

Policy

CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

The Camden City 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 educational administration is expected 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.

Date: June 24, 1985
Revised: August 23, 1995
Revised: August 14, 2007
NJSBA Review/Update: March 2009, October 2019
Revised: March 30, 2015
Readopted: January 3, 2020

(SE file code: 1210)

Key Words

Administrative Role

Legal References:	<u>N.J.S.A. 18A:7A-3 et al.</u>	<u>Public School Education Act of 1975</u>
	<u>N.J.S.A. 18A:7F-43 et seq.</u>	<u>School Funding Reform Act of 2008</u>
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-21 et seq.</u>	<u>School Ethics Act</u>
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
	<u>N.J.A.C. 6A:28-1.1 et seq.</u>	School Ethics Commission
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:32-1.1 et seq.</u>	School District Operations

Possible

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

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

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

Policy

LINE OF RESPONSIBILITY

The Camden City Board of Education shall operate under a unit control system headed by the superintendent.

The authority of the board of education is transmitted through the superintendent 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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Key Words

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

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:17-5 Secretaries, Assistant Secretaries and School Business
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 (superintendent)

Possible

Cross References: *1312 Community complaints and inquiries
2100 Administrative staff organization
*2131 Superintendent
*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

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

Policy

PRINCIPAL EVALUATION

The Camden City 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.

Training

Prior to conducting an observation for the evaluation of a principal, the superintendent/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 superintendent 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 superintendent/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

PRINCIPAL EVALUATION (continued)

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 superintendent 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 superintendent, or his or her designee, shall conduct observations for the evaluation of principals.

A principal, or a superintendent 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 superintendent or principal shall determine the length of the observation.

PRINCIPAL EVALUATION (continued)Professional Development Plans

The superintendent 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 superintendent/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 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 superintendent shall certify to the Department of Education that all supervisors of teaching staff

PRINCIPAL EVALUATION (continued)

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.

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(SE file code: 3224)

Key Words

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

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

See particularly:

N.J.A.C. 6A:10-5.1
through -5.3

Components of principal evaluation rubrics

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

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

Regulation

PRINCIPAL EVALUATION

GENERAL STATEMENT

The Camden City Board of Education directs the superintendent 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 superintendent 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
Superintendent	<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

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 superintendent, principal, or supervisor endorsement, however for the purposes of Policy File Code 2130 and Regulation File Code 2130, the term does not include the superintendent.

PRINCIPAL EVALUATION (regulation continued)

"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 superintendent 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;
- 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;

PRINCIPAL EVALUATION (regulation continued)

- 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 superintendent 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.](#))

Training

The superintendent 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 superintendent 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 superintendent 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 superintendent 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 superintendent 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

PRINCIPAL EVALUATION (regulation continued)

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 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 superintendent 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 superintendent 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 superintendent 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 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.](#))

PRINCIPAL EVALUATION (regulation continued)Administrator Goals

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

- A. The superintendent 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; and
- 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.

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 superintendent, or his or her designee, shall conduct observations for the evaluation of principals.

A principal, or a superintendent 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

PRINCIPAL EVALUATION (regulation continued)

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;
- 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 superintendent 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.

PRINCIPAL EVALUATION (regulation continued)

F. The superintendent/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.

- 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

PRINCIPAL EVALUATION (regulation continued)

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 designated supervisor.
- I. A superintendent, 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 superintendent 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

Adopted:	March 30, 2015
NJSBA Review/Update:	October 2019
Readopted:	January 3, 2020

(SE file code: 3224)

CROSS REFERENCES

2131 Superintendent
 4116 Evaluation of Teaching Staff Members
 4116 Evaluation of Teaching Staff Members, Regulation
 4131/4131.1 Staff Development
 4131/4131.1 Staff Development, Exhibit

RESOURCES

PRINCIPAL EVALUATION (regulation continued)

The Commissioner list of approved practice instruments can be found [here](#)

Policy

STATE DISTRICT SUPERINTENDENT

Each member of the Camden City Board of Education shall complete the New Jersey School Boards Association training program on the evaluation of the superintendent within six months of the commencement of newly 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).

State District Superintendent Duties

Appointment

The State Board of Education shall appoint the State District Superintendent. The appointment of the State District Superintendent shall be for an initial term not to exceed three years. Notwithstanding any other provision of law, no person so appointed shall acquire tenure nor shall the Commissioner, with approval of the State Board, be precluded from terminating the State District Superintendent's services pursuant to the terms of the State District Superintendent's individual contract of employment. The State District Superintendent shall report to the Commissioner of Education.

Qualifications

- A. School Administrator's Certificate;
- B. Required criminal history background check, physical and proof of U.S. citizenship or legal resident alien status.

Job Goal

The State District Superintendent shall serve as the chief executive officer of the Camden City School District and shall be responsible for the administration and general supervision of the total school district in accordance with board policies and New Jersey statutes.

Salary

The salary the State District Superintendent shall be fixed by the Commissioner and adjusted from time to time as the Commissioner deems appropriate. The cost for said salary and for the salaries of all persons appointed pursuant to this amendatory and supplementary act, except the highly skilled professionals, shall be an expense of the Camden City School District.

Duties and Responsibilities

- A. The State District Superintendent shall perform such duties and possess such powers as deemed appropriate by the Commissioner.
- B. Except as otherwise provided in this amendatory and supplementary act, the State District Superintendent shall have the power to perform all acts and do all things that the Commissioner deems necessary for the proper conduct, maintenance and supervision of the schools in the district;
- C. The State District Superintendent may, if deemed appropriate by the Commissioner, make, amend and repeal district rules, policies and guidelines, not inconsistent with law for the proper conduct, maintenance and supervision of the schools in the district;

STATE DISTRICT SUPERINTENDENT (continued)

- D. The State District Superintendent shall provide in each school a mechanism for parent, teacher and community involvement. In addition, the State District Superintendent shall provide for at least one public meeting in both the fall and the spring semesters to advise parents and members of the community on the activities within the district and to provide an opportunity for those parents, teachers and community members who wish to be heard. The meetings shall be at such times and places as to ensure maximum public participation;
- E. The State District Superintendent shall ensure that the district is in compliance with all federal and State laws, rules and regulations relating to equal employment opportunities, affirmative action and minority business opportunities.

Adopted: March 30, 2015
 NJSBA Review/Update: October 2019
 Readopted: January 3, 2020

(SE file code: 1230)

Key Words

State District Superintendent, Job Description, CSA, Superintendent, Evaluation

Legal References:

NOTE: These legal references pertain primarily to the superintendent'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	Dismissal and reduction in compensation of persons under tenure in public school system
through -17	
<u>N.J.S.A.</u> 18A:7A-35	State district superintendent
<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	Appointment of superintendents; terms;
through -21	
<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	No tenure for noncitizens
through -6.1	
<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 superintendents
<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

STATE DISTRICT SUPERINTENDENT (continued)

Cross References:

*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

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

Policy

EMPLOYMENT AND DUTIES OF THE BUSINESS ADMINISTRATOR/BOARD SECRETARY

Job Description

The Camden City Board of Education shall adopt a job description for the position of school business administrator/board secretary. The job description will specify:

- A. The qualifications and specific certificate and endorsement required for the position;
- B. The function, duties, and responsibilities of the position;
- C. The extent and the limits of authority;
- D. The work relationships with other employees of the district; and
- E. Any background experiences, personal qualities, and individual achievements that the board prefers in a person appointed to the position.

The job description will be reviewed periodically.

Appointment

The board shall appoint a qualified and capable person to fill a vacancy in the position of school business administrator/board secretary. Appointment will be made within a reasonable time after the occurrence of the vacancy and by the recorded roll call vote of a majority of the full board.

All candidates for the position of school business administrator/board secretary must produce evidence of their certification, training and experience in the fields of government, accounting, financial report preparation, and budget and accounting management.

Every serious candidate for the position of school business administrator/board secretary shall be interviewed by the superintendent. The superintendent shall recommend and the board shall approve the final selection of the candidate. The board shall also fix the compensation to be paid to the school business administrator/board secretary.

Duties

The school business administrator/board secretary shall strive to achieve district goals for pupils by providing leadership and supervision in the district program of fiscal management and in other assigned programs, and by acting as a proper model for staff and pupils both in and outside the school district.

In order to achieve the functions of the position, the school business administrator/board secretary shall work cooperatively with the district administrative staff to:

- A. Establish and maintain long-range and other fiscal plans;
- B. Prepare the annual budget based upon district resources and needs;
- C. Insure that all district fiscal, insurance, custodial-maintenance, food, technology and transportation services comply with the policies of the board and the regulations of the district;
- D. Insure the proper functioning and evaluation of district personnel assigned to his or her areas of

EMPLOYMENT AND DUTIES OF BA/BS (continued)

responsibility;

- E. Manage efficiently the district systems of accounting, purchasing, investment, insurance, plant construction, plant operation and maintenance, transportation, and food services;
- F. Strive to increase the capability of the staff assigned to his or her area of responsibility through consultation and in-service training;
- G. Analyze the effectiveness of district programs in his or her area of responsibility and recommend changes in program direction, staffing, or management strategies as necessary;
- H. Strive to increase the efficient use of district resources in his or her area of responsibility;
- I. Help to interpret the budget and the district affairs under his or her supervision to interested members of the school district community;
- J. Strive to develop personal capabilities in financial strategies and supervisory methods;
- K. Strive to conduct himself or herself in a proper manner at all times;
- L. Be responsible for the conduct of all duties legally assigned to his or her position including;
 1. Providing adequate notice of all public meetings of the board to the members and to those requesting notice in accordance with law, N.J.S.A. 10:4-8d, 10:4-19, 18A:10-4, 18a:17-7;
 2. Recording the minutes of all proceedings of the board and the results of annual or special school elections, N.J.S.A. 18A:17-7;
 3. Posting and giving notice of annual and special elections, N.J.S.A. 18A:17-7;
 4. Performing all duties concerning the conduct of school elections, N.J.S.A. 18A:14-1 et seq.;
 5. Examining and auditing all accounts and demands against the board, presenting them to the board at its meetings, indicating the board's approval and sending them to the Treasurer for payment, N.J.S.A. 18A:17-8, 18A:19-4;
 6. Keeping accounts of the district's financial transactions including a correct detailed accounting of all expenditures, N.J.S.A. 18A:17-8;
 7. Reporting to the board at each regular meeting, but not more often than once per month, the amount of the total appropriations and cash receipts for each account, and the amounts of warrants drawn against each account, and the amounts of orders or contractual obligations incurred and chargeable against each account, N.J.S.A. 18A:17-9;
 8. Keeping all contracts, records, and documents belonging to the board, N.J.S.A. 18A:17-9;
 9. Giving the board a detailed report of its financial transactions at the close of each fiscal year and filing a copy with the executive county superintendent, N.J.S.A. 18A:17-10;
 10. Reporting to the Commissioner annually the amount of unpaid school debt, the interest rate payable, the dates of issue, and the due dates of bonds or other indebtedness, N.J.S.A. 18A:17-12;
 11. Preparing a summary of the annual audit and recommendations prior to the meeting of the board to act thereon and supplying copies of the summary to interested persons, N.J.S.A. 18A:23-4;
 12. Subscribe to bonds, notes, contracts, and other legal instruments of the board for which the signature of the secretary is required, N.J.S.A. 18A:24-32;
 13. Sign all school district warrants and certify the payroll, N.J.S.A. 18A:19-1, 19-9.
- M. Perform such other duties as may be required by the board or chief school administrator. The school business administrator/board secretary shall be directly responsible to the chief school administrator for the performance of his or her assigned duties and responsibilities as school business administrator and to the board for the performance of his or her legal duties as board secretary.

Evaluation of the Business Administrator/Board Secretary

The superintendent will annually evaluate the performance of duties assigned to the business administrator/board secretary for the conduct of all business administration functions and board secretarial

EMPLOYMENT AND DUTIES OF BA/BS (continued)

duties in the district. This evaluation shall assess the proper discharge the responsibilities detailed in the job description and include a professional development plan. The superintendent may, in his/her discretion, consult with staff members assigned to work with the school business administrator.

Procedures for the evaluation of the business administrator/board secretary may include, but are not limited to, an informal conference with the school business administrator/board secretary for the purpose of discussing his or her job performance, a written evaluation report to which the business administrator/board secretary may add comments, and the establishment of a written plan for performance improvement and growth.

Adopted: March 30, 2015
 NJSBA Review/Update: October 2019
 Readopted: January 3, 2020

(SE file codes: 1310, 1320, 1330, 1331, 1350)

Key Words

Business Administrator, Board Secretary

<u>Legal References:</u>	<u>N.J.S.A. 10:4-6 et seq.</u> <u>N.J.S.A. 18A:6-7.1</u> through –7.5 <u>N.J.S.A. 18A:12</u> <u>N.J.S.A. 18A:12-24</u> <u>N.J.S.A. 18A:16-1</u> <u>N.J.S.A. 18A:16-</u> <u>N.J.S.A. 18A:17-1</u> <u>N.J.S.A. 18A:17-2</u> <u>N.J.S.A. 18A:17-5</u> <u>N.J.S.A. 18A:17-6</u> <u>N.J.S.A. 18A:17-7</u> <u>N.J.S.A. 18A:17-8</u> <u>N.J.S.A. 18A:17-9</u> <u>N.J.S.A. 18A:17-10</u> <u>N.J.S.A. 18A:17-11</u> <u>N.J.S.A. 18A: 17-12</u> <u>N.J.S.A. 18A:17-12.1,</u> -12.2 <u>N.J.S.A. 18A:17-13</u> <u>N.J.S.A. 18A:17-14</u> <u>N.J.S.A. 18A:17-14.1</u> <u>N.J.S.A. 18A:17-14.2</u> <u>N.J.S.A. 18A:17-14.3</u> <u>N.J.S.A. 18A:19 et seq.</u> <u>N.J.S.A. 18A:23-4</u> <u>N.J.S.A. 18A:28-5</u> <u>N.J.S.A. 19:60</u> <u>N.J.S.A. 34:5A-1 et seq.</u> <u>N.J.S.A. 47:1A</u>	<u>Open Public Meetings Act</u> Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception School Ethics Act School officials; prohibited conduct Officers and employees in general Physical examinations; requirement Removal, etc., of secretaries, assistant secretaries and school business administrators Tenure of secretaries, assistant secretaries, school business administrators, business managers and secretarial and clerical employees Appointment of secretary; terms; compensation; vacancy Bond of secretary Secretary to give notices and keep minutes, etc. Secretary; collection of tuition and auditing of accounts Secretary; report of appropriations, etc., Secretary; annual report Secretary; taking oaths Secretary; annual financial report to the commissioner Secretary; retirement or pension; amount Assistant and acting secretaries; appointment, powers and duties Clerks in the secretary's office Appointment of school business administrator; may act as secretary; duties; etc. Qualifications Secretary or business manager appointed school administrator; tenure Expenditure of Funds; Audit and Payment of Claims Preparation and distribution of synopsis or summary Tenure of teaching staff members School election N. J. Worker and Community Right to Know Act Public access to government records
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EMPLOYMENT AND DUTIES OF BA/BS (continued)

<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:9</u>	Professional standards
See particularly:	
<u>N.J.A.C. 6A:9-3.4</u>	Professional standards for school leaders
<u>N.J.A.C. 6A:9B-11.3</u>	Authorization
<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Educator effectiveness
See particularly:	
<u>N.J.A.C. 6A:10-1.2</u>	Definitions
<u>N.J.A.C. 6A:10-1.4</u>	Educator evaluation data, information and written reports
<u>N.J.A.C. 6A:10-2.2</u>	Evaluation of teaching staff members
<u>N.J.A.C. 6A:10-2.3</u>	Evaluation of tenured teaching staff members
<u>N.J.A.C. 6A:10-2.4</u>	Evaluation of nontenured teaching staff members
<u>N.J.A.C. 6A:32-3.2</u>	Requirements for the code of ethics for district board of education members and charter school board of trustees
<u>N.J.A.C. 6A:32-6.1</u>	Requirements of physical examinations
<u>N.J.A.C. 8:59-11.1 et seq.</u>	N. J. Worker and Community Right to Know Act
<u>N.J.A.C. 12:100-4.2</u>	Safety and health standards for public employees occupational exposure to bloodborne pathogens

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

Bloodborne Pathogen Standard, 29 CFR 1910.1030

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)

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

Possible

<u>Cross References:</u>	*2000/2010	Concepts and roles in administration; goals and objectives
	*2121	Line of responsibility
	2130.2	Evaluation of the school business administrator/board secretary
	*2131	Chief school administrator
	*3000/3010	Concepts and roles; goals and objectives in business and noninstructional operations
	*4111	Recruitment, selection and hiring
	*4211	Recruitment, selection and hiring
	*9000	Role of the board
	*9323/9324	Agenda preparation, advance delivery of meeting material
	*9326	Minutes

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

Regulation

EVALUATION OF THE BUSINESS ADMINISTRATOR/BOARD SECRETARY

The superintendent will evaluate the performance of the business administrator/board secretary annually, no later than April 1, or more frequently as the superintendent deems necessary.

The evaluation of the business administrator/board secretary shall be for reviewing job performance; promoting professional excellence; improving the skills of the business administrator/board secretary; and improving the effectiveness and efficiency of the financial management system. The evaluation criteria shall be developed by the superintendent in consultation with the board.

Evaluation Criteria

- A. Criteria for the evaluation of reviewing the performance will be based upon the job description and will relate directly to each of the tasks described. Each criteria will be brief and will focus on a major function of the position, be based on observable information rather than factors requiring subjective judgment, and be written in a consistent format;
- B. The board shall approve criteria for the evaluation which will be reviewed as necessary and as requested by the business administrator/board secretary and upon any revision of the job description. Any proposed revision of the evaluation criteria will be provided to the business administrator/board secretary for comment before its adoption, and a copy of the adopted revision shall be provided to the business administrator/board secretary within ten working days of its adoption;
- C. On or about April 1, the superintendent will complete a written evaluation;
- D. Upon completion, the superintendent will provide a copy of the evaluation to the business administrator/board secretary;
- E. The superintendent and business administrator/board secretary will meet for an annual summary conference to discuss the evaluation, establish a plan for performance, improvement, and growth;
- F. An opportunity will be provided for the business administrator/board secretary to enter performance data not included in the annual performance report and to respond to any commentary in the written evaluation.

Collection and Reporting of Evaluation Data

Data for the evaluation of the business administrator/board secretary will be gathered by any one or more of the following methods:

- A. Direct observation;
- B. Review of a document produced by the business administrator/board secretary in the performance of his/her assigned duties;
- C. Interviews with the business administrator/board secretary by the superintendent regarding his/her knowledge of assigned duties;
- D. Paper and pencil instruments (such as competency tests, staff surveys, and the like);
- E. A review of the business administrator/board secretary 's performance by an outside observer (such as the district auditor);

EVALUATION OF THE BA/BS (regulation continued)

- F. Audio-visual monitoring of the business administrator/board secretary in the performance of assigned duties; and
- G. Reference to previous performance reports.

Preparation of Written Evaluation Report

An annual written performance report shall be prepared, no later than June 1, by the superintendent. The report will include, may not be limited to:

- A. A description of the business administrator/board secretary's strengths;
- B. Performance areas needing improvement;
- C. A plan for professional growth and development; and
- D. Comments and data contributed by the business administrator/board secretary within ten working days after the completion of the report.

Annual Performance Conference

The superintendent shall conduct an annual summary conference with the business administrator/board secretary before the annual performance report is filed. The purpose of the annual performance conference shall be to provide a total review of the year's work, to identify strategies for improvement where necessary, to recognize achievement and good practice, and to specify a plan for professional growth and development.

- A. The conference shall include but need not be limited to:
 - 1. A performance review based upon achieving and implementing, as applicable, the district's goals, program objectives, policies, priorities, and statutory requirements;
 - 2. A review of the most recent audit report; and
 - 3. Growth toward the performance objectives established in the previous performance evaluation.
- B. The annual performance report will be signed by the superintendent at the time of the annual performance conference and by the business administrator/board secretary within ten working days of that conference. It will be filed in the business administrator/board secretary's personnel file, and a copy will be provided to him/her.

NJSBA Review/Update: October 2019
 Adopted: January 3, 2020

Policy

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

The Camden City 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 superintendent 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 superintendent shall report to the board annually on progress toward goals established in the plan. A copy of the district's affirmative action/equity plans and self-evaluation of their achievement shall be available in the district office.

Affirmative Action Officer and Team

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

The affirmative action officer shall:

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

The affirmative action team shall:

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

Comprehensive Equity Plan

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

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

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

The comprehensive equity plan shall include goals, objectives, timelines, and benchmarks for measuring

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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 working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Camden City 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 superintendent 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 superintendent/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.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

These topics are included in the 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 superintendent 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.

Report on Implementation

The superintendent 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.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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(SE file codes: 1140, 1510, 1523, 1530, 1550, 1555)

Key Words

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

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

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

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

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

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

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

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

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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; First Printing: September 2015; ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

Possible

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

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

Policy

RESEARCH, EVALUATION AND PLANNING

As required by law, the superintendent 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 superintendent 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 superintendent 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 superintendent 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 superintendent will promptly prepare and file updates and revisions to reports whenever new information becomes available that would require that an amended report be submitted. The superintendent may delegate the preparation and revision of reports to other employees of the board. However, the superintendent 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 superintendent will inform the board president in order that appropriate corrective action may be taken by the board.

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RESEARCH, EVALUATION AND PLANNING (continued)Key Words

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

<u>Legal References:</u>	<u>N.J.S.A.</u> 10:4-6 <u>et seq.</u>	<u>Open Public Meetings Act</u>
	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7A-11	Annual report of local school district; contents; annual report of commissioner;
		report on improvement of basic skills
	<u>N.J.S.A.</u> 18A:7A-14	Review of evaluations of district performance ...
	<u>N.J.S.A.</u> 18A:7F-6	Approval of budget by Commissioner
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of New Jersey Student Learning Standards; Educational Adequacy Report
		Standards and Assessments
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Long-Range Facilities Plans
	<u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Definitions
	<u>N.J.A.C.</u> 6A:32-2.1	Student Behavior
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	
	<u>Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.</u>	

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

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

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

The Camden City 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 superintendent 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 superintendent shall determine the total number of people that will serve on the committee. The superintendent 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. Superintendent;
 - 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 superintendent shall:
 - 1. Ensure that the process used by the committee in completing the District Performance Review provides for participation and input by all committee members;
 - 2. Consult with the committee in formulating a response to all weighted quality performance indicators of each component of school district effectiveness;
 - 3. Ensure that the responses in District Performance Review encompass and reflect the circumstances that exist in the school district; and
 - 4. Ensure that all responses to the District Performance Review can be verified by data and supporting documentation or otherwise and provide this verification to the department upon request. (N.J.A.C. 6A:30-3.2 District Performance Review)

Additionally, the superintendent 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

ACTION PLANNING FOR NJQSAC (continued)

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.

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 superintendent and approved by the board of education.

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Key Words

ACTION PLANNING FOR NJQSAC (continued)

Action Planning, NJQSAC, Quality Single Accountability Continuum, Planning, Certification, Equivalency, Waivers

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7A-14	Review of evaluation of district performance
	<u>N.J.S.A.</u> 18A:7F-43 <u>et al.</u>	<u>School Funding Reform Act of 2008</u>
	<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
	<u>N.J.A.C.</u> 6A:5-1.1 <u>et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the New Jersey Student Learning Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>See Particularly:</u>	
	<u>N.J.A.C.</u> 6A:30-2.1, -3.2, 5.2	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

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