

Policy

SMOKING PROHIBITION

To promote the health and safety of all students and staff and to promote the cleanliness of school grounds, the board prohibits all smoking or use of tobacco products in all school facilities and on all school grounds at all times. Definitions of "school facilities" and "school grounds" shall be in accord with definitions in the administrative code.

Notice of this policy shall be given at each school entrance and at appropriate locations on school grounds in accordance with law. Smoking shall not be permitted at any time in classrooms, lecture halls, auditoriums or anywhere else on school grounds.

The principal of each school building is authorized to report violations, in accordance with law, to the board of health. Pupils and district employees who violate the provisions of this policy shall be subject to appropriate disciplinary measures. The superintendent shall prepare and the board shall adopt regulations prohibiting smoking in all district buildings and on school grounds.

Definition: For purposes of this policy, "smoking" means inhaling the burning or vapor of a lighted cigar, cigarette, pipe, electronic smoking device or any other matter or substance which contains tobacco. Chewing tobacco is also specifically prohibited by this policy.

Adopted: September 19, 2007

Revised: March 16, 2010

NJSBA Review/Update: September 25, 2015

Readopted:

Key Words

Smoking, Smoking Prohibition

Legal References: N.J.S.A. 26:3D-55 et seq. New Jersey Smoke-Free Air Act
N.J.S.A. 30:5B-5.3 Smoking in child care centers prohibited
N.J.A.C. 6A:16-1.3 Definitions
N.J.A.C. 6A:16-3.1(a)7 Establishment of comprehensive alcohol, tobacco and other drug abuse programs
N.J.A.C. 6A:26-1.2 Definitions
N.J.A.C. 6A:26-12.2(a)4 Policies and procedures for school facility operation

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

Possible

Cross References: *1250 Visitors
*1330 Use of school facilities
*4119.23 Employee substance abuse
*4219.23 Employee substance abuse
*5131.6 Drugs, alcohol, tobacco (substance abuse)

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

RELATIONS WITH VENDORS

The Roselle Park Board of Education wishes to maintain good working relations with vendors who supply materials and services to the school system. Constructive efforts by the administration to seek the advice and counsel of vendors about how to improve such relationships are encouraged.

In the schools, vendors shall be seen by appointment only. Vendors who call upon a school shall be governed by policy #1250. Teachers or supervisors of instruction who have invited vendors to call should notify the principal's office in advance so that proper courtesies may be extended.

No agents, canvassers, or vendors shall have access to teachers during their classes. No business concern which solicits or gains business through the school system shall use school facilities for this purpose.

Nondiscrimination

All vendors shall supply assurances that they do not practice discrimination as described in the administrative code. All vendors shall be informed that harassment of any kind of district pupils or employees by their representatives is prohibited.

Honest and Ethical Relations with Vendors; Pay to Play Restrictions

The district shall maintain honest and ethical relations with vendors and shall guard against favoritism, improvidence, extravagance and corruption in its contracting processes and practices. The school board will not vote upon or award a contract in the amount of \$17,500 or greater to any business entity which has made a reportable contribution to a member of the district board of education during the previous one-year period. Such contributions, to any member of the school board, from any entity doing business with the district are prohibited during the term of the contract, including contributions by a vendor's spouse or child, or contributions by any person having an interest in the business entity. Disclosure of contributions shall be made when contracts are required by law to be publicly bid. However, these limitations do not apply when a district emergency requires the immediate delivery of goods or services.

Disbarred Vendors Will Not Be Used

When acquiring goods and services under federally sponsored programs, the school district will not contract with a vendor who is currently either debarred or suspended from doing business with the Federal government. Prior to contract award, and in accordance with Federal requirements, the business administrator or contracting specialist will check the Federal Excluded Parties List System (EPLS) to ensure that the prospective contractor is not found in the EPLS. Results from the EPLS search shall be made part of the purchase order/contract documentation. Should a prospective vendor be found to be debarred or suspended by the Federal government, the business administrator's office will notify the superintendent of this finding and will place a hold on the supplier's registration within the school district financial system.

Strategies to Avoid Excessive Professional Services Expenditures

The board will seek to avoid excessive professional services expenditures, such as by:

- A. Establishing a maximum dollar limit, for budgetary purposes;
- B. Following state legal requirements and procedures to obtain the highest quality services at a fair and competitive price or through a shared service arrangement. This may include issuance of such contracts

RELATIONS WITH VENDORS (continued)

through a request for proposals (RFP) based on cost and other specified factors or other comparable process such as the use of the "fair and open process" as defined in N.J.S.A. 19:44A-20.7; and

- C. Limiting professional services contracts to non-recurring or specialized work for which the district does not possess adequate in-house resources or expertise.

Prudent Use of Legal Services

All contracts for legal services must comply with the payment requirements and restrictions set forth in N.J.S.A. 18A:19-1 as follows:

- A. Advance payments for legal services are prohibited;
- B. Services to be provided shall be described in detail in the contract;
- C. Invoices for payment shall itemize the services provided for billing period; and
- D. Payment shall only be for services actually provided.

If at any time the district's legal costs exceed 130 percent of the Statewide average per pupil amount, the procedures set forth in N.J.A.C. 6A:23A-5.2(a)3 will be implemented, unless evidence can be provided that such procedures would not result in a reduction of cost.

These procedures require the district to:

- A. Limit and designate the persons with the authority to request services or advice from contracted legal counsel;
- B. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as district policies;
- C. Requests for legal advice shall be made in writing; and
- D. Contact logs and records shall be kept and reviewed to determine that the requests for legal advice are necessary.

Adopted: November 7, 2006
 Revised: September 16, 2008
 Revised: September 1, 2009
 Revised: March 16, 2010
 Revised: November 16, 2010
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Vendors, Sexual Harassment, Harassment, Nondiscrimination, Affirmative Action

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
 See particularly:
N.J.S.A. 10:5-31
 through -35

RELATIONS WITH VENDORS (continued)

<u>N.J.S.A.</u> 18A:6-8	Interest of school officers, etc., in sale of textbooks or supplies, royalties
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:12-2	Inconsistent interests or office prohibited
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	<u>School Ethics Act</u>
<u>N.J.S.A.</u> 18A:18A-1 <u>et seq.</u>	Public School Contracts Law
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 52:32-44	Business registration for providers of goods and services
<u>N.J.A.C.</u> 6A:7-1.8	Equality in employment and contract practices
<u>N.J.A.C.</u> 6A:23A-5.2	Public relations and professional services; board policies; efficiency
<u>N.J.A.C.</u> 6A:23A-6.3	Contributions to board members and contract awards
<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

Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u> *1250	Visitors
1313	Gifts to district employees
*1330	Use of school facilities
*2224	Nondiscrimination/affirmative action
*3320	Purchasing procedures
*4119.21/4219.21	Conflict of interest
*9270	Conflict of interest

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

Policy

STATE FUNDS; FEDERAL FUNDS

Each year, when it is believed that the Roselle Park School District is eligible for federal and/or state assistance under the provisions of public laws, application for said assistance may be submitted so long as acceptance of the funds does not include conditions contrary to the policies of the board of education. The superintendent shall inform the board about specific assurances which may be required in addition to those addressed in this policy, and will provide the required language for board adoption.

When the law requires the development and implementation of administrative procedures for submitting state and federal financial reports, with specified time schedules, the superintendent and board secretary shall ensure that the staff has properly completed the reports and that in each instance the reports have been submitted within the specified time. In particular, the superintendent is responsible for assuring that the district is in compliance with Education Department General Administrative Regulations (EDGAR) and all persons responsible for following those administrative regulations shall be held accountable.

The regular operating budget must include amounts anticipated to be received from state and/or federal sources, and a listing of projects describing how this money will be spent. These recommendations for expenditures will be approved by the board before projects are submitted.

If additional amounts become available during the year, additional projects will be recommended to the board and, with its approval, added to the budget.

Maintenance of Effort

The board of education will maintain a combined fiscal effort per pupil or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

Equivalence

To be in compliance with the requirements of federal law, the board of education directs the superintendent to assign staff and distribute curriculum materials and instructional supplies to the schools of Roselle Park in such a way that equivalence of personnel and materials is ensured among the schools.

Supplement not Supplant

Federal funds shall be used for supplementary services only and shall not be used to replace services that the district would supply eligible pupils, if state and federal funds were not available.

Parent/Guardian Participation

The district shall implement parent/guardian consultation and participation, advisory councils, etc., as mandated for the specific program.

Control of Equipment

Title to and control over equipment and/or property purchased with federal funds shall be maintained in accordance with the pertinent federal regulations. The superintendent shall develop written procedures outlining federal ownership and district use, loan, loss and disposal of such equipment/property.

STATE FUNDS; FEDERAL FUNDS (continued)Special Education Medicaid Initiative (SEMI) Program

The superintendent or designee shall ensure that the district follows all required procedures to maximize its revenue from reimbursements under the Special Education Medicaid Initiative (SEMI) Program. This program allows the district to recover a portion of the cost of certain health-related services considered medically necessary in a student's Individualized Education Program (IEP), including evaluation services, physical, occupational and speech therapy, and specialized transportation services.

Procedures to be followed are included in the SEMI Provider Handbook, found at <http://www.state.nj.us/treasury/administration/semi-mac/semi-mac.htm>. These procedures include maximizing the return rate of parental consent forms for all SEMI eligible students.

In accord with the Family Education Rights and Privacy Act (FERPA), the district shall obtain the parent/guardian's informed written consent prior to any disclosures of personally identifiable information from education records, including health information, to the Medicaid program for Medicaid claim submission.

All supporting documentation for Medicaid claims shall be maintained on file and available for state or federal audit for at least seven years from the date of service. Records shall fully document the basis upon which claims for reimbursement are made.

Reimbursement Requests

When the district is a subgrantee of grants awarded by the Federal government to the State of New Jersey, the district shall submit reimbursement requests using the Electronic Web-Enabled Grant (EWEG) System. Expenditures must be supported by documentation at the subgrantee level. Documentation for salary expenditures will be according to the applicable federal circular. Expenditures must be for allowable costs. Expenditures must be related to the subgrantee's cost objectives. Expenditures will be reviewed to determine that:

- A. Adequate description of expenditures is provided;
- B. No new budget category is created; and
- C. Reimbursement does not exceed the allowable threshold for an amendment as a result of cumulative transfers among expenditure categories.

Reimbursement requests will be certified by the board as being in accordance with approved grant applications. EWEG reimbursement requests will meet NJDOE timelines and deadlines. The district shall assume all responsibility for assuring that all funds requested through the EWEG system either have already been expended, or will be expended according the requirements of the Cash Management Improvement Act of 1990 (CMIA) and other applicable federal regulations.

Financial Fraud and Theft Prevention

All employees, board members, consultants, vendors, contractors and other parties maintaining a business relationship with the district shall act with integrity and due diligence in matters involving state grants, federal grants, and other fiscal resources.

The superintendent shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety or fiscal irregularities within the district. Every member of the district's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity within his/her areas of responsibility.

STATE FUNDS; FEDERAL FUNDS (continued)

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing or misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions include, but are not limited to:

- A. Behaving in a dishonest or false manner in relation to district assets, including theft of funds, securities, supplies or other properties;
- B. Forging or altering financial documents or accounts illegally or without proper authorization;
- C. Improper handling or reporting of financial transactions;
- D. Personally profiting as a result of insider knowledge;
- E. Disregarding confidentiality safeguards concerning financial information;
- F. Violating board conflict of interest policies;
- G. Mishandling financial records of district assets (destroying, removing or misusing).

The superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

In the event the concern or complaint involves the superintendent, the concern shall be brought to the attention of the board president who is hereby empowered to contact the board's legal counsel, auditing firm and any other agency to investigate the concern or complaint.

Adopted: January 17, 2006
 Revised: December 2, 2008
 Revised: September 1, 2009
 Revised: March 16, 2010
 Revised: December 7, 2010
 Revised: June 11, 2013
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

State Funds, Federal Funds, Disposal of Equipment, State/Federal Funds

<u>Legal References:</u>	<u>N.J.S.A. 18A:7F-43 et seq.</u> <u>N.J.S.A. 18A:7G-1</u> through <u>-44 et al.</u> <u>N.J.S.A. 18A:11-1</u> <u>N.J.S.A. 18A:34-1</u> <u>N.J.S.A. 18A:38-7.7</u> through <u>-7.14</u> <u>N.J.S.A. 18A:54-20</u> <u>N.J.S.A. 18A:58-7.1</u> <u>N.J.S.A. 18A:58-7.2</u> <u>N.J.S.A. 18A:58-11</u> <u>N.J.S.A. 18A:58-11.1</u> <u>N.J.S.A. 18A:58-33.6</u>	<u>School Funding Reform Act of 2008</u> <u>Educational Facilities Construction and Financing Act</u> General mandatory powers and duties Textbooks; selection; furnished free with supplies; a appropriations Legislative findings and declarations (impact aid) Powers of board (county vocational schools) School lunch program School lunch program; additional state aid Emergency aid Loss of tuition to district due to establishment of regional district; state aid for one year
---------------------------------	--	--

STATE FUNDS; FEDERAL FUNDS (continued)

through -33.21	<u>Additional State School Building Aid Act of 1970</u>
<u>N.J.S.A. 18A:58-37.1</u>	
through -37.7	Textbook Aid to Public and Nonpublic Schools
<u>N.J.S.A. 18A:59-1</u>	
through -3	Federal aid
<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>N.J.A.C. 6A:23A-5.3</u>	Failure to maximize Special Education Medicaid Initiative (SEMI)
<u>N.J.A.C. 6A:23A-8.1 et seq.</u>	Annual Budget Development, Review and Approval
<u>N.J.A.C. 6A:23A-19.1 et seq.</u>	Emergency Aid
<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:26-1.1 et seq.</u>	Educational Facilities
<u>N.J.A.C. 6A:27-8.1 et seq.</u>	State Aid, Transportation

Abbott v. Burke, 149 N.J. 145 (1997)

Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

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

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

Drug-Free Workplace Act of 1988

34 CFR 80 (7-1-05) monitoring districts' use of federal grant funds Education Department General Administrative Regulations (EDGAR)

34 CFR Part 85, Governmentwide Debarment and Suspension (nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)

34 CFR 200.1 et seq.

34 CFR 80 (7-1-05) monitoring districts' use of federal grant funds

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

Possible

Cross References:

*3100	Budget planning, preparation and adoption
*3160	Transfer of funds between line items/amendments/purchases not budgeted
3500.1	Energy
*3541.1	Transportation routes and services
*3542.31	Free or reduced-price lunches/milk
*3570	District records and reports
*4119.23/4219.23	Employee substance abuse
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6142.12	Career and technical education
*6171.3	At-risk and Title 1
*6171.4	Special education
*9326	Minutes

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

Policy

COMMUNICATING WITH THE PUBLIC

The Roselle Park Board of Education will keep the community informed of the status of the schools through advertised public meetings, press releases and such other means as may be appropriate.

The public information program of the board and the district shall be directed by the superintendent, who shall arrange to keep the public informed regarding the policies, administrative operations, objectives, and successes or failures of the schools and shall provide interpretation and explanation of the schools' plans and programs.

The district's budget; its audit; its annual goals and its progress toward achievement of them; its special education plans; its bilingual/ESL program; pupil progress toward achievement of the Core Curriculum Content Standards including the Common Core State Standards; graduation statistics and any other information shall be communicated to the public as required by law.

The board's meetings and records shall be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

Annually, the school district shall disseminate a report card of each school, which shall contain statistical information specified by the Department of Education, to all staff and parents. The school district shall also make the report card available to the media.

The homepage of each school and the district website will include the grade received from the Commissioner of Education on the effort of each school and the district to implement policies and programs consistent with the laws on harassment, intimidation or bullying. The superintendent or designee shall oversee the postings. The grade shall be posted with 10 days of its receipt. In addition, the district shall provide a link to the twice-yearly report prepared by the superintendent detailing the number and nature of violence vandalism, and harassment, intimidation or bullying reports in the schools.

Avoiding Excessive Expenditures when Communicating with the Public

District publications will be produced and distributed in a cost-efficient manner, for example:

- A. The use of expensive materials or production techniques where lower cost methods are available, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited;
- B. Distribution of pictures of school board members is prohibited within 90 days of any district election; and
- C. Excessive public relations activities that are not part of the instructional program are prohibited.

Adopted:
NJSBA Review/Update:
Readopted:

Key Words

Communicating With the Public, Public Information Program, Press Releases

Legal References: N.J.S.A. 10:4-6 *et seq.*
N.J.S.A. 18A: 17-46
N.J.S.A. 18A:7E-2

Open Public Meetings Act
Act of Violence; report by the school employee; notice of action taken; annual report

COMMUNICATING WITH THE PUBLIC (continued)

through -5	School report card program
<u>N.J.S.A.</u> 47:1A-1 <u>et seq.</u>	Examination and copies of public records (<u>Open Public Records Act</u>)
<u>N.J.A.C.</u> 6A:8-3.1(a)3	Curriculum and instruction
<u>N.J.A.C.</u> 6A:23A-5.2	Public relations and professional services
<u>N.J.A.C.</u> 6A:23A-8.1 <u>et seq.</u>	Budget Submission, support documentation, website publication
<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the CCCS
<u>N.J.A.C.</u> 6A:30-3.1	Comprehensive review of public school districts
<u>N.J.A.C.</u> 6A:32-12.1	Reporting Requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

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

Possible

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*2240	Research, evaluation and planning
	*3570	District records and reports
	*5124	Reporting to parents/guardians
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6142.10	Technology
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6171.4	Special education
	*6300	Evaluation of the instructional program

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

PRINCIPAL EVALUATION

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

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

Training

Principals, assistant principals and vice principals shall be provided:

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

Principal Evaluation

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

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

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

PRINCIPAL EVALUATION (continued)A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:

1. The median school wide student growth percentile measure; and/or
2. The measure of the average student growth objective for all teachers; and
3. The measure of the administrator goals which shall be developed in consultation with their supervisor and specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 of the school year.

B. Measures of principal practice including the following components:

1. A measure determined through a Commissioner-approved principal practice instrument; and
2. A leadership measure determined through the Department-created leadership rubric.

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

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

Principal, Assistant Principal, and Vice Principal Observations

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

A principal, or a 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.

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

Post-observation conferences shall include the following procedures:

- A. The supervisor who is present at the observation shall conduct a post-observation conference with the principal, assistant principal, or vice principal being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;
- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the principal, assistant principal, or vice principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;
- C. With the consent of the observed principal, assistant principal, or vice principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written

PRINCIPAL EVALUATION (continued)

communication, including electronic communication;

- D. One post-observation conference may be combined with the principal, assistant principal, or vice principal's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;
- F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

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

Professional Development Plans

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

- A. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (N.J.A.C. 6A:9C-3.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the superintendent, principals, or supervisors;
- C. Identifies professional goals that address specific individual, school, or district goals; and
- D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

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

Note: see board policy 4131/4131.1 Staff Development

Corrective Action Plans

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

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

- A. One observation in addition to the observations required for the regular evaluation process;

PRINCIPAL EVALUATION (continued)

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

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

Records

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

NJSBA Review/Update: September 2015

Adopted:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A. 18A:4-15</u>	General rule-making power
	<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
	<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system
	<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	<u>See particularly:</u>	Definitions relative to the TEACHNJ Act
	<u>N.J.S.A. 18A:6-119</u>	School improvement panel
	<u>N.J.S.A. 18A:6-120</u>	Evaluation of principal, assistant principal, vice-principal
	<u>N.J.S.A. 18A:6-121</u>	Annual submission of evaluation rubrics
	<u>N.J.S.A. 18A:6-122</u>	Review, approval of evaluation rubrics
	<u>N.J.S.A. 18A:6-123</u>	Non-tenured teaching staff; observation and evaluation; conference; purpose
	<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
	<u>N.J.S.A. 18A:27-10 et seq.</u>	Tenure of teaching staff members
	<u>N.J.S.A. 18A:28-5</u>	Withholding increments; causes; notice of appeals
	<u>N.J.S.A. 18A:29-14</u>	Purpose and program descriptions
	<u>N.J.A.C. 6:30-2.1(a)8</u>	Professional standards
	<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional development for teaching staff members and school leaders
	<u>N.J.A.C. 6A:9C-2.1 et seq.</u>	Standards for professional learning
	<u>See particularly:</u>	Requirements for school leader professional development in ethics, law and governance
	<u>N.J.A.C. 6A:9C-3.3</u>	Educator effectiveness
	<u>N.J.A.C. 6A:9C-3.8</u>	
	<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Definitions
	<u>See particularly:</u>	Duties of district boards of education
	<u>N.J.A.C. 6A:10-1.2</u>	Components of principal evaluation
	<u>N.J.A.C. 6A:10-2.2</u>	
	<u>N.J.A.C. 6A:10-5.1 et seq.</u>	Components of principal evaluation rubrics
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:10-5.1 through -5.3</u>	
	<u>N.J.A.C. 6A:10-5.4</u>	Principal, assistant principal and vice-principals

PRINCIPAL EVALUATION (continued)

N.J.A.C. 6A:32-5.1 et seq. observations
Standards for determining seniority

Possible

<u>Cross References:</u>	*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

Teaching and Principal Evaluation Rubrics

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

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

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

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

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

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

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

Student Growth Percentiles

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

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

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

Average Student Growth Objective Scores

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

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

Administrator Goals for Principals, Assistant Principals, or Vice Principals

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

- A. The superintendent shall determine for all principals, assistant principals, or vice principals, the number of

PRINCIPAL EVALUATION (regulation continued)

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

Percentage Weight Range of Evaluation Rubric Components

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

A. Teacher Evaluations

1. Non-SGP teachers; 80% teacher practice, 20% SGO;
2. SGP teachers: 70% teacher practice, 20% SGO, 10% mSGP.

B. Principal/AP/VP Evaluations

1. Non-SGP principals; 30% principal practice, 20% evaluation leadership, 40% administrator goals, 10% SGO average;
2. SGP principals: 30% principal practice, 20% evaluation leadership, 30% administrator goals, 10% SGO average, 10% school-wide SGP.

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

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

Adopted:

Policy

SUPERINTENDENT

The Roselle Park Board of Education, in compliance with state law, will evaluate the superintendent at least annually. Every newly appointed or elected board member shall complete the New Jersey School Boards Association's training program on evaluation of superintendents within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

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

Role and Responsibility of the Board

The role and responsibility of the board in this evaluation shall be:

- A. To complete a New Jersey School Boards Association training program on the evaluation of the superintendent within six months of the commencement of newly appointed or elected district board member's term of office (N.J.S.A. 18A:17-20.3.b; see board policy 9200 Orientation and Training of Board Members);
- B. To review, revise and adopt procedures suggested by the superintendent for implementation of this policy;
- C. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant as deemed appropriate to assist the board. The evaluation itself shall be the responsibility of the board;
- D. To adopt an individual plan for professional growth and development of the superintendent based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the superintendent. The duration of the plan will be three to five years, depending on the superintendent's contract with the school district;
- E. To hold an annual summary conference between a majority of its total membership and the superintendent. The annual summary conference shall be held before the written performance report is filed. The conference shall be held in private, unless the superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:
 - 1. Performance of the superintendent based upon the job description;
 - 2. Progress of the superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
 - 3. Indicators of student progress and growth toward program objectives.
- F. To prepare, by July 1, subsequent to the annual summary conference, an annual written performance report, approved by a majority of the full membership of the board. This report shall include:
 - 1. Performance areas of strength;
 - 2. Performance areas needing improvement based upon the job description and evaluation criteria in "E" above;

SUPERINTENDENT (continued)

3. Recommendations for professional growth and development;
 4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the superintendent;
 5. Provision for performance data which have not been included in the report prepared by the board of education to be entered into the record by the superintendent within 10 working days after the completion of the report.
- G. To add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth to a superintendent's personnel file. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

Role and Responsibility of the Superintendent

The board shall determine the role and responsibility in consultation with the superintendent. The superintendent shall be to provide information and propose procedures for:

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

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

Adopted:
NJSBA Review/Update: September 2015
Readopted:

Key Words

Superintendent Evaluation, 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.

SUPERINTENDENT (continued)

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	<u>School Ethics Act</u>
<u>N.J.S.A.</u> 18A:17-15 through -21	Appointment of superintendents; terms;
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:17-24	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:28-3 through -6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 40A:65-1 <u>et seq.</u>	<u>Uniform Shared Services and Consolidation Act</u>
<u>N.J.A.C.</u> 6A:9B-11	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:10-1 <u>et seq.</u>	Teacher effectiveness
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:10-7.1	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> - <u>Immigration and Nationality Act</u>	

Possible

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

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