.7(c) until the next annual summary conference. The corrective action plan shall remain in effect until the school leader receives his or her next summative evaluation rating.

The content of the corrective action plan shall:

- A. Address areas in need of improvement identified in the evaluation rubric that resulted in the partially ineffective or ineffective rating;
- B. Include specific, demonstrable goals for improvement;
- C. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
- D. Include timelines for meeting the goal(s).

The corrective action plan shall remain in effect until the principal, assistant principal or vice-principal receives his or her next summative evaluation rating.

There shall be no minimum number of teaching staff member working days that a teaching staff member's corrective action plan can be in place.

Records

The board shall include all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part the teaching staff member's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and 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.

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of a district board of education for the purposes of conducting the educator evaluation process, including, but not limited to, digital records, 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 policy shall be construed to prohibit the New Jersey Department of Education or the district from, at its discretion, collecting evaluation data or distributing aggregate statistics regarding evaluation data.

Certification

Annually, the chief school administrator shall certify to the Department of Education that all supervisors of teaching staff members in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

PRINCIPAL EVALUATION (continued)

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Legal References: N.J.S.A. 18A:4-15 General rule-making power, State Board of Education
N.J.S.A. 18A:4-16 Incidental powers conferred, State Board of Education
N.J.S.A. 18A:6-10 et seq. Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:6-117 et seq. Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act
See particularly:
N.J.S.A. 18A:6-119 Definitions relative to the TEACHNJ Act
N.J.S.A. 18A:6-120 School improvement panel
N.J.S.A. 18A:6-121 Evaluation of principal, assistant principal, vice-principal
N.J.S.A. 18A:6-122 Annual submission of evaluation rubrics
N.J.S.A. 18A:6-123 Review, approval of evaluation rubrics
N.J.S.A. 18A:6-126 Conflicts with collective negotiations agreements
N.J.S.A. 18A:6-127 Research-based mentoring program
N.J.S.A. 18A:6-128 Ongoing professional development; corrective action plan
N.J.S.A. 18A:26-8.2 "School leader" defined; training as part of professional development
N.J.S.A. 18A:27-3.1 Evaluation of non-tenured teaching staff
 through -3.3
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher
N.J.S.A. 18A:27-4.1 Board of Education, procedure for certain personnel actions
N.J.S.A. 18A:27-10 et seq. Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
N.J.S.A. 18A:28-5 Requirements for tenure
N.J.S.A. 18A:28-5.1 Tenure upon transfer to an underperforming school
N.J.S.A. 18A:29-14 Withholding increments; causes; notice of appeals
N.J.A.C. 6A:9C-1.1 et seq. Required professional development for teachers and school leaders
See particularly:
N.J.A.C. 6A:9C-3.2 Components of professional development
N.J.A.C. 6A:9C-3.3 Standards for professional learning
N.J.A.C. 6A:9C-4.2 District- and school-level plans for professional development implementation
N.J.A.C. 6A:9C-4.3 Requirements for and implementation of school leaders' individual professional development plans
N.J.A.C. 6A:10-1.1 et seq. Educator effectiveness
See particularly:
N.J.A.C. 6A:10-1.2 Definitions
N.J.A.C. 6A:10-2.2 Duties of district boards of education

PRINCIPAL EVALUATION (continued)

- N.J.A.C. 6A:10-5.1 et seq. Components of principal evaluation
See particularly:
N.J.A.C. 6A:10-5.1 Components of principal evaluation rubrics
 through -5.3
N.J.A.C. 6A:10-5.4 Principal, assistant principal and vice-principals
 observations
N.J.A.C. 6A:32-5.1 et seq. 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

Regulation

PRINCIPAL EVALUATION

GENERAL STATEMENT

The board of education directs the chief school administrator to oversee the implementation of the evaluation process for all principals, vice-principals and assistant principals. The board recognizes that the procedures for the implementation of the evaluation process shall in part depend on the specific procedural instructions accompanying the board adopted evaluation rubrics and practice instruments. Therefore, the board directs the chief school administrator to dedicate the supervisory staff necessary to conduct the evaluation process according to such instruction within the time frames detailed in law and board policy.

STAFF RESPONSIBLE

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

Position	Summary of Main Responsibilities
Chief school administrator	<ul style="list-style-type: none"> • General policy and procedure oversight within the district • Developing and recommending for board adoption the evaluation rubrics and practice instruments • Complete training and ensure all administrators conducting evaluations receive training on the evaluation process • Conduct observations and designate staff to conduct observations and post-observation conferences • Report district evaluation data to the board
Building principal	<ul style="list-style-type: none"> • General oversight of policy and procedures in the school • Conduct observations and post-observation conferences of assistant and vice principals
Principal, vice principal, assistant principal	<ul style="list-style-type: none"> • Receive training in observation, evaluation rubrics, practice instruments
School leader	<ul style="list-style-type: none"> • Complete training in implementation of the evaluation rubric, fully and appropriately observe and evaluate staff members pursuant to district policy
Board of education	<ul style="list-style-type: none"> • Approve evaluation rubric and practice instruments • Annually readopt teacher evaluation policies and procedures

PRINCIPAL EVALUATION (regulation continued)**DEFINITIONS**

"Observation" means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement. Short observations shall last at least 20 minutes. Long observations shall last at least 40 minutes or one class period, whichever is longer.

"School leader" means a district staff member who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement, however for the purposes of Policy File Code 2130 and Regulation File Code 2130, the term does not include the chief school administrator.

"Student growth objective" means an academic goal that teachers and evaluators set for groups of students.

"Student growth percentile" means 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.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor endorsement.

"Teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the State Board of Examiners and is assigned a class roster of students for at least one particular course.

"Teaching staff member" means a member of the professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position, or employment of such character that the qualifications for such office, position, or employment require him or her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners.

PROCEDURES

As part of the evaluation rubric, the board shall approve and adopt a principal practice evaluation instrument that appears on an approved list provided by the Department of Education or shall obtain Commissioner approval to implement a district evaluation instrument.

Annually the chief school administrator shall submit the evaluation rubric by June 1 for Commissioner approval by August 1. The evaluation rubrics shall include all relevant minimum standards set forth in (N.J.S.A. 18A:6-123):

A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;

PRINCIPAL EVALUATION (regulation continued)

- B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth from one year's measure to the next year's measure;
- 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 or her 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 or her effectiveness from evaluation feedback;
- K. Guidelines regarding training and the demonstration of competence on the evaluation system to support its implementation;
- L. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently (the Commissioner has developed suggested calibration protocols that can be accessed [here](#));
- M. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources;
- N. A process for a school district to obtain the approval of the commissioner to utilize other evaluation tools; and
- O. A process for ensuring that the results of the evaluation help to inform instructional development.
- P. The chief school administrator shall ensure that the Board approved evaluation rubric is filed with the Commissioner of Education on or before June 1 of each school year. ([Additional rubric information can be found at the AchieveNJ website.](#))

PRINCIPAL EVALUATION (regulation continued)Training

The chief school administrator shall ensure that all principals, vice principals, assistant principals and supervisors successfully complete the required training detailed in board policies 2130 Principal Evaluation and 4116 Evaluation of Teaching Staff Members.

The chief school administrator is directed to:

- A. Complete annual training on the evaluation rubric for all principals being evaluated in the school district. Training shall include all evaluation rubric components including detailed descriptions of student achievement components, and all aspects of the principal practice and principal observation components of the evaluation instruments. Such training shall be completed before the chief school administrator conducts his or her first observation.
- B. Complete training on the educator practice instruments for the evaluation of teaching staff members.
- C. Complete annual updates and/or refresher training on the educator practice instruments for the purpose of increasing accuracy and consistency among observations.
- D. Annually, the chief school administrator shall certify to the Department of Education that all supervisors of teaching staff members who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

The chief school administrator is further directed to:

- E. Establish a training program that includes instruction on each component of the Commissioner approved evaluation rubric for all principal, assistant principal, and vice-principal who are being evaluated, with more comprehensive training for any principal, assistant principal, and vice-principal who is being evaluated for the first time. The training shall include detailed descriptions of all evaluation rubric components including detailed descriptions of student achievement measures, principal practice and principal observations.
- F. Provide training on the Commissioner approved principal practice instrument for any supervisor who will conduct observations for the purpose of evaluating teaching staff members. Training must be completed before the supervisor conducts his or her first observation for the purpose of evaluation.
- G. Annually provide updates and refreshers on the approved educator practice instruments for each supervisor who will observe educator practice for the purpose of increasing accuracy and consistency among observers.
- H. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete two co-observations during the academic year.
 - 1. Co-observers shall use the co-observation to promote accuracy in scoring, and to continually

PRINCIPAL EVALUATION (regulation continued)

train themselves on the instrument.

2. A co-observation shall count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4

The chief school administrator shall notify all teaching staff members of the adopted policies and procedures by October 1 of each academic year. The board shall also ensure that the chief school administrator notifies newly hired staff of the evaluation policies and procedures within the first ten days of employment and that all teaching staff members are notified of any revisions to policy or procedure within ten days of adoption or issuance.

Measurements of the Principal Evaluation Rubric

- A. Measures of student achievement (N.J.A.C. 6A:10-5.2) shall be used to determine impact on student learning and the approved principal evaluation rubric shall include the following student achievement components:
 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.

Student Growth Percentiles

The schoolwide student growth percentile score shall be included in the annual summative rating of principals, assistant principals, and vice principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If a principal, assistant principal, or vice principal is employed in more than one school, the chief school administrator shall assign to the administrator, as appropriate, the schoolwide student growth percentile from one school and shall notify the administrator at the beginning of the school year of the school student growth percentile assignment.

The New Jersey Department of Education shall calculate the schoolwide student growth percentile for principals, assistant principals, and vice principals.

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

PRINCIPAL EVALUATION (regulation continued)

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. ([More information can be found here.](#))

Administrator Goals

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

- 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 in which the evaluation rubric applies, the Department 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 designated supervisor, each administrator goal.
- C. Each vice principal and assistant principal 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 administrator goal score, the principal, assistant principal, or vice principal's supervisor shall make the final determination.
- D. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the principal, vice principal, or assistant principal and his or her designated supervisor by October 31 of each academic year, or within 25 work days of the principal, vice principal, or assistant principal's start date if he or she begins work after October 1.
- E. The administrator goal score shall be calculated by the designated 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 and recorded in his or her personnel file.

Measures of Principal Practice

Measures of principal practice shall include a measure determined through a Commissioner-approved principal practice instrument, and may include 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.

PRINCIPAL EVALUATION (regulation continued)

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.

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 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. During the first year of employment, the three required observations shall be completed by April 30. The number of required observations shall be prorated if the principal, assistant principal or vice principal has been employed for less than one academic year on April 30.

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 or electronic 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;

PRINCIPAL EVALUATION (regulation continued)

- 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.

Each school leader shall create, implement, and complete an individual professional development plan (PDP) 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:9C-3.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the school leader;
- C. Identifies professional goals that address specific individual, school, or district goals; and
- D. Grounds professional learning in objectives related to improving teaching, learning, and student achievement, and aligns to the school and/or school district plan for professional development; and
- E. Includes training on: school law, ethics, and governance; and other statutory requirements related to student safety, bullying and harassment, and well-being.
- F. The chief school administrator/designee shall:
 1. Review each school leader's individual PDP and individual training needs to ensure alignment to district goals and the school district's plan for professional development;
 2. Meet with the principal, supervisor, or other school leader at mid-year to assess progress toward his or her PDP's completion or modification; and
 3. Review the individual PDP's status as part of the principal's, supervisor's, or other school leader's annual performance evaluation.

Note: see board policy 4131/4131.1 Staff Development

Corrective Action Plans

A principal, assistant principal and vice principal are included in the definition of teaching staff member, in accordance with N.J.A.C. 6A:10-1.2 Definitions.

PRINCIPAL EVALUATION (regulation continued)

- A. For each principal, assistant principal or vice principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by that principal, assistant principal or vice principal and their designated supervisor. If the principal, assistant principal or vice principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination. The corrective action plan shall be developed according to the procedures detailed in board policy 2130 Principal Evaluation and 4131/4131.1 Staff Development.
- B. The corrective action plan shall be developed and the principal, assistant principal or vice principal and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation;
- C. When the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the principal, assistant principal or vice principal and his or her designated supervisor shall meet to discuss the corrective action plan within 25 teaching staff member working days following the school district's receipt of the teaching staff member's summative rating;
- D. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
1. Address areas in need of improvement identified in the evaluation rubric;
 2. Include specific, demonstrable goals for improvement;
 3. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
 4. Include timelines for meeting the goal(s).
- E. The principal, assistant principal or vice principal's designated supervisor and the teaching staff member on a corrective action plan shall discuss the principal, assistant principal or vice principal's progress toward the goals outlined in the corrective action plan during each required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The principal, assistant principal or vice principal and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.
- F. Progress toward the principal, assistant principal or vice principal's goals outlined in the corrective action plan shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals.
- G. Progress toward the teaching staff member's goals outlined in the corrective action plan may be used as evidence in the school leader's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
- H. Responsibilities of the evaluated employee on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's

PRINCIPAL EVALUATION (regulation continued)

designated supervisor.

- I. A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any school leader pursuant to N.J.S.A. 18A:6-121(c), where the school leader was rated ineffective or partially effective in his or her most recent annual summative evaluation. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the school leader's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

The chief school administrator shall ensure principals, vice principals and assistant principals with a corrective action plan receive one observation and a post-observation in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation, as described in N.J.A.C. 6A:10-1.2 and 5.4.

The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

There shall be no minimum number of teaching staff member working days that a teaching staff member's corrective action plan can be in place.

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.

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of a district board of education for the purposes of conducting the educator evaluation process, including, but not limited to, digital records, 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 policy shall be construed to prohibit the New Jersey Department of Education or the district from, at its discretion, collecting evaluation data or distributing aggregate statistics regarding evaluation data.

REGULATION HISTORY

Date:	December 23, 2013
First Reading:	November 21, 2013
Second Reading:	December 23, 2013
NJSBA Review/Update:	December 2018
Readopted:	June 13, 2019

PRINCIPAL EVALUATION (regulation continued)

CROSS REFERENCES

2131 Chief School Administrator
4116 Evaluation of Teaching Staff Members
4116 Evaluation of Teaching Staff Members, Regulation
4131/4131.1 Staff Development
4131/4131.1 Staff Development, Exhibit

Exhibit: Superintendent of Schools Annual Performance Report

Superintendent: [Click to enter Superintendent's name](#)

School Year(s): [Click here to enter school years.](#)

District: [Click here to enter school district.](#)

The Board of Education met on [Click here to enter a date.](#) to discuss and compile this Annual Performance Report of both the progress toward the achievement of the district's goals and the Superintendent's leadership skills.

In this meeting we reviewed the completed evaluation from [Choose a number.](#) board members. The resulting Annual Performance Report was prepared as required by N.J.S.A. 18A:17-20.3 and N.J.A.C. 6A:10-8.1.

Progress Toward District Goals

District Goal #1: Click here to enter goal description.	
Indicators of Student Progress: Click here to enter indicators.	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: Click here to enter remarks.	

District Goal #2: Click here to enter goal description.	
Indicators of Student Progress: Click here to enter indicators.	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: Click here to enter remarks.	

Exhibit: Superintendent of Schools Annual Performance Report

Progress Toward District Goals (con't)

District Goal #3: <i>Click here to enter goal description.</i>	
Indicators of Student Progress: <i>Click here to enter indicators.</i>	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: <i>Click here to enter remarks.</i>	

District Goal #4: <i>Click here to enter goal description.</i>	
Indicators of Student Progress: <i>Click here to enter indicators.</i>	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: <i>Click here to enter remarks.</i>	

Exhibit: Superintendent of Schools Annual Performance Report

Progress Toward District Goals (con't)

District Goal #5: <i>Click here to enter goal description.</i>	
Indicators of Student Progress: <i>Click here to enter indicators.</i>	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: <i>Click here to enter remarks.</i>	

Exhibit: Superintendent of Schools Annual Performance Report

Leadership Standards

Standard 1: Mission, Vision and Core Values		
<i>Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
<input type="checkbox"/>	PROFICIENT	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Standard 2: Governance, Ethics and Professional Norms		
<i>Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
<input type="checkbox"/>	PROFICIENT	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Exhibit: Superintendent of Schools Annual Performance Report

Leadership Standards (Con't)

Standard 3: Operations Management		
<i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
<input type="checkbox"/>	PROFICIENT	The superintendent manages school district operations in a manner that promotes student success.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent has had uneven success in the operations management of the district. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent does not manage school district operations in a manner that promotes student success.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Standard 4: Curriculum, Instruction, Assessment and School Improvement		
<i>Effective Leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction, and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
<input type="checkbox"/>	PROFICIENT	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Exhibit: Superintendent of Schools Annual Performance Report

Leadership Standards (Con't)

Standard 5: Community of Care, Equity and Family Engagement		
<i>Effective education leaders engage families and the community in meaningful and beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent has consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engages families and the community in a mutually beneficial manner to promote each student's success and well-being.
<input type="checkbox"/>	PROFICIENT	The superintendent has cultivated and promoted an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent had some success in cultivating and promoting an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent did not have success in cultivating and promoting an inclusive, caring, and supportive school community for students nor in engaging families for the success and well-being of all students.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Standard 6: Professional Capacity/Community of School District Personnel		
<i>Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.</i>		
<input type="checkbox"/>	EXEMPLARY	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
<input type="checkbox"/>	PROFICIENT	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
<input type="checkbox"/>	AREA FOR GROWTH	The superintendent has some success in developing the professional capacity/ community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<input type="checkbox"/>	UNSATISFACTORY	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
<input type="checkbox"/>	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating: <i>Click here to enter remarks.</i>		

Exhibit: Superintendent of Schools Annual Performance Report

Leadership Standards (Con't)

The Superintendent demonstrates strength(s) in the following standards:	
<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks: <i>Click here to enter remarks.</i>	

Of the six standards, which areas require professional growth and improvement?	
<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks: <i>Click here to enter remarks.</i>	

OVERALL SUMMARY EVALUATION COMMENTS/REMARKS
<i>Click here to enter comments/remarks.</i>

Board President

Superintendent

Date: _____

Date: _____

Adopted: June 13, 2019

Exhibit Job Description

TITLE: SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR

QUALIFICATIONS:

1. Valid New Jersey School Administrator Certificate or eligibility.
2. An earned master's degree with a major in educational administration, special education or related field such as curriculum and supervision.
3. Central office, school administration and teaching experience as determined by the board.
4. Demonstrated success with curriculum, personnel management, school finance and strategic planning.
5. Strong leadership and communication skills.
6. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
7. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment.

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 and to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency and a minimum of waste 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 superintendent 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. The superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

PERFORMANCE RESPONSIBILITIES:

Instructional Leadership

SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR (continued)

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.
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 the New Jersey Student Learning 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 staffs to develop programs, services and projects that reflect 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. Keeps professionally current and informed on research-based educational practices.
12. Reports to the board of education regarding educational programs and facilities of the district.

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 appropriately certified and 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. Suspends staff.
6. Provides direction and serves as a resource for management representatives in negotiating with employee bargaining units.
7. Supervises administration of collective bargaining agreements.
8. Recommends and implements the district's professional development plan.
9. 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

SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR (continued)

appropriate documentation in a central file and timely submission of all required reports.

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.

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.

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.

SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR (continued)

2. Identifies available community resources and linkages to social service agencies that support education and healthy child development.
3. Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction.
4. Maintains contact and good relations with local media.
5. Ensures that district interests will be represented in meetings and activities of municipal and other governmental agencies.
6. Represents the school system and its interests in community organizations, activities and projects.

Board Responsibilities

1. Provides leadership in the implementation of the district's vision, mission, and goals.
2. Serves as a non-voting member of the board of education and a non-voting *ex-officio* member of all committees created by the board, to participate in discussions and serve as a resource. The CSA will not count toward the quorum of the committee.
3. Prepares and recommends short- and long-range plans for board approval and implements those plans when approved.
4. 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.
5. Knows board policy and respects the policymaking authority and responsibility of the board.
6. Recommends drafts of new policies or changes to the board. Establishes guidelines and processes for monitoring implementation of board policies.
7. Collects adequate and reliable information before making recommendations and decisions.
8. 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.
9. Provides a communication system to keep the board informed of district issues and critical information needed for decision-making.
10. Anticipates potential problems. Recommends policies or courses of staff action.
11. Keeps the board informed regarding development in other districts or at state and national levels that would be helpful to the district.
12. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
13. 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.
14. Advises the board of its responsibilities under the School Code of Ethics Act; 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.

SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR (continued)

Policy Development

1. As chief school executive, carries out the policies of the board, exhibiting common sense in the implementation of policy and the interpretation of policy language.
2. Advises the board of the need for new, revised or deleted policies and prepares policy drafts for board approval.
3. Supervises the effective implementation of all constitutional or statutory laws, state regulations, and board policies.
4. Makes such rules, procedures/guidelines and forms and give such instructions to school employees and students as may be necessary to implement board policy.
5. Supervises the efficient maintenance and dissemination of all board of education policy documents.
6. Acts on own discretion if action is necessary in any matter not covered by board policy, reports such action to the board as soon as practicable and prepares draft policy for review, modifications if necessary, and adoption by the board.

TERMS OF EMPLOYMENT: Twelve months; Appointed for a period of 3-5 years; Serves in accordance with the terms of the contract between the board and the superintendent.

Salary to be determined by the board, with approval by the executive county superintendent consistent with NJDOE regulations.

ANNUAL EVALUATION: Performance of this job will be evaluated annually and prepared by July 1 in accordance with compliance NJ State law and the provisions of the board's policy on evaluation of the superintendent.

Effective Date: July 1, 2019

Approved: June 13, 2019

LEGAL REFERENCES:

<u>N.J.S.A. 13:1f-19 et seq.</u>	<u>School Integrated Pest Management Act</u>
<u>N.J.S.A. 18A:6-7.1-7.5</u>	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A. 18A:7A-10</u>	New Jersey Quality Single Accountability Continuum
<u>N.J.S.A. 18A:7A-11</u>	Reports by school districts, commissioner; interim review
<u>N.J.S.A. 18A:7E</u>	School report card and efficiency programs
<u>N.J.S.A. 18A:7F-43</u>	<u>School Funding Reform Act of 2008</u>
<u>N.J.S.A. 18A:12-21</u>	<u>School Ethics Act</u>
<u>N.J.S.A. 18A:12-24</u>	School officials; prohibited conduct
<u>N.J.S.A. 18A:16-1</u>	Officers and employees in general
<u>N.J.S.A. 18A:16-1.3</u>	Notification of dismissal for cause of non-tenured certificated employee
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
<u>N.J.S.A. 18A:17-15-21</u>	Appointment of superintendents; terms
<u>N.J.S.A. 18A:17-24.1-24.9</u>	Superintendents and school business administrators shared by two or more

SUPERINTENDENT, CHIEF SCHOOL ADMINISTRATOR (continued)

	districts; approval
<u>N.J.S.A. 18A:17-46</u>	Act of violence; report by school employee; notice of action taken; annual report
<u>N.J.S.A. 18A:27-4.1</u>	Appointment, transfer, removal, or renewal of officers and employees; exceptions
<u>N.J.S.A. 18A:36-24 et seq.</u>	Missing and abused children
<u>N.J.S.A. 18A:37</u>	Discipline of pupils
<u>N.J.S.A. 34:5A</u>	<u>N.J. Worker and Community Right to Know Act</u>
<u>N.J.S.A. 52:17B-9.8a,-9.8c et al</u>	Missing child defined; marking of missing; child's record; notification of requests for marked records; marking of missing child's birth certificate; notification of requests for copy of marked certificate
<u>N.J.A.C. 6A:5</u>	Regulatory equivalency and waiver
<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:8</u>	Standards and assessment
<u>N.J.A.C. 6A:9</u>	Professional licensure and standards
See particularly:	
<u>N.J.A.C. 6A:9-3</u>	Professional standards for teachers and school leaders
<u>N.J.A.C. 6A:9B</u>	State board of examiners
See particularly:	
<u>N.J.A.C. 6A:9B-10</u>	Requirements for instructional certificate
<u>N.J.A.C. 6A:9B-11</u>	Requirements for administrative certification
<u>N.J.A.C. 6A:9C</u>	professional development for teaching staff members and school leaders
See particularly:	
<u>N.J.A.C. 6A:9C-3.4 to -3.6</u>	Required professional development for teachers
<u>N.J.A.C. 6A:9C-3.7 and -3.8</u>	Required professional development for school leaders
<u>N.J.A.C. 6A:10</u>	Educator effectiveness
See particularly:	
<u>N.J.A.C. 6A:10-2.1 et seq.</u>	Evaluation of teaching staff members
<u>N.J.A.C. 6A:10-8.1 et seq.</u>	Evaluation of chief school administrators
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:15</u>	Bilingual education
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:17</u>	Students at risk of not receiving a public education
<u>N.J.A.C. 6A:23A</u>	Fiscal accountability, efficiency and budgeting procedures
<u>N.J.A.C. 6A:26</u>	Educational facilities
<u>N.J.A.C. 6A:26-2</u>	Educational facilities; long range facilities plan
<u>N.J.A.C. 6A:26-3</u>	Educational facilities; capital project review
<u>N.J.A.C. 6A:27</u>	Transportation
<u>N.J.A.C. 6A:30</u>	Evaluation of the performance of school districts
<u>N.J.A.C. 6A:32</u>	School operations
<u>N.J.A.C. 6A:32-3.2</u>	Requirements for the code of ethics for school board members and charter school board of trustee members
<u>N.J.A.C. 6A:32-7.3</u>	Pupil records
<u>N.J.A.C. 12:100-4.2</u>	Occupational Safety & Health Standards Adoption by reference

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

29 CFR 1910.1030 - Bloodborne Pathogens Standard,

20 U.S.C. 1400 et seq., Individuals With Disabilities Education Act (IDEA), reauthorized 1997, P.L. 105-17
(formerly the Education for All Handicapped Act)

Every Student Succeeds Act, Pub. L. 114-95, Title 1, 20 U.S.C.A. 6301 et seq.

29 CFR 1910.1450 - Occupational Exposure to Hazardous Chemicals in Laboratories Standard

CHIEF SCHOOL ADMINISTRATOR

The Elizabeth 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 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 students 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 total membership of the board and the chief school administrator. The annual summary conference shall be held before the written

CHIEF SCHOOL ADMINISTRATOR (continued)

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:
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 student 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. A summary of key indicators of system performance aligned with the Elizabeth Public Schools Data Dashboard;
 6. 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,

CHIEF SCHOOL ADMINISTRATOR (continued)

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 student 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. At least fourteen days (14) prior to the board's formal evaluation, the chief school administrator will submit to the board a self-appraisal, which shall address the following:
 1. Performance summary letter;
 2. Accomplishments report;
 3. Student achievement report;
 4. District information;
 5. Goals and performance measurements report;

Each Board member will receive a copy of the chief school administrator's self-appraisal which will be used in completing the evaluation of the chief school administrator;

- F. 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.
- G. 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.

Date:	November 13, 1986
Revised:	June 25, 2009
First Reading:	June 11, 2009
Second Reading:	June 25, 2009
Revised:	September 16, 2010
First Reading:	August 19, 2010
Second Reading:	September 16, 2010
Revised:	January 23, 2014
First Reading:	December 23, 2013
Second Reading:	January 23, 2014

CHIEF SCHOOL ADMINISTRATOR (continued)

Revised: May 10, 2018
 First Reading: April 19, 2018
 Second Reading: May 10, 2018
 NJSBA Review/Update: December 2018
 Readopted: June 13, 2019

Legal References:

NOTE: These legal references pertain primarily to the chief school administrator's employment and evaluation. Many specific responsibilities are assigned by other statutes and administrative code regulations.

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
<u>N.J.S.A.</u> 18A:17-15 through -21	Appointment of superintendents; terms;
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>See particularly:</u> <u>N.J.S.A.</u> 18A:17-20.3	Evaluation of superintendent's performance
<u>N.J.S.A.</u> 18A:17-24	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared administrators, superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:28-3 through -6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 40A:65-1 <u>et seq.</u>	Uniform Shared Services and Consolidation Act
<u>N.J.A.C.</u> 6A:9-3.4	Professional standards for school leaders
<u>N.J.A.C.</u> 6A:9B-12.1	Requirements for administrative certification
<u>N.J.A.C.</u> 6A:10-8.1	Evaluation of chief school administrators
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the performance of school districts
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment of teaching staff
8 <u>U.S.C.</u> 1101 <u>et seq.</u>	Immigration and Nationality Act

Possible

<u>Cross References:</u>	*2000/2010	Concepts and roles in administration; goals and objectives
	*2121	Line of responsibility
	*4111	Recruitment, selection and hiring
	*4211	Recruitment, selection and hiring
	*9000	Role of the board
	*9400	Board self-evaluation

Student Achievement

- 1 % of Grade K-2 students Proficient - R, LA, Math
- 2 % of Grade 3-5 students Proficient - LA, Math
- 3 % of Grade 6-8 students Proficient - LA, Math
- 4 % of Grade 9-10 students Proficient - LA, Math
- 5 % of Grade 11 students Proficient - LA, Math
- 6 % of students Proficient in Science - 4th/8th

Early Childhood

- 7 District's average Classroom Assessment Scoring System (CLASS)
- 8 % of classrooms with CLASS score above 6

Achievement Gap

- 9 Difference in % of students proficient in Reading/LAL/Math between highest and lowest groups

Adequate Yearly Progress (AYP) Status

- 10 % of schools meeting AYP

School Attendance

- 11 % of students present - Average Daily Attendance (ADA)

High School

- 12 % of students completing HS in 4 years
- 13 % of entering 9th graders moving on to 10th grade
- 14 % of retained 9th graders moving on to 10th grade
- 15 Average SAT score
- 16 Average AP score

Operational Excellence

Safety/Security

17 # of State reportable incidents—K-8/HS

Budget

18 An unqualified external annual audit

Human Resources

19 % of teaching/staff positions filled first day of school

20 Staff retention rate, excluding retirements

21 % Highly Qualified Teachers (HQT)

22 % of staff present (ADA)

Transportation

23 % of buses on time

Information Technology

24 % of information system up time

Food Services

25 % of students qualifying for free/reduced lunch

Plant and Property

26 % facility check list compliance

Communications

27 % of communications deadlines met

Customer Satisfaction

28 % of parents/guardians satisfied with the school their child attends

Academic Excellence

Student Achievement

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
1	K-2	%		%	%	%	%	%	%		%
	Reading										
	Language Arts										
	Mathematics										
	K										
	Reading										
	Language Arts										
	Mathematics										
	1										
	Reading										
	Language Arts										
	Mathematics										
	2										
	Reading										
	Language Arts										
	Mathematics										
2	3-5	20xx-xx									
	Language Arts										
	Mathematics										
	3										
	Language Arts										
	Mathematics										
	4										
	Language Arts										
	Mathematics										

Appendix A - Data Dashboard Indicators Report

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
	5	%		%	%	%	%	%	%		%
	Language Arts										
	Mathematics										
3	6-8	20xx-xx									
	Language Arts										
	Mathematics										
	6										
	Language Arts										
	Mathematics										
	7										
	Language Arts										
	Mathematics										
	8										
	Language Arts										
	Mathematics										
4	9-10	20xx-xx									
	Language Arts										
	Mathematics										
	9										
	Language Arts										
	Mathematics										
	10										
	Language Arts										
	Mathematics										

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
5	11	%		%	%	%	%	%	%	%	%
	Language Arts										
	Mathematics										
6	Science	20xx-xx									
	4										
	8										

Early Childhood

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
7	Average ECERS-R										
	ECERS-R above 6	20xx-xx									
8	#/All classrooms										
	%										

Achievement Gap

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
9	Grade Span/Baseline Year	% pts		% pts	% pts	% pts	% pts	% pts	% pts	% pts	% pts
	3-5/20xx-xx										
	6-8/20xx-xx										
	11/20xx-xx										

Adequate Yearly Progress (AYP) Status

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
10	% of schools meeting AYP										

	School Attendance	Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
11	% of students present										
	High School										
12	% of students										
13	% of entering 9 th graders										
14	% of retained 9 th graders										
15	Average SAT score										
16	Average AP score										

Operational Excellence

		Baseline									Target
		Year		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
	Safety/Security	20xx-xx									
17	# State reportable incidents										
	Budget	20xx-xx									
18	Unqualified audit										
	Human Resources	20xx-xx									
19	% - first day of school										
20	% Staff retention rate										
21	% HQT										
22	% of staff present (ADA)										
	Transportation	20xx-xx									
23	% of buses on time										
	Information Technology	20xx-xx									
24	% up time										

Appendix A - Data Dashboard Indicators Report

		Baseline									Target
	Food Services	20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx		20xx-xx
25	% of students FRPL										
	Plant and Property	20xx-xx									
26	% facility check list										
	Communications	20xx-xx									
27	% of communications										

Customer Satisfaction

		Baseline									Target
		20xx-xx		20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx		20xx-xx
28	% of parents/guardians										

Date: September 16, 2010
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Policy

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

In cases where immediate action must be taken within the school system when the board 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 and ratification via vote if necessary 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.

Date: November 13, 1986
Revised: June 25, 2009
First Reading: June 11, 2009
Second Reading: June 25, 2009
NJSBA Review/Update: December 2018
Readopted: June 13, 2019

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 superintendents; general powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Possible

Cross References: *3516 Safety
4135.16/4235.16 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

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 Elizabeth 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.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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;
- 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;
 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:

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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.

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, students 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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Elizabeth 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 students 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 students 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 programs for children; and equal access of all eligible students 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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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 student 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 students;
- 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 students, employees and members of the community as intended by Section 504 and as specified in the administrative code.

The board shall annually appoint a member of the staff as the Section 504 officer. The Section 504 officer must have a New Jersey certificate with an administrative, instructional or education services endorsement.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)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 effectiveness of this policy and the implementing procedures.

Date: August 14, 1997
 Revised: September 20, 2007
 First Reading: September 4, 2007
 Second Reading: September 20, 2007
 Second Revision: June 25, 2009
 First Reading: June 11, 2009
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 Revised: June 12, 2014
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 Second Reading: June 12, 2014
 Revised: November 17, 2016
 First Reading: September 22, 2016
 Second Reading: November 17, 2016
 NJSBA Review/Update: December 2018
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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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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)

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

International Building Code 2015, New Jersey Edition; Frist Printing: September 2015; ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

Possible**Cross References:**

*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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- *5131 Conduct/discipline
- *5131.1 Harassment, intimidation and bullying
- *5145.4 Equal educational opportunity
- *6121 Nondiscrimination/affirmative action
- *6145 Extracurricular activities

Policy

Monitored
 Mandated
 Other Reasons

EQUITY POLICY

Purpose

The Elizabeth Board of Education is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career, and life. We believe that the responsibility for student success is broadly shared by district staff, board members, administrators, teachers, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within our school system, and ensure all students graduate from the Elizabeth Public Schools ready to succeed in a racially and culturally diverse local, national, and global community. Educational equity benefits all of our students and our entire community.

The purpose of this policy is to establish a framework for the elimination of bias, particularly racism and cultural bias, as factors affecting student achievement and learning experiences, and to promote learning and work environments that welcome, respect and value diversity. The primary focus of this policy is race and ethnicity; however, the district acknowledges other forms of oppression to marginalized groups and includes them. Furthermore, the purpose is to establish particular actions that the district shall take to address disparities in educational opportunity and achievement. The diversity of our student body, our community and our staff are a strength of this district that should be fostered. The board members, superintendent and staff shall commit to conducting an Equity and Diversity Impact Assessment on all current and future policies that have a significant impact on student learning and resource allocation.

The board acknowledges that complex societal and historical factors contribute to the inequity in the district. The district will authorize the superintendent to establish regulations to this policy which will include:

- A. A clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes.
- B. An implementation plan for programs, practices, and systems that address those disparities.
- C. An evaluation rubric and accountability standards for measuring success.
- D. Professional development.
- E. An ongoing plan for continuous improvement.

Definitions

EQUITY POLICY (continued)

For the purposes of this section:

- A. “Staff” includes all employees, consultants and contractors of the Elizabeth Public Schools.
- B. “Educational equity” means raising the achievement of all students while:
 1. Narrowing the gaps between the lowest and highest performing students, and
 2. Eliminating the racial or cultural predictability and disproportionality of which students’ groups occupy the highest and lowest achievement categories including rates of graduation.

Our Steps to Equity

A. Equitable Access

The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources. This includes utilizing culturally response teaching and personalized learning for all students. This also includes to identify and apply the best instructional practices that have demonstrated a positive difference for students to reduce prevalent and persistent learning outcome gaps.

B. Equity and Diversity Impact Assessment

The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed.

The board is committed to continuing to examine disaggregated academic achievement, discipline, and other data in order to identify disparities and to develop strategies to ensure that all students can reach their potential.

C. Welcoming School Environments

The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the district’s student population, their families, and communities. The district seeks to activate the student voice for positive feedback in creating a welcoming school environment. By activating the student voice, the district will not only create more civic and diverse minded citizens, but also incorporate student analysis for accountability purposes.

D. Workforce Diversity

The district shall employ staffing processes that support racial, gender, and language diversity in its staff through recruitment, employment, training and retention of employees in a race neutral manner. It is important that children of all races, cultures, and backgrounds are provided with familiar role models in schools. The recruitment of diverse teachers and staff provides all students with a better chance of seeing themselves as part of the education system. Diversity in

EQUITY POLICY (continued)

education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments. The district is committed to increasing the recruitment and retention of highly qualified diverse staff in a race neutral manner. The district is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community. We are committed to hiring the best employees of all racial and ethnic backgrounds who will bring their unique talents and skills into our school system.

E. Professional Development

The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement. The district shall offer opportunities for all staff to improve its cultural competencies in serving our diverse student body and community. The district staff shall work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities. Practices, procedures, and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social or emotional needs. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.

F. Multiple Pathways to Success

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students.

G. Recognizing Diversity

Consistent with state regulations and district policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

H. Partnerships

The district will include other partners who have demonstrated culturally specific expertise – including government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes.

The district shall promote the diversification of its vendor and suppliers base to include Minority and Women-owned Business Enterprise (MBWE) organizations.

The superintendent is authorized to develop procedures and programs to implement this policy,

EQUITY POLICY (continued)

including an action plan with clear accountability and metrics to specifically monitor achievement gaps, workforce equity, professional development, and any other areas deemed necessary by the school board. The superintendent in conjunction with their Annual Evaluation shall report to the school board on the progress towards achieving the goals outlined in this policy. The report shall be based on the annual goals of the superintendent and the School board.

Accountability Measures

The superintendent is directed to provide regular updates on the strategic plan goals. When relevant and appropriate this includes evaluating our strategies and their effectiveness through bringing disaggregated data to the board, providing information on how funding is differentiated based on student need, or how programs or services are being implemented to ensure subgroups of students are not being left behind.

Office of Equity

This policy creates the Office of Equity. The Office of Equity is designed to assist the superintendent and district in creating a more equitable environment. The superintendent is authorized to create regulations to effectuate the creation of the Office of Equity. The Office of Equity will assist the district in matters such as accountability, equitable access, workforce diversity, professional development, Equity and Diversity Impact Assessment, and other matters the superintendent deems necessary.

First Reading: March 19, 2019

Second Reading: April 8, 2019

Adoption: April 8, 2019

Legal References:

U.S. Const. amend XIV, 1 (Equal Protection)
 20 U.S.C. 1703 (Equal Educational Opportunity)
 42 U.S.C. 2000c et seq. (Desegregation)
 42 U.S.C. 2000d et seq. (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. 2000e-2 (Title VII of the Civil Rights Act of 1964)
 N.J.S.A. 10:5-12 (New Jersey Law Against Discrimination)
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1986).
Taxman v. Bd. of Educ. of Twp. of Piscataway, 91 F.3d 1547, 1550 (3d Cir. 1996).

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*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

EQUITY POLICY (continued)

*6145

Extracurricular activities

RESEARCH, EVALUATION AND PLANNING

As required by law, the chief school administrator shall annually direct development or review of 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.

State Monitoring

The chief school administrator shall ensure and coordinate the District Performance Review every three years, in compliance with New Jersey Quality Single Accountability Continuum (NJQSAC). Upon completion of the district's conduct of the District Performance Review, the board shall fix a date, place and time for the holding of a public meeting for approval by board resolution. The board shall comply with meeting procedures specified in N.J.A.C. 6A:30-3.2.

Planning at the School Level

The principal of each school in the district shall coordinate development and implementation of a school-level plan based on school report card data. This plan shall include student performance objectives, a review of progress by teaching and administrative staff, and the involvement of parents. The performance objectives shall be based on student achievement and behavior standards as defined in the administrative code.

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

- A. School report card data;
- B. Progress toward achieving student performance objectives;
- C. Progress toward student achievement of the New Jersey Student Learning Standards.

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

RESEARCH, EVALUATION AND PLANNING (continued)

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.

Date: November 13, 1986
 Revised: June 25, 2009
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 Second Reading: June 25, 2009
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 First Reading: October 21, 2010
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 Readopted: June 13, 2019

<u>Legal References:</u>	<u>N.J.S.A.</u> 10:4-6 <u>et seq.</u> <u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7A-11 <u>N.J.S.A.</u> 18A:7A-14 <u>N.J.S.A.</u> 18A:7F-6 <u>N.J.S.A.</u> 18A:7F-46 <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <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>et seq.</u>	<u>Open Public Meetings Act</u> 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 evaluations of district performance ... Approval of budget by Commissioner Review, update of New Jersey Student Learning Standards; Educational Adequacy Report Standards and Assessments Long-Range Facilities Plans Evaluation of the Performance of School Districts Definitions Student Behavior
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Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1120 Board of education meetings *1220 <u>Ad hoc</u> advisory committees *2255 Action planning for NJQSAC *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
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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 (NJQSAC). 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. Operations;
- B. Instruction and Program;
- C. Governance;
- D. Fiscal Management;
- E. Personnel.

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;

ACTION PLANNING FOR NJQSAC (continued)

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. 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.

Statement of Assurance

The district shall complete the Statement of Assurance annually and submit it the Department of Education electronically before the prescribed due date. The superintendent and the board shall determine that all items of the Statement of Assurance have been completed before its submission.

ACTION PLANNING FOR NJQSAC (continued)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:5-1.5 and shall be signed by the chief school administrator and approved by the board of education.

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Third Revision:	November 18, 2010
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Second Reading:	November 18, 2010
NJSBA Review/Update:	December 2018
Readopted:	June 13, 2019

<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-43 et al.</u>	<u>School Funding Reform Act of 2008</u>
	<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception
	<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessments
	<u>N.J.A.C. 6A:23A-9.5</u>	Commissioner to ensure achievement of the New Jersey Student Learning 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>	NJQSAC components of school district effectiveness and indicators

Possible

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