A Regular Board of Education Meeting of the Howell Township Board of Education was called to order at 7:00 PM on Wednesday, August 23, 2017 in the Cafetorium of Howell Township Middle School North, 501 Squankum-Yellowbrook Road, Farmingdale, New Jersey.

AGENDA

DISTRICT GOALS 2016

Student Achievement:
• To foster a learning environment that emphasizes personalized learning, student empowerment, and standards-aligned student growth.

District Culture & Climate:
• Sustain a positive culture of learning within the current building structures.

Community Interaction:
• Increase community outreach and district transparency through multiple mediums of communication.

Technology:
• Transform educational settings through the use of technology to foster progressive learning environments.

BOARD GOALS

Governance:
• The Board will utilize the workshop model to improve the Board’s knowledge on educational issues in the district.

Boardsmanship:
• The Board will develop and implement an in district orientation for new Board members.

Student Achievement:
• The Board will use data to inform decision-making regarding student success.
A. Roll Call- Salute to Flag:
PRESENT: Timothy P. O'Brien Board President, Mark A Bonjavanni Board Vice President, Laurence Gurman Board Member, Denise M. Lowe Board Member, Cristy Mangano Board Member, MaryRose Malley Board Member, Albert Miller Board Member, James A. Moretti Board Member
ABSENT: Angel D. Sanchez Sr. Board Member

OTHERS PRESENT: Joseph Isola, Superintendent, Patricia Callander, Assistant Superintendent of Pupil Services, Bruce Preston, Assistant Superintendent of Curriculum and Personnel, Ronald Sanasac, Assistant Superintendent for Business Administration/Board Secretary, Theresa George, Administrative Secretary and approximately 30 citizens, employees and reporters.

B. Announcement by President:
"Adequate notices of this meeting, as required by Chapter 231, PL 1975, were distributed by the Secretary on August 16, 2017."

C. Board President's & Superintendent's Remarks Regarding Recognitions:
Mr. O'Brien stated the Board is very pleased to have with us tonight family members of staff and students who will be honored this evening.

1. Staff Retirees
Mr. Isola informed the Board he will take an opportunity this evening to celebrate the years of commitment to this district from our staff members. Mr. Isola commented it is always a special opportunity for the Board to have this celebration and recognize these individuals. Mr. Isola affirmed these individuals have left a lasting impact, not only on the community, but for generations to come. He stated it is gratifying to know that we are all part of a career which does impact a better world.

- Constance “Connie” Hembree started as a substitute teacher assistant and became a Special Education Teacher Assistant in MSN, Ramtown, MSS, Newbury, Memorial and most recently Griebling. Mrs. Hembree worked for the district for eighteen years before her recent passing. Mr. Isola shared he had the opportunity to work with Mrs. Hembree and noted she was an outstanding individual. Mr. Isola noted Mrs. Hembree’s family is in attendance to accept a small token, a memorial brick to be place in a memory garden, from the district in appreciation for her work.

Mrs. Callander remarked Mrs. Hembree was well known and very well loved, and would do anything to support children. She noted when Mrs. Hembree was moved from Middle School North to Griebling, it was done so knowing that Mrs. Hembree would add a strong support. Mrs. Hembree went there willingly, supported the staff, and made a big difference in the lives of children. Mrs. Callander stated
although she knew Mrs. Hembree from work and afterschool programs, she learned so much more about her at the service from all of the people who stood and paid tribute to Connie. Mrs. Callander shared that spoke volumes to the human being Connie was. Mrs. Callander stated we were very blessed to work with Connie and she is honored to be able to present the brick to Mrs. Hembree’s family this evening.

Mr. O’Brien, Mr. Bonjavanni, Mr. Isola, Mrs. Callander, Mr. John Agoston HTEA President, and Mr. James Quinn HTAC President presented the family with a commemorative brick.

- Mrs. Donna Semko completed thirty-one years of service, starting in 1986. Mr. Isola stated Mrs. Semko brought excitement to the classroom each and every day and noted she did it with class, dignity and pride. Mr. Isola remarked if you look for the definition of “teacher” there is probably a picture of Mrs. Semko there. Mr. Isola reported her son Tommy attended our schools and is now a Supervisor in a nearby district; adding that is a fine example of what good parenting is.

Mr. O’Brien, Mr. Bonjavanni, Mr. Moretti, Mr. Isola, Mr. John Agoston HTEA President, and Mrs. Diana Rochon Taunton Principal, presented a brick to Mrs. Semko.

- Mrs. Julia Sandler served as a Vice Principal and Special Education Supervisor since 2003. Mr. Isola indicated he worked closely with Mrs. Sandler and noted we are blessed to have Mrs. Sandler serve our children and noted she had a beautiful career in Howell. Mr. Isola informed the Board Mrs. Sandler recently shared with him that Howell is home for her. Although she worked in a few educational settings, Mrs. Sandler stated when she got here, it felt like home and this was the longest she stayed in any district. Mr. Isola remarked we were all the better for it.

Mr. Quinn informed the Board Mrs. Sandler began her career at Newbury School as Vice Principal and remarked it was always pleasure to work with her. Mr. Quinn stated he worked closely with Mrs. Sandler due to the large special education population at Newbury School. He noted she has been a great support for all of his students. Mr. Quinn congratulated Mrs. Sandler, stating she has done many great things for this district and will be truly missed.

Mrs. Callander informed the Board she had the pleasure of meeting Mrs. Sandler in 2004 when they both became Special Education Supervisors. Mrs. Callander remarked it isn’t just a job, you live with your colleagues and noted she is very fortunate to have such nice relationship. Mrs. Callander informed the Board Mrs. Sandler accomplished a great deal during her tenure in Howell as a Special Education Supervisor, including working closely with the speech therapists, SEPAC Organization, LLD inclusion program and most recently Project Read to ensure all special education students have access to multi-sensory instruction. Mrs. Callander noted these are just a few examples of what Mrs. Sandler has accomplished through
her work, however the greatest accomplishment is the relationship she has with her co-workers. She is always there with a smile and a shoulder to lean on, with a calm view of things. Mrs. Callander stated on a personal note she will be very missed.

Mr. O’Brien, Mr. Bonjavanni, Mr. Isola, Mrs. Callander and Mr. James Quinn HTAC President presented a brick to Mrs. Sandler.

2. TSA Nationals

Mr. Isola requested for Ms. Claire Engle Director of Digital Learning and Innovation, to address the Board regarding the TSA Nationals program.

Ms. Engle informed the Board she is here this evening to recognize the advisors and students who competed in the National TSA Conference. Each year a group of students qualify at the state conference to compete at the national level in competitions that focus on STEM (Science Technology Engineering and Mathematics) related practices. Ms. Engle indicated this year the competition took place in Orlando, Florida guided by their Chapter Advisors Mr. Josh Langenberger Middle School South and Ms. Debbie Sales Middle School North.

Ms. Engle informed the Board there were 206 middle school chapters from around the nation who attended with a total of 2,350 students.

Mrs. Sales thanked the Board for recognizing the students and their accomplishments. Mrs. Sales reported three Middle School North students attended, one from each grade level. She noted announced the names of each student and the competitions for which they competed in.

Mr. Langenberger stated he had the distinct honor of wearing two hats during the national conference, as Advisor and representing the TEAMS (Test of Engineering Aptitude Mathematics and Science) challenge. He stated eight students from Middle School South and a total of nineteen students represented the district. Mr. Langenberger announced the names of the students and the students provided a sample of the presentation given at the conference. Mr. Langenberger explained the process as to what the students faced at the TEAMS competition. Mr. Langenberger explained this is an example of leadership skills and the thoroughness of their work. A three dimensional prototype was displayed by students which was used during the competition.

Mr. Langenberger informed the Board the students placed third in the nation for their prepared presentation, placed seventh in the nation for the written essay on sustainability plan and achieved the status of the fifth places best in nation.

Board Members Dr. Lowe and Mr. Miller presented students with certificates.

Mr. Isola congratulated the TSA program and noted it is important to thank the Board for continuing to believe in the progress of the students and staff in this district while
supporting a 21st century learning environment. Mr. O’Brien responded it is the distinct pleasure of the Board to support these programs. He noted it is impressive to be honoring both staff and students this evening. As seen tonight, our district is taking a leadership role as evident this evening and is relevant to the 21st century learning. Mr. O’Brien thanked the staff and parents for supporting their children, and thanked the students for making him so proud. Mr. Isola thanked Ms. Engle for the work done.

(NAMES OF THE STUDENTS ARE ON FILE IN THE MINUTES BOOK)

D. Executive Session:

WHEREAS, the Sen. Byron M. Baer Open Public Meetings Act, N.J.S.A. 10:4-6 et seq., (the “Act”) provides that the Howell Township Board of Education may hold an “Executive Session” from which the public is excluded to discuss matters that are confidential or are one of the nine (9) subject matters listed Section 12(b) of the Act; and

WHEREAS, it is recommended by the Business Administrator that the Howell Township Board of Education go into Executive Session on August 23, 2017 at _N/A_ to discuss matters that are permissible for discussion in Executive Session; and

WHEREAS, that the Board hereby declares that its discussion of the following subject(s) will be made public at a time when the public’s interest in disclosure is greater than any privacy or governmental interest being protected from disclosure.

NOW, THEREFORE, BE IT RESOLVED by the Howell Township Board of Education that the Board shall go into Executive Session to discuss the following items:

The Board did not convene to Executive Session.

ITEMS DISCUSSED IN EXECUTIVE SESSION MAY RESULT IN BOARD ACTION WHEN THE BOARD RECONVENES TO PUBLIC SESSION.

E. Approval of Minutes:

Regular Board of Education Meeting Minutes, August 9, 2017

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<th>RESULT:</th>
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<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
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The Executive Session minutes for June 28, 2017 and July 12, 2017 were withdrawn.

F. Correspondence:
1. Notices of the following meetings:
   a. Policy Committee - August 14, 2017, 6:30 p.m.
   b. Education Committee - August 21, 2017, 12:00 p.m.
   c. Regular Board of Education Meeting - August 23, 2017, 7:00 p.m
   d. Board Workshop Retreat - August 26, 2017, 9:00 a.m.

G. Board President's Comments:
Mr. O'Brien reiterated his profound appreciation for the staff honored this evening and their service over the years. He commented he had the opportunity to interact with them over the years and found them to be dedicated to our students, as with all of the staff.

Mr. O'Brien stated the incredible success of the TSA students is evident at a national level, where our students consistently excel.

Mr. O'Brien expressed our district is a place to come and learn about we can lead in the 21st century. Noting, our students will be making decisions for our future and be our future leaders.

Mr. O’Brien announced the Board Retreat will take place on Saturday, August 26th at the Southard Community Enrichment Center starting at 9:00 a.m. He noted there will be a robust agenda and thanked Dr. Lowe, Mr. Bonjavanni and Administration for helping to develop and create the activities for that day.

Mr. O’Brien stated during the Retreat the Board will discuss the Strategic Plan. He informed the public, the Board is in the process of re-engaging and re-invigorating our focus on what is most important to our district for the next five years. He noted everything we do as a Board is driven by the Strategic Plan. Mr. O’Brien commented it will be a very productive retreat and noted the Board Self Evaluation will also be done at that time.

H. Superintendent’s & Board Secretary's Report:
1. Lighthouse School

   Mr. Isola stated he is proud to announce that Taunton Elementary School has been recertified as a Lighthouse School in the Leader in Me Program. Mr. Isola remarked they are one of the first schools to be recertified. Mr. Isola congratulated Taunton Elementary School in their efforts.
2. New Taipei Delegation

Mr. Isola reminded the Board of the New Taipei City Delegation visitors last year. He informed the Board we have been asked to host a second delegation with our partners in the Freehold Regional High School District. Mr. Isola stated he will keep the Board updated on the progress of that visit.

3. New Staff Academy

Mr. Isola invited the Board to attend the first day of the New Staff Academy which will take on Monday, August 28th, at Memorial Elementary School. Mr. Isola remarked it has always been the tradition of the Board President to take advantage of the opportunity to greet and give introductory remarks on the first day of the event.

4. New Jersey School Boards Association Task Force on Student Achievement

Mr. Isola distributed to each Board Member the New Jersey School Boards Association Task Force on Student Achievement Report. Mr. Isola stated this will be discussed during the upcoming Board Retreat.

5. SLEO III Officers

Mr. Isola informed the Board the Shared Service Agreement regarding the SLEO III Officer program with the Municipal Government is moving forward. Mr. Isola advised the Board that the Police Department has employed officers, and they are in the process of transferring one of the Sergeants to the unit. Mr. Isola announced Sergeant Paul Mazzeo will be the Sergeant for the Community Resource Officers. Mr. Isola stated Sergeant Mazzeo will be working closely with the district. He noted the officers are undergoing training from the Police Department and will undergo a three-day training through our district as well. Mr. Isola reported the officers will tour the schools, meet the administrative staff and collaborate on some of the work that is forthcoming.

Mr. Isola reported as the program evolves throughout the school year, Mrs. Callander, along with the guidance staff and Mr. Preston, will formulate the educational components of the program. Mr. Isola remarked he is very proud of the partnership and knows it is off to a very good start. Mr. Isola stating the one curve ball is that there are five officers who were hired, and there is hope to employ more to ensure the sister schools will have coverage. Mr. Isola stated he has been working with Chief Kudrick and his staff and noted they have been very supportive of this partnership. Mr. O’Brien inquired if Officer McBride will still be part of the program. Mr. Isola responded Officer McBride’s assignment will remain the same. Mr. Isola stated Officer Steinard will remain in the SRO Department. He noted this is still a work in progress. Dr. Lowe requested clarification about the training the officers will receive.
in district. Mr. Isola reported the officers will receive a three-day training in coordination with Mr. Sanasac and Mr. Leonard Abline, Director of Security. Mr. Isola indicated the officers will also attend a presentation by Mr. John More, Response Law, regarding police and school administrative partnership. Mr. Isola stated it is more of a training/orientation.

Mr. Sanasac informed the Board they are invited to attend the training on August 30th at, Middle School South, 8:30a.m. Mr. Sanasac stated our property and casualty carrier, Utica Insurance, has provided us with a speaker, Mr. John More to address the Board, Administration and the SLEO III officers. Mr. Sanasac reported Mr. More is a very interesting and enjoyable speaker with practical items which will apply to everyday and crisis days. Mr. Sanasac stated this will be a good opportunity to interact with the SLEO III Officers.

Mr. Miller requested for a letter to be sent to parents to explain the program and inform them of the presence of police officers in the schools. Mr. Isola responded he will provide a letter to the community and noted the officers will be part of the back to school night activities.

I. Committee Updates and Liaison Reports:

1. Operations Committee

Mrs. Malley reported the Committee has not met since the last Board Meeting.

2. Finance Committee

Mr. Miller reported the Finance Committee has not met since the last Board Meeting.

Mr. Miller informed the Board Ms. Jeanne Corrigan Ribon, SAC for the district will speak during Monmouth County School Boards Association meeting on Thursday, September, 7, 2017, Colts Neck Inn, 6:45p.m. Mr. Miller invited the Board and Administration to come out and lend their support.

3. Community Interaction

Mr. Bonjavanni announced the Committee will meet on Monday, September 11th.
4. Education Committee

Dr. Lowe reported the Committee met on August 21st. Dr. Lowe stated the Committee reviewed changes to the following curriculums.

Science K-8
Social Studies K-8
Mathematics K-8
Language Arts Literacy K-8
World Language K-8
Computers K-5
Physical Education K-8
Fine Arts K-8

Dr. Lowe stated alignments to the standards and priorities of the district were all addressed within the curriculum revisions.

Dr. Lowe informed the Board the DBQ Project was discussed with the Committee. It provides document based question and essay formats to enrich student’s Social Studies curriculum. She noted the Committee did recommend to approve the curriculum.

Dr. Lowe indicated the Committee reviewed the very extensive and very well done Professional Development Learning plan. She noted it is a nice alignment between our money, work and things we are doing. Dr. Lowe noted one of the recommendations was to call the plan Professional Learning instead of Professional Development. Dr. Lowe indicated the mentoring plan is included in the plan and the statute requires a review of the plan through the budget process which is included in the document.

Dr. Lowe informed the Board there was a change in the Instructional Coach job description, which is a revision of the Literacy Coach job description.

The program LEAD (Law Enforcement Against Drugs) was discussed. This will be used by the SRO’s to address the abuse and physical violence epidemic facing students. Dr. Lowe stated there are about ten units that will be taught throughout the year. She noted this is a nice tie in with the SRO program. Mr. Isola stated LEAD is a statewide grant funded program. Officer McBride and Ms. Ribon, SAC, became certified and will be the LEAD instructors. Mr. Isola stated Ms. Ribon indicated she is more than willing to turnkey the program. Mr. Isola stated it is a certification program, therefore, the SLEO III’s will not have the certification. He indicated they will assist and support the LEAD program. Mr. Isola remarked the LEAD program is in lieu of the DARE program which research indicated was not meeting the needs of the students in terms of drug prevention. Mr. Isola advised this is a more pointed program towards drug prevention, which seems to be going well. Mr. Isola stated he is excited to be a grant recipient for this program. Mr. Isola reported this will be a fifth grade program where the core instruction will exist.
Dr. Lowe shared the Committee spoke about the afterschool programs, which was met with great success. She noted feedback was very useful for future clubs. Dr. Lowe stated the Robotics Club at Middle School South has been very successful and will be looked into for expansion at Middle School North. Dr. Lowe reported the Committee will also look into Robotics/Engineering Clubs at both middle schools and present findings to the Education Committee for a recommendation.

Paperless Board of Education meetings was discussed by the Committee. Currently the district is reviewing three different types of paperless agenda software. A decision will be made in the near future as to which program the district will begin to pilot. Dr. Lowe stated this will be an agenda item for the Board Retreat.

5. Safety and Advocacy Committees

Mr. Moretti reported the Committees have not met. Mr. Moretti informed the Board he has been in touch with Assemblyman Thompson’s assistant and will setup a meeting with Administrators.

6. Policy Committee

Mr. Gurman informed the Board the Policy Committee met on August 14th and noted there are a number of policies which are up for a first read this evening for approval. Mr. Gurman noted one of the polices is Policy 2264, regarding gifted and talented students. There are relatively minor revisions to reflect changes in the administrative code. The policy talks about and indicates the multiple measures used to identify students eligible for the gifted and talented programs. Mr. Gurman maintained this district uses whatever possible alternatives that are out there to improve student performances.

Mr. Gurman stated Policy 2622 on student assessment is up for first read approval. Mr. Gurman advised language has been updated to reflect changes in the administrative code. The key change is CCCS (Core Curriculum Content Standards) has now been replaced with New Jersey Student Learning Standards (NJSLS). He noted there are various changes in assessment requirements and provides details on assessments for English language learners. In addition, the policy provides the Board of Education shall administer the applicable statewide assessments and enumerates the major subject components and the various grade levels. The policy states the Board shall take all appropriate statewide assessments as scheduled, which is the policy of the state.

Mr. Gurman noted there are a series of policies and regulations that have to do with teaching staff, Supervisors, Principals and Vice Principals. Mr. Gurman explained in the past there were two separate categories in the administrative code, one that addressed classroom teachers and one that addressed principals and vice principals. Up for consideration this evening is the policy is now being broken up into four
separate categories with policies and regulations, 3221 Teacher, 3222 Teaching Staff Members (including guidance counselors, nurses, etc.), 3223 Administrators, 3224 Principals and Vice Principals. Mr. Gurman described to the Board some of the elements in the policies and regulations.

Mr. Gurman stated Policy 3240 reflects the change in language to Professional Learning.

Regulation 5600 Student Discipline/Code of Conduct adds a chart of discipline.

Mr. Gurman remarked the Committee was charged to look at the Nepotism policy and informed the Board they concurred with the Superintendent, there is no reason to add anything further to the policy. Mr. Gurman reported under the current Nepotism Policy a relative means an individual’s spouse by marriage or civil unit, domestic partner, or the individual’s or spouse’s parent, child, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, half-brother or half-sister, where the relative is related to the individual or the individual’s spouse by blood, marriage or adoption. Mr. Gurman noted the policy is very inclusive.

Mr. Gurman reported a new policy for Unpaid Meal Charges is up for approval this evening, noting this does not include any students who fall under the free/reduced lunch status.

Mr. Gurman informed the Board the Committee will update the Board regarding a policy on remote participation.

Mr. Preston clarified the policies related to AchieveNJ and TeachNJ represent language changes in law they do not represent any change to the practices we have been doing as a district for the past three years. The changes are now up to speed with what we have been doing.

Mr. O’Brien requested clarification regarding the gifted and talented policy. Mr. Gurman indicated the change is due to recommendations from Strauss Esmay. Mr. Preston stated the suggested changes did not come from the task force, rather they are coming from Strauss Esmay, which reflects changes in statute.

J. Comments from the Public:

WHEREAS, the Howell Township Board of Education determines that the comments from the public portion of the Board Meetings will last 45 minutes, and

WHEREAS, the Board determines that the public comments portion will be conducted in accordance with Board Bylaw 0164.1, and individuals may be limited to 3 minutes each, and
NOW, THEREFORE, BE IT RESOLVED, that the Howell Township Board of Education will cease conducting business and the meeting will be open to the public at that time for a 45 minute period.

None.

K. **Unfinished Business:**
None.

L. **Discussion Items:**

Mr. Miller advised the Board of a neighboring Monmouth County district who places on their agenda a public statement regarding agenda items being thoroughly reviewed prior to being voted on at the Board Meeting.

Mr. Miller read the public statement to the Board:

Statement to the Public:

Often times it may appear to members of the audience that the Board of Education takes action with very little comment and in many cases unanimous vote. Before a matter is placed on an agenda at a public meeting, the Administration has thoroughly reviewed the matter with the Superintendent of Schools. If the Superintendent of Schools is satisfied with the matter, and it is ready to be presented to the Board of Education, it is placed on the agenda at the next committee meeting. The members of the Board work with Administration and the Superintendent of Schools to assure that they fully understand the matter. After the committee of the whole approves the matter, it is placed on the agenda for action at a public meeting and where instances matters are presented to the Board of Education for discussion at that same meeting and final action may be taken.

It was the suggestion of Mr. Miller to place a similar public statement on this district’s agenda.

Mr. Bonjavanni commented he loves the idea and suggested to list what items are classified as Executive Session at the January re-organization meeting so the public may have a better understanding. Mr. Sanasac assured this statement will be added to new agenda template once that has been determined. Mrs. Mangano stated this will be a positive thing for the public to know what is going on behind the scenes.

Mr. Gurman reiterated that the public is invited to attend the meetings, stressing they are public meetings where the Committee delves into many items and may spend hours discussing before they are brought up to the Board level for approval. Mr. Gurman stated it will be helpful for people to participate and see what is going on. Mr. O’Brien stated we are a rare entity in the fact that we have a committee structure with full citizen representation. He noted it might be helpful to further elaborate on how we do business.
Mr. O’Brien maintained we are a committee driven structure and we give our citizen members equal votes to the Board. He noted there is a lot of hard work done behind the scenes by the Committees. Mr. O’Brien stated it is critical to have citizen members and noted this is where the real work of the Board gets done.

Mr. Bonjavanni wondered if there will be an availability with the new agenda software to have the read-ins supplied to Board Members before the Board Meeting.

Mr. Bonjavanni complimented Administration for having the TSA students present their work done at the TSA Nationals Conference.

Mr. Bonjavanni informed the Board, the mother of former Board Member, Jeanne DePompo passed away. He asked the Board to keep Mrs. DePompo and her family in their thoughts and prayers.

Mr. Isola noted there are quite a few read-ins to the agenda this evening. He wanted the Board and the public to keep in mind this is the last Board Meeting before the start of school and there were interviews happening and decisions being made right before the start of the Board Meeting.

**DISCUSSION ITEMS MAY RESULT IN BOARD ACTION.**

M. **New Business - Consent Agenda Items:**

**2000 SERIES - PROGRAMS:**

2000-1. **NJ Commission for the Blind and Visually Impaired**

Approve the Requests to Provide Services Contracts, Level 1 Services, from the New Jersey Commission for the Blind and Visually Impaired for six (6) students for the 2017-2018 school year at a total cost of $11,400.00.

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.
2000-2. **NJ Commission for the Blind and Visually Impaired**

Approve the Request to Provide Services Contract, Level 3 Services, from the New Jersey Commission for the Blind and Visually Impaired for a student for the 2017-2018 school year at a total cost of $12,600.00.

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2000-3. **First Reading Policy 2464**

Approve the first reading of Policy 2464, Gifted and Talented Students.

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2000-4. **First Reading Policy 1240**

Approve the first reading of Policy 1240, Evaluation of Superintendent.

| RESULT:         | WITHDRAWN |

2000-5. **First Reading Policy 2622**

Approve the first reading of Policy 2622, Student Assessment.

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2000-6.  **First Reading Regulation 1240**

Approve the first reading of Regulation 1240, Evaluation of Superintendent.

RESULT: WITHDRAWN

2000-7.  **FY2017 ESEA-NCLB Consolidated Grant**

Approve the submission of the FY2018 ESEA-NCLB Consolidated Grant Application in the amounts of:

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<th>Amount</th>
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RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000 SERIES - PROFESSIONAL STAFF:

The following actions have been recommended by the Chief School Administrator. Note: A payroll deduction as a contribution towards health benefits per Chapter 78 P.L. 2011 will be withheld.

3000-1.  **Staff Transfers**

Approve the attached list of staff transfers for the 2017-2018 school year. (List to be provided at meeting)

RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.
3000-2. **Rescind Appointment**

Rescind the appointment of Samantha D'Onofrio from the position of Grade 1 Teacher at Adelphia School, September 1, 2017 through December 1, 2017 at $42,000.00, (Substitute Limited Employment Contract) (Previously Appointed on August 9, 2017- replacing Rebecca Martin - Family Leave)

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

3000-3. **Substitute Limited Employment Contract**

Appoint Kristen Halleran to the position of Grade 1 Teacher at Adelphia School, effective September 1, 2017 through December 1, 2017 at $42,000.00, prorated. (Substitute Limited Employment Contract) (Replacing Rebecca Martin - Family Leave)

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

3000-4. **Grade 1 Teacher**

Appoint Samantha D'Onofrio to the position of Grade 1 Teacher at Adelphia School, at Step 1 BA, $52,000.00, effective September 1, 2017. (Replacing Jennie Hecht - Resignation)

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |
3000-5. **LOA Extension for Teacher**

Approve the following leave of absence extension for Sharon Dolled, Resource Teacher at Memorial School:

<table>
<thead>
<tr>
<th>LEAVE</th>
<th>FROM</th>
<th>THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ext. Medical Leave</td>
<td>September 1, 2017</td>
<td>January 16, 2018</td>
</tr>
<tr>
<td>With Pay</td>
<td>(79 sick days, 3 personal days)</td>
<td></td>
</tr>
</tbody>
</table>

**RESULT:** APPROVED [UNANIMOUS]

**MOVED:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

3000-6. **Substitute Limited Employment Contract**

Appoint Sonja Preston to the position of Resource Teacher at Memorial School, effective September 1, 2017 through January 16, 2018 at $42,000.00, prorated. (Substitute Limited Employment Contract) (Replacing Sharon Dolled - Medical Leave)

**RESULT:** APPROVED [UNANIMOUS]

**MOVED:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

3000-7. **LOA for Teacher**

Approve the following leave of absence for Lisa Rojas, Grade 5 Teacher at Aldrich School:

<table>
<thead>
<tr>
<th>LEAVE</th>
<th>FROM</th>
<th>THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Leave</td>
<td>September 1, 2017</td>
<td>October 27, 2017</td>
</tr>
<tr>
<td>Without Pay</td>
<td>(8 weeks)</td>
<td></td>
</tr>
<tr>
<td>With Benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-8. Substitute Limited Employment Contract
Appoint Amanda Ferraro to the position of Grade 5 Teacher at Aldrich School, effective September 1, 2017 through October 27, 2017 at $42,000.00 prorated. (Substitute Limited Employment Contract) (Replacing Lisa Rojas - Family Leave)

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

Appoint Alexandra De Pompo to the position of Grade 2 Teacher at Land O'Pines School, effective September 1, 2017 through November 24, 2017 at $42,000.00, prorated. (Substitute Limited Employment Contract) (Replacing Beth Greder - Family Leave)

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-10. Special Education Teacher
Appoint Ethan Berger to the position of Itinerant Special Education Teacher, at Step 1 BA, $52,000.00, effective September 1, 2017.
RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-11. English as a Second Language (ESL) Teacher

Appoint___________ to the position of English as a Second Language (ESL) Teacher at Adelphia School, at Step ____, $______, effective September 1, 2017. (New Position)

RESULT: WITHDRAWN

3000-12. Part Time English as a Second Language (ESL) Teacher

Appoint___________ to the position of Part Time English as a Second Language (ESL) Teacher at Ardena School, at Step ____, $______, prorated (.50 FTE) effective September 1, 2017. (New Position)

RESULT: WITHDRAWN

3000-13. Change of Salary and Track

Approve the change of salary and track for the following individual(s) effective September 1, 2017:

<table>
<thead>
<tr>
<th>NAME/SCHOOL</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lillian Curran/MSS</td>
<td>Step 19 MA+15/$89,675.00</td>
<td>Step 19 MA+30/$90,175.00</td>
</tr>
</tbody>
</table>

RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.
3000-14. **Instructional Coach**

Appoint___________ to the position of Itinerant Instructional Coach, at Step ____, $______, effective September 1, 2017. (Replacing Jaclyn Dorf - Resignation)

**RESULT:** WITHDRAWN

3000-15. **Instructional Coach**

Appoint___________ to the position of Itinerant Instructional Coach, at Step ____, $______, effective September 1, 2017. (Replacing Betty Ferrigno - Transfer)

**RESULT:** WITHDRAWN

3000-16. **Part Time Physical Education Teacher**

Appoint Edward Kendall to the position of Itinerant Part Time Physical Education Teacher, at Step 1 BA, $52,000.00, prorated (.40 FTE) effective September 1, 2017. (Replacing Christopher Gero - Resignation)

*Pending Certification

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

3000-17. **Training Module Developer for New Staff Induction**

Approve Greg Purcell to the position of Training Module Developer for New Staff -Power Teacher Grade Book 5-8, at a stipend of $150.00.

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.
3000-18. **Training Module Developer for New Staff Induction**

Approve Kristanne Leggio to the position of Training Module Developer for New Staff - OnCourse Lesson Planner, at a stipend of $150.00.

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

3000-19. **Training Module Developer for New Staff Induction**

Approve Stephen Rao to the position of Training Module Developer for New Staff - Power Teacher Grade Book K-4, at a stipend of $150.00.

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

3000-20. **New Teacher Mentor(s)**

Appoint the following New Teacher Mentor(s) for the 2017-2018 school year:

<table>
<thead>
<tr>
<th>NEW TEACHER/SCHOOL</th>
<th>MENTOR</th>
<th>PAYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Weed/Itinerant</td>
<td>Kerry Trigueros</td>
<td>$750.00</td>
</tr>
<tr>
<td>Evan Herrington/Griebling</td>
<td>Shelby Rayner</td>
<td>$750.00</td>
</tr>
<tr>
<td>Samantha D’Onofrio/Adelphia</td>
<td>Dianne Senkeleski</td>
<td>$450.00</td>
</tr>
<tr>
<td>Kristen Halleran/Adelphia</td>
<td>Anne Erbe</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |
3000-21. **Teacher Mentors**

Approve the following staff members as Teacher Mentors:

Rocio Bautista
Stella Cohen
Christopher Collins
Terry Cooney
Tammy O’Gara

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

3000-22. **Tuition Reimbursement**

Approve the reimbursement of 50% of the tuition cost for the following graduate course(s) being taken during the 2017-2018 school year. The staff member shall be reimbursed consistent with contract upon successful completion of the course(s):

**FALL, 2017:**

($894.00* average per credit - $1,342.00 maximum allowed for 3-credit course) *Based on 2017-2018 Tuition Averages.

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Course Description</th>
<th>Tuition Cost</th>
<th>Tuition 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Laurino, Aldrich</td>
<td>EDC 5001: Philosophy Psychology Foundation of Inclusive Education (3 credits) Georgian Court University MA, Education</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>John Kucyk, Memorial</td>
<td>EDC 5014: Methods Research Leader in the Inclusive School (3 credits) Georgian Court University MA, Administration and Leadership</td>
<td>$1,950.00</td>
<td>$975.00</td>
</tr>
<tr>
<td>John Kucyk, Memorial</td>
<td>EDC 6101: Organizational Leadership Theory in the Inclusive School</td>
<td>$1,950.00</td>
<td>$975.00</td>
</tr>
</tbody>
</table>
Item #3000-22 Continued.

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Credits</th>
<th>Tuition Paid</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA, Administration and Leadership</td>
<td>Beth Gallagher, MSS</td>
<td>3</td>
<td>$3,426.00</td>
<td>$1,342.00</td>
</tr>
<tr>
<td>EDL 530: School Law and Policy</td>
<td>Monmouth University</td>
<td>3</td>
<td>$3,426.00</td>
<td>$1,342.00</td>
</tr>
<tr>
<td>MS, Education</td>
<td>Brooke Edgerton, Memorial</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>ABA 502: Measurement and Experimental Design</td>
<td>Georgian Court University</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>MA, Applied Behavior Analysis</td>
<td>Brooke Edgerton, Memorial</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>ABA 503: Experimental Analysis of Behavior</td>
<td>Georgian Court University</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>MA, Applied Behavior Analysis</td>
<td>Amber Williams, LOP</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
<tr>
<td>EDC 6095: Applied Thesis I</td>
<td>Georgian Court University</td>
<td>3</td>
<td>$2,517.00</td>
<td>$1,259.00</td>
</tr>
</tbody>
</table>
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-23. Substitute Teacher(s) $100 Per Day
Approve the following individual(s) to the position of Substitute Teacher(s) for the 2017-2018 school year at the rate of $100.00 per day, as needed:

Corey Maliff Autumn Nonnenmacher Kelly Saterlee

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-24. Substitute Teacher(s) $85 Per Day
Renew the following individual(s) to the position of Substitute Teacher(s) for the 2017-2018 school year, at the rate of $85.00 per day, as needed:

Sarah Arrowood

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-25. Occupational Therapist Internship
Approve Toni-Anne Conklin, Long Island University, NY, to begin her Level I Field Experience, effective September 14, 2017 - October 26, 2017 with Brenda Jackson, occupational therapist, Greenville, Taunton and Middle School South.
3000-26. **Speech Externship**

Approve Anthony Jasiecki, Stockton University, NJ, to perform his speech externship, effective September 5, 2017 - December 22, 2017, with Donna Mazzella, speech therapist at Middle School North.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-27. **Guidance Internship**

Approve Thomas Foley, New York University, NY, to perform his guidance internship, effective September, 2017 - June, 2018, with Kristen Nolan, guidance counselor at Middle School South.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-28. **Guidance Internship**

Approve Kaitlyn Oates, Georgian Court University, Lakewood, NJ, to perform her guidance internship, effective September, 2017 through January, 2018, with Jessica Eisenberg, guidance counselor at Aldrich and Taunton Schools.
RESULT: APPROVED [7 TO 0]  
MOVER: James A. Moretti, Board Member  
SECONDER: MaryRose Malley, Board Member  
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Denise M. Lowe, Cristy Mangano,  
MaryRose Malley, Albert Miller, James A. Moretti  
ABSTAIN: Laurence Gurman  
ABSENT: Angel D. Sanchez Sr.

3000-29. Classroom Observation

Approve the list of individual(s) to complete their hourly classroom observation requirements in the Howell Township Public Schools:

<table>
<thead>
<tr>
<th>NAME</th>
<th>TIME</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Halprin</td>
<td>Sept. 11-Dec., 2017</td>
<td>John Newton, Gr. 5</td>
</tr>
<tr>
<td>Georgian Court Univ.</td>
<td>90 Hours Observation</td>
<td>Aldrich</td>
</tr>
<tr>
<td>Jennifer D’Antuono</td>
<td>Sept. - Dec., 2017</td>
<td>Lori Breunig, Gr. 6 LA</td>
</tr>
<tr>
<td>Brookdale College</td>
<td>60 Hours Observation</td>
<td>Middle School North</td>
</tr>
</tbody>
</table>

RESULT: APPROVED [UNANIMOUS]  
MOVER: James A. Moretti, Board Member  
SECONDER: MaryRose Malley, Board Member  
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti  
ABSENT: Angel D. Sanchez Sr.

3000-30. First Reading Policy 3221

Approve the first reading of Policy 3221, Evaluation of Teachers.

RESULT: APPROVED [UNANIMOUS]  
MOVER: James A. Moretti, Board Member  
SECONDER: MaryRose Malley, Board Member  
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti  
ABSENT: Angel D. Sanchez Sr.

3000-31. First Reading Policy 3222

Approve the first reading of Policy 3222, Evaluation of Teaching Staff Members, Excluding Teachers and Administrators.
### Regular Board of Education Meeting
August 23, 2017

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

#### 3000-32. First Reading Regulation 3222

Approve the first reading of Regulation 3222, Evaluation of Teaching Staff Members, Excluding Teachers and Administrators.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

#### 3000-33. First Reading Regulation 3223

Approve the first reading of Regulation 3223, Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

#### 3000-34. First Reading Policy 3224

Approve the first reading of Policy 3224, Evaluation of Principals, Vice Principals, and Assistant Principals.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>
3000-35. **First Reading Policy 3240**

Approve the first reading of Policy 3240, Professional Learning for Teachers and School Leaders.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

3000-36. **First Reading Regulation 3240**

Approve the first reading of Regulation 3240, Professional Learning for Teachers and School Leaders.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

3000-37. **First Reading Regulation 3221**

Approve the first reading of Regulation 3221, Evaluation of Teachers.

<table>
<thead>
<tr>
<th>RESULT:</th>
<th>APPROVED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER:</td>
<td>James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER:</td>
<td>MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES:</td>
<td>Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

3000-38. **First Reading Policy 3223**

Approve the first reading of Policy 3223, Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals.
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-39. First Reading Regulation 3224
Approve the first reading of Regulation 3224, Evaluation of Principals, Vice Principals, and Assistant Principals.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

3000-40. Workshop Registration and Mileage
Authorize the registration and/or approval of applicable mileage for travel to the attached workshops in accordance with P.L. 2007c53 and Federal Office of Management and Budget Guidelines.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000 SERIES - SUPPORT STAFF:

The following actions have been recommended by the Chief School Administrator. Note: A payroll deduction as a contribution towards health benefits per Chapter 78 P.L. 2011 will be withheld.

4000-1. Staff Transfers
Approve the attached list of staff transfers for the 2017-2018 school year. (List to be provided at meeting)
4000-2. **Office Assistant**

Appoint Marianne Tendler to the position of Office Assistant at Aldrich School, at Step 1, $19,500.00, effective September 1, 2017. (Replacing Tamara Sass - Resignation)

*Pending Criminal History Approval*

<table>
<thead>
<tr>
<th>RESULT: APPROPRIED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER: James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER: MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT: Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>

4000-3. **Special Education Teacher Assistants for After-School Programs**

Approve the following Special Education Teacher Assistants for after-school programs, as needed, at the rate of $15.80 per hour for 2017-2018 school year (Basic IDEA Grant Funded):

Jessica Beckett  Carol Lynch
Theresa Cretella  Mary Ann McManus
Doreen Dooling  Maureen Montebianco
Louise Dorata  Jerriane Obrochta
Cheryl Ferro  Jeanne O’Larte
Kathleen Gabrielli  Mercedes Ramos
Grace Grotto  Joyce Scarano

<table>
<thead>
<tr>
<th>RESULT: APPROPRIED [UNANIMOUS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVER: James A. Moretti, Board Member</td>
</tr>
<tr>
<td>SECONDER: MaryRose Malley, Board Member</td>
</tr>
<tr>
<td>AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti</td>
</tr>
<tr>
<td>ABSENT: Angel D. Sanchez Sr.</td>
</tr>
</tbody>
</table>
4000-4. **Special Education Teacher Assistants**

Appoint the following Special Education Teacher Assistants at a salary of $25,250.00, for the 2017-2018 school year, pending student need/enrollment:

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hajar Akl</td>
<td>Griebling</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Sarah Stuart</td>
<td>LOP</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>JulieAnn Whitley</td>
<td>LOP</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Paige Truax</td>
<td>LOP</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Dominique Quaglia</td>
<td>LOP</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Megan Walsh*</td>
<td>LOP</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Sandra Iacono</td>
<td>LOP</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Donna Glennon</td>
<td>Memorial</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Maria Enik</td>
<td>Memorial</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Darlene Bogdan</td>
<td>Ramtown</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Donna Scanlon</td>
<td>Taunton</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Terese McKenna</td>
<td>Taunton</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Alice Kavanagh*</td>
<td>MSN</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Carla Donnelly</td>
<td>MSS</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Denise Fancher</td>
<td>MSS</td>
<td>1:1 Assistant</td>
</tr>
<tr>
<td>Karen Ryan*</td>
<td>MSS</td>
<td>Classroom Assistant</td>
</tr>
</tbody>
</table>

*Pending Criminal History Approval

**RESULT:** **APPROVED [UNANIMOUS]**

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

4000-5. **NCLB-ESSA Instructional Assistants**

Appoint the following individuals to the position of NCLB-ESSA Instructional Assistant for the 2017-2018 school year, 4.5 hours per day for 187 days at a stipend of $12,875.00 (Title I Grant Funded):

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cara Imhof</td>
<td>Adelphia</td>
</tr>
<tr>
<td>Jamie Cirlincione</td>
<td>Ardena</td>
</tr>
</tbody>
</table>
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-6. Elementary School English as a Second Language (ESL) Instructional Assistants

Appoint the following individuals to the position of Elementary School ESL Instructional Assistants for the 2017-2018 school year, 5.5 hours per day for 187 days at a stipend of $15,736.00 (Title I Grant Funded):

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Flaherty</td>
<td>Ardena</td>
</tr>
<tr>
<td>Genice Dzieken</td>
<td>Ardena</td>
</tr>
<tr>
<td>Stefanie Martino</td>
<td>Ardena</td>
</tr>
<tr>
<td>Kalina Ferencei*</td>
<td>Ardena</td>
</tr>
<tr>
<td>Melanie Parry</td>
<td>Adelphia</td>
</tr>
<tr>
<td>Mary Beth Davis</td>
<td>Adelphia</td>
</tr>
<tr>
<td>Donna Lee Caulfield</td>
<td>Adelphia</td>
</tr>
<tr>
<td>Carolyn Early</td>
<td>Adelphia</td>
</tr>
</tbody>
</table>

*Pending Criminal History Approval

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-7. Middle School English as a Second Language (ESL) Instructional Assistants

Appoint the following individuals to the position of Middle School ESL Instructional Assistants for the 2017-2018 school year, 3.5 hours per day for 187 days at a stipend of $10,014.00 (Title I Grant Funded):

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Rodgers</td>
<td>MSN</td>
</tr>
<tr>
<td>Patricia McLoughlin</td>
<td>MSN</td>
</tr>
</tbody>
</table>
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-8. Resignation of Bus Driver
Except with regret the resignation of Courtney Webber, Bus Driver, effective August 1, 2017.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-9. Resignation of Bus Driver
Accept with regret the resignation of William Grone, effective August 17, 2017.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-10. Bus Driver
Approve the following individuals to the position of Bus Driver for the 2017-2018 school year on Step 1 of the Bus Drivers Salary Guide at a rate of $18.86 per hour, effective September 1, 2017:

- Barbara Adcock
- Ralph Vecchio

RESULT: APPROVED [UNANIMOUS]
4000-11. Substitute Bus Aide

Approve the following individual to the position of Substitute Bus Aide for the 2017-2018 school year at a rate of $11.84 per hour, effective September 1, 2017:

Christina Aiello

RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-12. Transfer Fulltime Custodians

Approve the transfer of the following employees, effective September 5, 2017.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherene Olden</td>
<td>Custodian/MS North</td>
<td>Custodian/Aldrich</td>
</tr>
<tr>
<td>Keith Risitano</td>
<td>Custodian/Aldrich</td>
<td>Custodian/Adelphia</td>
</tr>
<tr>
<td>Richard Vaughan</td>
<td>Custodian/Adelphia</td>
<td>Custodian/MS North</td>
</tr>
</tbody>
</table>

RESULT: APPROVED [UNANIMOUS]

MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-13. LOA for Custodian
Approve the following leave of absence for Robert Stocker, Custodian at Middle School South:

<table>
<thead>
<tr>
<th>LEAVE</th>
<th>FROM</th>
<th>THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Medical Leave</td>
<td>September 9, 2017</td>
<td>September 29, 2017</td>
</tr>
<tr>
<td>With Pay</td>
<td>(14 Sick Days)</td>
<td></td>
</tr>
<tr>
<td>With Benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-14. Resignation of Food Service Employee
Accept, with regret, the resignation of Maggie Fevola, Food Service General Worker, effective August 23, 2017.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-15. Cafeteria Aide
Appoint the following individuals to the position of Cafeteria Aide at Taunton Elementary School at $9.00 per hour, for 2.25 hours per day, effective September 1, 2017.

Jacqueline De Pinto
Michelle Osler

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O’Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

4000-16. Pupil Transportation Contract
Budgeted Item
Award Bid #7-17 "Regular and Special Education Van Routes" for the 2017-2018 school year to D.A.G. Transport, Lakewood, NJ as the lowest qualified bidder for the routes indicated on the Summary of Bid for a total cost of $203,220.00 for a total of three (3) tiered routes. (See attached Summary of Bid)

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

5000 SERIES - PUPILS:

5000-1. Tuition Student - Wall
Accept a special education tuition student from Wall School District to attend our 6th grade class at Middle School North and receive the following special education services for the 2017-2018 school year at a tuition rate of:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>TUITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Resource</td>
<td>$22,410.00</td>
</tr>
<tr>
<td>Personal Aide</td>
<td>$43,301.00</td>
</tr>
<tr>
<td>Speech</td>
<td>$  3,000.00</td>
</tr>
<tr>
<td>Counseling</td>
<td>$  1,500.00</td>
</tr>
</tbody>
</table>

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

5000-2. Second Reading Policy 5610
Approve the second reading of Policy 5610, Suspension.
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

5000-3. Second Reading Regulation 5610
Approve the second reading of Regulation 5610, Suspension Procedures.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

5000-4. Second Reading Policy 5620
Approve the second reading of Policy 5620, Expulsion.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

5000-5. First Regulation 5600
Approve the first reading of Regulation 5600, Student Discipline/Code of Conduct.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.
5000-6. Out-of-District Programs - Amend Motion

Amend the out-of-district rate of students attending Neptune Public Schools (previously approved on May 24, 2017, agenda item 5000-4) to the amount of $177,183.09.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

6000 SERIES - FINANCES:

6000-1. Extend Agreement for Annual Trane Service Agreement

Approve Annual Trane Tracer Summit Service Agreement and Annual Train Series R Chiller Service Agreement for Middle School South to New Jersey Trane Service, Parsippany, NJ, for the 2017/2018 school year in the amount of $50,233.00.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

6000-2. Extend Agreement for HVAC Preventative Maintenance

Extend Annual HVAC Preventative Maintenance Agreement for Middle School North to Air Systems Maintenance, Inc., Kenilworth, NJ for the 2017/2018 school year in the amount of $9,800.00 at no price increase.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.
6000-3. **NJSBA Health Care Summit Program**

Approve attendance of Board Members and Senior Administration to attend the New Jersey School Boards Association Health Care Summit Program Friday, September 29, 2017 from 9:00a.m. - 12:00p.m. at the New Jersey Manufacturers Insurance Group, Trenton, NJ, at a registration fee of $75.00 per person, in accordance with P.L. 2007c53 and Federal Office of Management and Budget Guidelines.

Each Board Member will recuse themselves from voting on his/her attendance.

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

6000-4. **NJASA Professional Development One-Day Seminars**

Approve the NJASA Professional Development One-Day Seminar Subscription Program (Type 5) in the amount of $600.00. Approval will entitle district to 5 pre-paid registrations, at discounted price of $120.00 per registration (regular member rate $145.00), throughout the 2017-2018 school year.

| RESULT: | APPROVED [UNANIMOUS] |
| MOVER: | James A. Moretti, Board Member |
| SECONDER: | MaryRose Malley, Board Member |
| AYES: | Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti |
| ABSENT: | Angel D. Sanchez Sr. |

6000-5. **Bills and Claims Submitted by Board Secretary**

Approve the payment of all bills and claims as shown for the periods 08/04/2017 - 08/23/2017 that have been certified by the Board Secretary and filed in the Board Office.

Pursuant to N.J.A.C. 6:20-2:13, I certify that as of August 23, 2017 no budgetary line item account has obligations and payments, (contractual orders) which in total exceed the amount appropriated by the district board of education pursuant to N.J.S.A. 18A:22-8 and 18A:22-8.1.

Note: Each Board Member will recuse themselves from voting on any payment or portion of payment for reimbursement of expenses for routine, mandated or workshop related items.
RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

6000-6. Treasurer and Secretary Reports

Approve the June 2017 Report of the Treasurer and the June 2017 Secretary’s Report as being in balance for the month.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

7000 SERIES - PROPERTY:

7000-1. Recreation Bus Use

Approve the use of (2) 16 passenger vans for the Howell Township Recreation Department's S.H.A.R.P. and S.T.A.R. programs. The programs run every Tuesday and Thursday, September 27, 2017 through November 3, 2017 from 5:00 p.m. to 9:00 p.m.

RESULT: APPROVED [UNANIMOUS]
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

7000-2. District Facilities Use Forms

Approve the District Facilities Use Forms for submission to the County Office.
RESULT: **APPROVED [UNANIMOUS]**
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

7000-3. **Donation to Greenville School**
Accept a donation to Greenville School from the Greenville PTO for the purchase of poster maker ink for a total of $570.00.

RESULT: **APPROVED [UNANIMOUS]**
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

8000 SERIES - OPERATIONS:

8000-1. **First Reading Policy 8550**
Approve the first reading of Policy 8550, Unpaid Meal Charges/Outstanding Food Service Charges.

RESULT: **APPROVED [UNANIMOUS]**
MOVER: James A. Moretti, Board Member
SECONDER: MaryRose Malley, Board Member
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT: Angel D. Sanchez Sr.

N. **New Business: Non-Consent Agenda Items:**

None.
O. **New Business: Addenda to the Agenda:**

A-1 **Curriculum**

Approve the following curriculum for the 2017-2018 school year as recommended by the Education Committee Meeting at the August 21, 2017 meeting:

- Science K-8
- Social Studies K-8
- Mathematics K-8
- Language Arts Literacy K-8
- World Language K-8
- Computers K-5
- Physical Education K-8
- Fine Arts K-8

RESULT: **APPROVED [UNANIMOUS]**  
MOVER: James A. Moretti, Board Member  
SECONDER: MaryRose Malley, Board Member  
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti  
ABSENT: Angel D. Sanchez Sr.

A-2. **Increase in Days**

Approve the increase of days for Sarena Berkowitz, Speech Therapist at Aldrich School, from 3 days per week to 3.5 days per week (.70 FTE), effective September 1, 2017.

RESULT: **APPROVED [UNANIMOUS]**  
MOVER: James A. Moretti, Board Member  
SECONDER: MaryRose Malley, Board Member  
AYES: Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti  
ABSENT: Angel D. Sanchez Sr.

A-3. **Substitute Limited Employment**

Accept with regret, the resignation of Mary Kate Shaloub, Grade 7 Science Leave Replacement Teacher (for Erica Coviello - Family Leave) at Middle School North effective October 20, 2017 or sooner.
### A-4. Rescind Appointment

Rescind the appointment of Kimberly Cullen from the position of Itinerant Speech Therapist, October 16, 2017 through December 21, 2017 at $42,000.00, (Substitute Limited Employment Contract) (Previously Appointed on August 9, 2017 replacing Yocheved Lonner – Family Leave)

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.

### A-5. Substitute Teacher $85 Per Day

Approve the following individual(s) to the position of Substitute Teacher(s) for the 2017-2018 school year at the rate of $85.00 per day, as needed:

Edward Kendall

**RESULT:** APPROVED [UNANIMOUS]

**MOVER:** James A. Moretti, Board Member

**SECONDER:** MaryRose Malley, Board Member

**AYES:** Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti

**ABSENT:** Angel D. Sanchez Sr.
A-6. **Substitute Teacher(s) $100 Per Day**

Renew the following individual(s) to the position of Substitute Teacher(s) for the 2017-2018 school year, at the rate of $100.00 per day, as needed:

Amanda Ferraro

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<tr>
<th>RESULT:</th>
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<tr>
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<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
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A-7. **Substitute Limited Employment Special Education Teacher Assistant**

Appoint Abigail Butrym to the position of Special Education Teacher Assistant at Griebling School, effective September 1, 2017 through December 4, 2017 at $20,700.00, prorated. (Replacing Tara Mariani - Family Leave)

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<tr>
<td>ABSENT:</td>
<td>Angel D. Sanchez Sr.</td>
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A-8. **Food Service Worker**

Appoint the following individuals to the position of Food Service General Worker, at a rate of $10.49 per hour, 3 hours per day, effective September 1, 2017.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>Debra Tweed</td>
<td>Ardena Elementary School</td>
</tr>
<tr>
<td>Diane Andrukite*</td>
<td>Griebling Elementary School</td>
</tr>
</tbody>
</table>

*Pending Criminal History Approval
RESULT:  APPROVED [UNANIMOUS]
MOVER:  James A. Moretti, Board Member
SECONDER:  MaryRose Malley, Board Member
AYES:  Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT:  Angel D. Sanchez Sr.

A-9.  **Award RFP 5-17 Consumables and Cafeteria Supplies**

Award RFP #5-17 Consumables and Cafeteria Supplies for the Food portion of the proposal to H. Schrier, Brooklyn, NY, and for the Non-Food portion of the proposal on a line item basis to H. Schrier, Brooklyn, NY and South Jersey Paper Products, Vineland, NJ in accordance with the evaluation committee recommendation.

RESULT:  APPROVED [UNANIMOUS]
MOVER:  James A. Moretti, Board Member
SECONDER:  MaryRose Malley, Board Member
AYES:  Timothy P. O'Brien, Mark A Bonjavanni, Laurence Gurman, Denise M. Lowe, Cristy Mangano, MaryRose Malley, Albert Miller, James A. Moretti
ABSENT:  Angel D. Sanchez Sr.

P.  **Comments from the Public:**

**WHEREAS**, the Howell Township Board of Education determines that the comments from the public portion of the Board Meetings will last 45 minutes, and

**WHEREAS**, the Board determines that the public comments portion will be conducted in accordance with Board Bylaw 0164.1, and individuals may be limited to 3 minutes each, and

**NOW, THEREFORE, BE IT RESOLVED**, that the Howell Township Board of Education will cease conducting business and the meeting will be open to the public at that time for a 45 minute period.

None.

Q.  **Additional Addenda Items:**

None.
R. Adjournment:

The meeting was closed at 8:47 PM

Motion to Adjourn

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<td>Mark A Bonjavanni, Board Vice President</td>
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<tr>
<td>AYES:</td>
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RONALD SANASAC
Assistant Superintendent for
Business Administration/Board Secretary

RS/tg
09/08/2017
NEW JERSEY COMMISSION FOR THE BLIND AND VISUALLY IMPAIRED
Academic Year 2017-2018

Level I Services

As appropriate, Level I Services may be provided in any of the following areas, based upon individual student needs, as determined by the Commission Instructor. These services will be provided by an instructor possessing a valid teaching certificate issued by the N. Department of Education as a Teacher of the Blind or Visually Impaired or Teacher of Students with Disabilities, with a minimum of 4 contacts and a maximum of 8 contacts per year.

Assessment and Evaluation

1. Performs a functional vision assessment to evaluate the student's practical use of vision in the education program. Evaluating how a student uses his/her vision enables the Commission instructor to recommend appropriate specialized materials and methods of accommodation to the student relative to:
   o Reading
   o Writing
   o Homework
   o Environmental Factors (Lighting, contrast, glare, seating... etc.)
   o Standardized Tests
   o Performance of Functional/Life Skills
   o Educational aids and materials; i.e., various magnifiers, reading stands, slant top desk, variable intensity lamp, dark-lined paper, etc.

2. Based on the results of the financial needs survey, the Commission may authorize for an examination of the student's vision and may provide eyeglasses, as recommended. Where needed, a specialized eye examination such as a low vision evaluation may be authorized.

3. Obtains and interprets eye examination reports.

4. Recommends and refers for appropriate specialized evaluations and services from other Commission personnel, according to Commission policies and service availability. These services may include Orientation and Mobility, Independent Living and Adaptive Technology. These are non-contracted services.

5. When indicated, evaluates the use of other sensory modalities (i.e., deaf/blind disabilities).

6. Extends an invitation to recreational events and programs sponsored by the Commission.

Technical Assistance, Consultative and Instructional Services

Consults with appropriate school personnel, students and families in regard to issues pertaining to vision loss and the impact on the educational process and independent life skills functioning. This may consist of the following:

1. Provides technical assistance to the school, student and family regarding the implications of the student's individual eye condition and in the maintenance of eye health.

2. Provision of technical assistance to the school and family regarding development of visual skills and vision stimulation.

3. Assists all parties involved with the student to recognize and encourage age-appropriate self-management and socialization skills.

4. Emphasizes decision making and problem solving skills regarding situations in the school, home and community that may be affected by vision loss.

5. Provides information to all parties in regard to options available for completing various educational tasks.

6. Assists the student in the development of appropriate organizational skills to enhance independent management of adaptive equipment, low vision aids, and other educational materials.

7. Provides for instruction in the care and maintenance of adaptive materials.

8. Helps families establish routines to enhance the student's ability to complete homework assignments, participate in family activities, etc.

9. Provides information to encourage participation in school and community related programs such as scouting, 4-H, after school activities, clubs, etc.

Loan of Adaptive Aids, Materials and Equipment
The Commission's instructor, when appropriate, lends specialized materials and equipment that are available from the Commission's Instructional Resource Center. Introductory instruction related to adaptive equipment may be provided in order to enable students who are visually impaired to be educated with their sighted peers.

1. Loan of available textbooks/educational materials in the appropriate media.

2. Loan of adaptive equipment including:
   - Audio-book player/recorder
   - Closed Circuit Television (CCTV) as indicated by a low vision evaluation
   - Talking Calculator
   - Large Print Calculator
   - Appropriate adaptive software for computer access

3. Loan of educational aids relative to:
   - Use of residual vision
   - Subject areas, such as mathematics, geography, history, science, etc.
   - Handwriting
   - Low vision
   - Map study
   - Sensory Stimulation/Vision Stimulation
   - Functional/Life Skill instruction

4. Loan of reference material in large print.
As appropriate, Level 3 Services may be provided to students for whom Braille will be their primary reading medium. This level of service is intended for students who require a) instruction in Braille reading and/or the Braille alphabet, leading to the Learning Braille Code within a year, b) long-term instruction in the Contracted Braille Code, with extended practice and reinforcement of lessons, or c) on-going instruction in other Braille codes and adaptive academic skills. The Commission instructor will base eligibility on assessment.

An instructor who possesses a valid certification as a Teacher of the Blind or Visually Impaired issued by the New Jersey Department of Education, will provide two to three lessons per week. A lesson will consist of direct instruction for one academic period, up to a maximum of one hour. School staff must provide an appropriate work area in which instruction is to take place, in an appropriate academic environment.

**Instruction in the Expanded Core Curriculum for Students with Visual Impairments**

Instruction in appropriate skills of the Expanded Core Curriculum for Students with V.I. will be provided to enable the inclusion of Braille learners into classroom education programs. Instruction may include the following skills, as determined to be appropriate following assessment by the Commission instructor.

1. Braille readiness skills, leading to formal Braille instruction during the school year
2. Symbols and usage of the Uncontracted Braille Code appropriate for the student’s academic reading level
3. Symbols and usage of the Contracted Braille Code appropriate for the student’s academic reading level
4. Symbols and usage of the Nemeth Braille Code appropriate for the student’s academic math level
5. Braille writing skills (Use of Braille Codes, Perkins Braille Writer, slate and stylus)
6. Tactual skills related to use of manipulative educational materials
7. Adaptive math skills, including use of abacus and math manipulatives
8. Symbols and usage of Foreign Language Braille Codes as appropriate for participation in classroom programs
9. Audio-reading skills, including listening skills and use/procurement of audio-books
10. Assistive Technology skills (use of screen readers, electronic note-takers, talking dictionaries, etc.), and appropriate care/maintenance of equipment
11. Organizational and study skills related to use of adaptive media and equipment
12. Use and procurement of reader services
13. Independent living/Life management skills

**Technical Assistance and Consultative Services**

Technical assistance and consultative services will be provided to school personnel, students and families regarding issues related to vision loss, and their impact on the educational process and independent living. This may include:

1. Consultation with school staff regarding:
   - educational modifications, materials and techniques for classroom instruction
   - social expectations and skills
   - assessment materials and techniques
   - characteristics of an efficient classroom environment
   - Life Management Skills
2. Consultation with family regarding:
   - appropriate educational modifications, materials and techniques for classroom and homework tasks
   - social expectations and skills
   - assessment materials and techniques
   - Life Management Skills for home and school
   - use of community and recreational resources appropriate for visually impaired children
3. Limited Braille transcription of teacher-made tests, quizzes, and materials when determined to be appropriate by the Commission instructor when materials are provided in a timely manner by the school.
4. Funding for reader services.
5. Recommends and refers for appropriate specialized evaluations and services from other Commission personnel, according to Commission policies and service availability. These services may include Orientation and Mobility, Independent Living and Adaptive Technology. These are non-contracted services.
6. Extends an invitation to recreational events and programs sponsored by the Commission.

**Loan of Adaptive Aids, Materials and Equipment**

The Commission instructor will recommend appropriate adaptive material and equipment, and will order items available from the
Commission's Instructional Resource Center. Instruction related to use of adaptive equipment will be offered as needed to provide blind or visually impaired students with equivalent educational experiences. Needed equipment may be provided for home and school per Commission policy.

School staff are responsible for tracking items lent by the Commission to the student, and providing accessible but safe storage for equipment. Replacement of lost items may be requested per Commission policy.

The loan of items may include:

1. Available texts and educational materials in an accessible media (braille, large print, or audio-format). Book orders must be submitted in a timely manner and will be provided per Commission policy.

2. Adaptive education equipment including:
   - Adaptive writing equipment, such as Perkins braillewriter, slate and stylus, Braille paper, etc.
   - Specialized CD player/recorder for adaptive audio-books
   - Adaptive tactile aids and manipulatives needed for participation in classroom academics, such as talking calculators, talking dictionaries, abacus, tactile maps, math aids, etc.
   - Closed Circuit Television or other low vision aids, as indicated by a low vision evaluation
   - Assistive Technology devices, such as electronic note-takers, screen readers, and adaptive software.

3. Other related items appropriate for student's educational program.

POLICY

HOWELL TOWNSHIP
BOARD OF EDUCATION

PROGRAM
2464/page 1 of 2
Gifted and Talented Students

2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means will be defined as those exceptionally able students who possess or demonstrate high levels of ability abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board Superintendent will develop appropriate curricular and instructional modifications to be used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures, using multiple measures, for an ongoing Kindergarten through grade eight identification process and appropriate educational challenges for gifted and talented students initiated in Kindergarten and reviewed annually through grade twelve that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. The identification procedures will be reviewed annually.

The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented student may be include, but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student’s regular instructional program.
Programs for the gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted and talented shall be consulted regarding any program designed to address the student’s particular needs.

N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5;
P.L. 108-382, Sec. 10201 et seq.

Adopted: 03 January 2013
Revised:
The purpose of the annual evaluation is to promote professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, and provide a basis for the review of the Superintendent’s performance.

This Policy and Regulation 1240 shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;

2. Development of a job description and evaluation criteria based upon the Board of Education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent;

3. Specification of data collection and reporting methods appropriate to the job description;

4. Provisions for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the Board of Education and the Superintendent; and

5. Preparation of an annual written performance report by a majority of the full membership of the Board of Education and an annual summary conference between a majority of the total membership of the Board of Education and the Superintendent.

There shall be an annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent which shall be held before the annual written performance report is filed. The conference shall be held in executive session, 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 Board approved 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.

The annual written performance report shall be prepared by a majority of the Board of Education’s total membership by July 1 and shall include, but not be limited to:

1. Performance area(s) of strength;

2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-7.1(c)2;

3. Recommendations for professional growth and development;

4. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent’s performance; and

5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten working days after the report’s completion.

The evaluation procedure for a nontenured Superintendent shall be completed by July 1 each year.

Each newly appointed or elected Board of Education member shall complete a New Jersey School Boards Association training program on the evaluation of the Superintendent within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of a collective bargaining agreement or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013 shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to collective bargaining involve matters of educational policy or managerial prerogatives.
The Board of Education shall add to the Superintendent’s personnel file all annual written performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in the annual written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the New Jersey 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.

The Board President, or the Board President’s designee, shall oversee the annual evaluation of the Superintendent. The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

Policy and Regulation 1240 shall be distributed to the Superintendent upon adoption by the Board. Amendments to this Policy and Regulation shall be distributed within ten working days after adoption.

The provisions of this Policy, Regulation, and N.J.A.C. 6A:10-7.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

N.J.A.C. 6A:10-1.1 et seq.; 6A:10-7.1

Adopted: 03 January 2013
Revised: 30 April 2014
Revised:
2622 STATEWIDE STUDENT ASSESSMENT

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement a system and related schedule of Statewide assessments to evaluate student achievement of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLS). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLS at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLS.

State assessments provide parents with important information about their child’s progress; detailed diagnostic information about each individual student’s performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student’s level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.
Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.

The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLS consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLS consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.
At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education’s required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student achievement performance after each test administration of each test in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student’s performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student’s performance on Statewide assessments.
Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the Core Curriculum Content NJSLS Standards as measured by the Statewide assessment system.

Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.

Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS Core Curriculum Content Standards as measured by the Statewide assessment system by publishing and distributing the Department of Education’s annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.
Student Accommodations/Modifications

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.

N.J.S.A. 18A:7C-1
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;
6A:14-4.10

Adopted: 03 January 2013
Revised: 07 October 2015
Revised: 03 August 2016
Revised:
R 1240 EVALUATION OF SUPERINTENDENT

A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures

1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent’s position based upon the Board’s local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.

2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.

3. The Board President, or the Board President’s designee, shall oversee the annual evaluation of the Superintendent.

4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.

B. Annual Summary Conference

1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an Annual Written Performance Report.

2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the Annual Written Performance Report is prepared and filed.

3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.

4. The Board President, or the Board President’s designee, shall preside over the Board’s annual summary conference meeting.

5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:
a. Performance of the Superintendent based upon the Board approved job description;

b. 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

c. Indicators of student progress and growth toward program objectives.

C. Annual Written Performance Report

1. The Annual Written Performance Report shall be prepared and approved by a majority of the Board of Education’s total membership by July 1 and shall include, but not be limited to:

   a. Performance area(s) of strength;

   b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;

   c. Recommendations for professional growth and development;

   d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent’s performance; and

   e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report’s completion.

2. The Board President, or the Board President’s designee, shall prepare a draft of the Annual Written Performance Report after the annual summary conference.

3. The draft of the Annual Written Performance Report shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.
a. In the event a Board member believes a provision(s) of the draft of the Annual Written Performance Report is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the Annual Written Performance Report. The draft of the Annual Written Performance Report may be revised by the drafter of the report if the drafter agrees with the Board member’s proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.

4. The draft of the Annual Written Performance Report shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the Annual Written Performance Report from the Board President, or Board President’s designee, prior to the executive session where the Board is scheduled to discuss and approve.

5. In the event the Superintendent does not agree with a provision(s) in the draft of the Annual Written Performance Report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).

6. A majority of the Board’s full membership shall approve the draft of the Annual Written Performance Report before presenting the final Annual Written Performance Report to the Superintendent.

7. The Superintendent may submit a written response to the final Annual Written Performance Report, which shall be attached to the report.

D. Nontenured Superintendent of Schools

1. The evaluation procedure for a nontenured Superintendent shall also be completed by July 1 each year.

Adopted: 18 September 2013
Revised: 09 April 2014
Readopted: 09 April 2014
Revised:
3221 EVALUATION OF TEACHERS

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member who holds the appropriate holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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.

The Board shall annually adopt evaluation rubrics for teachers which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 with the responsibilities outlined in N.J.A.C. 6A:10-3.2.
The components of the teacher evaluation rubrics as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-6.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4
N.J.A.C. 6A:10-6.1 and 6.2

Adopted: 03 January 2013
Revised: 30 April 2014
The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, “teaching staff member” does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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.

The Board shall annually adopt evaluation rubrics for teaching staff members which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.
The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured teaching staff members shall be completed prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 03 January 2013
Revised: 30 April 2014
R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the teaching staff member of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the teaching staff member’s performance prepared by the teaching staff member’s designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the designated supervisor a teaching staff member serving in a supervisory capacity in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member’s supervisor.
“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the educator practice instruments for teaching staff members (which does not include teachers, Principals, Vice Principals, and Assistant Principals) may be applied to may be components of the teaching staff member’s evaluation rubrics and the scores may be included in the summative evaluation in a manner determined by the school district rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, and professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, as applicable, and multiple data sources based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Growth objective” is a goal that teaching staff members and evaluators set for their scope of work.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119—means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9 3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or
both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“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 as defined in N.J.A.C. 6A:9-24.1.

“Post-observation conference” means a meeting, either in-person or remotely, between a supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teaching staff members and designated supervisors evaluators may set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.
“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.42.

“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. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.

For the purposes of Policy 3222 and this Regulation, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the teaching staff member of the date or time the observation will be conducted.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.
B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in written annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

   a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
ab. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

be. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption.

cd. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics.

de. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.

ef. Ensure data elements are collected and stored from the implementation of the educator practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Provide training on the teacher practice instrument for any supervisor who will conduct observations for the purpose of evaluation of teaching staff members. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;

be. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training on the teacher practice instrument for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member’s evaluation rubric before the evaluation of a teacher staff member; and practice for the purpose of increasing accuracy and consistency among observers;
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d. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teaching staff member to complete two co-observations during the academic year:
   
   (1) At least one co-observation shall be completed by December 1;
   
   (2) Co-observers shall use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument; and
   
   (3) A co-observation may count as a required observation for the purpose of evaluation. A co-observation shall count as one required observation.

c. The Superintendent shall may be required to annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing educator practice instruments evaluation rubrics have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments evaluation rubrics.

F. District Evaluation Advisory Committee—N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.

3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District’s Evaluation Advisory Committee.
FG. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for teaching staff members.

2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Evaluation rubrics for all teaching staff members;

   ab. Roles and responsibilities for implementation of evaluation policies and procedures;

   be. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and applicable evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   cd. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the teaching staff member’s supervisor, or his or her designee; process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   fe. The process for preparation of individual professional development plans; and
The process for preparation of an annual written performance report by the teaching staff member’s supervisor or designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the designated supervisor’s designee.

3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the written annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teaching staff member based upon the job description and, when applicable, the scores or evidence compiled using the teaching staff member’s evaluation rubric, including, whenever applicable: which may include the educator practice instrument;

   (1) The teaching staff member’s practice instrument; and

   (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teaching staff member toward meeting the goals objectives of the individual professional development plan or, when applicable, the corrective action plan; and

c. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective and/or growth objective scores, and student growth percentile scores; and

cd. The preliminary annual written performance report.

4. If any scores for the teaching staff member’s evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual written performance report shall be prepared by the teaching staff member’s designated supervisor and shall include, but not be limited to:
a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument; and components of the teaching staff member’s evaluation rubric; and

c. An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and

d. A summary of student achievement or growth indicators, when applicable.

6. The teaching staff member and the designated supervisor preparer of the annual written performance report shall sign the report within five working days of the review.

7. The annual summary conference and annual written performance report shall be completed prior to June 30.

78. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating indicators of student progress and growth for a teaching staff member, if applicable as part of 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.

1. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the Superintendent or the teaching staff member’s designated supervisor. If the teaching staff member does not agree with the corrective action plan’s content, the designated supervisor shall make a final determination.

2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan prior to September 15 by October 31 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the teaching staff member’s annual summary conference that occurs at the end of the year of evaluation, following the year of evaluation, except:

a. If the ineffective or partially effective summative evaluation rating is received after October 1 the start of the school year following the year of evaluation, then a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five fifteen teaching staff member working days following the school district’s receipt of the teaching staff member’s summative rating.

4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.

35. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;

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).
46. The teaching staff member’s designated supervisor, or his or her designee, and
the teaching staff member on a corrective action plan shall discuss the teaching
staff member’s progress toward the goals outlined in the corrective action plan
during each required post-observation conference. The teaching staff member
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.

57. Progress toward the teaching staff member’s goals outlined in the corrective
action plan: and data and evidence collected by the supervisor and/or the
teaching staff member to determine progress between the time the corrective
action plan began and the next annual summary conference, shall be documented
in the teaching staff member’s personnel file and reviewed at the annual summary
conference.

a. 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
designated supervisor may collect data and evidence to demonstrate the
teaching staff member’s progress toward his or her corrective action plan
goals; and

b. Progress toward the teaching staff member’s goals outlined in the corrective
action plan may be used as evidence in the teaching staff member’s next
annual summative evaluation; however, such progress shall not guarantee an
effective rating on the next summative evaluation.

69. Responsibilities of the evaluated teaching staff member 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.

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

8. There shall be no minimum number of teaching staff member working days
a teacher’s corrective action plan can be in place.
10. Teaching staff members with a corrective action plan receive a mid-year evaluation. If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after September 15, 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, the length of which shall be determined by the Superintendent or the Principal and shall be the same length for all teaching staff members with a corrective action plan; and

b. One post-observation conference in addition to the observations required, during which progress toward the teaching staff member’s goals outlined in the corrective action plan shall be reviewed.

11. Tenured teaching staff members with a corrective action plan shall be observed by multiple observers for the purpose of evaluation.

I. Components of Teaching Staff Member Evaluation Rubric

1. The components of the teaching staff member evaluation rubric shall apply to teaching staff members working under an educational services certificate.

2. Evaluation rubrics for all teaching staff members shall include the requirements, including, but not limited to:

   a. Measures of student achievement and/or growth measures; and

   b. Measures of teaching staff member practice determined through a teacher practice instrument.

3. Each measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. All components shall be worth the following percentage weights or fall within the following ranges:

   a. The student achievement and/or growth measures component shall be at least fifteen percent and no more than fifty percent of a teaching staff member’s evaluation rubric rating as determined by the Superintendent.
a. Measures of teaching staff member practice shall be at least fifty percent and no more than eighty-five percent of a teaching staff member’s evaluation rubric, as determined by the Superintendent.

J. Student Achievement and/or Growth Components

1. Measures of student achievement and/or growth components shall be used to determine impact on student learning. The measures shall include the following components:

   a. Student growth objective(s) and/or growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the Core Curriculum Content Standards, and based on growth and/or achievement.

   (1) For teaching staff members who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objective(s) and/or growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board.

2. Student growth objectives or growth objectives for teaching staff members shall be developed and measured according to the following procedures:

   a. The Superintendent shall determine the number of required student growth objectives and/or growth objectives for teaching staff members. A teaching staff member shall have at least two and a maximum of four student growth objectives and/or growth objectives.

   b. All teaching staff member shall develop, in consultation with their Principal or a teaching staff member appointed by the Principal, each student growth objective and/or growth objective. If the teaching staff member does not agree with the student growth objectives or growth objectives, the Principal shall make the final determination.

   e. Student growth objectives and/or growth objectives and the criteria for assessing teaching staff member performance based on the objectives shall be determined and recorded in the teaching staff member’s personnel file by November 15, 2013, and by October 15 of subsequent school years.
d. Adjustments to student growth objectives and/or growth objectives may be made by the teaching staff member or his or her supervisor only when approved by the Superintendent or designee and shall be recorded in the teaching staff member’s personnel file on or before February 15.

e. The teaching staff member’s supervisor and/or a member of the School Improvement Panel shall calculate each teaching staff member’s student growth and/or growth objective score. The teaching staff member’s student growth/growth objective score, if available, shall be discussed at the teaching staff member’s annual summary conference.

K. Teaching Staff Member Practice Components

1. The teaching staff member practice component rating shall be based on the measurement of the teaching staff member’s performance according to the school district’s approved teacher practice instrument. Observations shall be used as one form of evidence for the measurement.

II. Teaching Staff Member Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teaching staff member being observed. A post-observation conference shall occur no more than fifteen teaching staff member working days following each observation. A pre-conference shall be required pursuant to 3. below.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teaching staff member practice instrument and the teaching staff member’s individual professional development plan, collecting additional information needed for the evaluation of the teaching staff member, and offering areas to improve effectiveness.
b. If agreed to by the teaching staff member, post-observation conferences for short observations of tenured teaching staff members who are not on a corrective action plan may be conducted via written communication, including electronic communications.

c. A pre-conference, when required, shall occur within seven teaching staff member working days prior to the observation, not including the day of the observation.

13. The Superintendent shall determine the duration of observations required for nontenured teaching staff members pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, Principals, Vice Principals, and Assistant Principals. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;

b. Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party’s copy of the annual performance report.

2. All tenured teaching staff members shall receive at least one observation per school year.

3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.
4. Each teaching staff member shall be observed, at least three times during each school year, but not less than once during each semester. For all teaching staff members, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether the third required observation is announced or unannounced. The following additional requirements shall apply:

a. Nontenured teaching staff members shall receive a minimum of three observations within the timeframe set forth in N.J.S.A. 18A:27-3.1, and observations for all other teaching staff members shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

b. Teaching staff members on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.

c. Nontenured teaching staff members shall be observed during the course of the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers, with the following provisions:

(1) A co-observation shall fulfill the requirement in this section for multiple observers.

(2) One co-observation shall count as one observation required in 4. below.

d. One post-observation conference may be combined with a teaching staff member’s annual summary conference as long as it occurs within the required fifteen teaching staff member working days following the observation for the purpose of evaluation.

e. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teaching staff member who was observed.

c. The teaching staff member shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference.
The objection(s) shall be attached to each party’s copy of the annual written performance report.

5. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:

   a. A nontenured teaching staff member who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation.

   b. A nontenured teaching staff member who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations.

   e. A tenured teaching staff member shall receive at least three short observations.

   d. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and a case-study analysis of a significant student issue.

6. The number of required observations and the annual evaluation for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member’s term of service is less than one academic year.

7. Evaluations for nontenured teaching staff members shall be completed prior to May 15.

   a. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.
b. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member’s term of service is less than one academic year.

48. Evaluations for tenured teaching staff members shall be completed prior to June 30.

9. Each evaluation of nontenured and tenured teaching staff members shall be followed by a conference between that teaching staff member and the administrative or supervisory staff member who has made the observation and written evaluation. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.

10. The teaching staff member may submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party’s copy of the annual written performance report.

Adopted: 09 April 2014
A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

“Administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the administrator of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the administrator’s performance prepared by the administrator’s supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.
“Corrective Action Plan” means a written plan developed by the administrator’s designated supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to components of the administrator’s evaluation rubrics and the scores may be included in the summative evaluation rating in a manner determined by the school district for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, and professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, if applicable, and multiple data sources based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.
Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is defined in N.J.S.A. 18A:6-119 means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of an administrator'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 as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between a Superintendent or designee the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.
“Semester” means half of school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that administrators and evaluators may set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Superintendent or designee” means the Superintendent or the authorized and appropriately certified staff member as defined in 18A:1-1, employed in the school district in a supervisory role and capacity to evaluate the administrator.

“Supervisor” means an appropriately certified 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, as defined in N.J.A.C. 6A:9-1.21, designated by the Superintendent of Schools to evaluate the administrator.

“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. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);

2. Administrative certificate; and

3. Educational services certificate.
“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the administrator of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in written annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.1 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

   (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
f. Ensure data elements are collected from the implementation of the educator practice instrument and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator’s evaluation rubric before the evaluation of an administrator;
cb. The Superintendent shall annually certify to the Department that all supervisers of administrators 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 evaluation rubrics.

F. District Evaluation Advisory Committee—N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.

3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District’s Evaluation Advisory Committee.

FG. Evaluation Procedures for Administrators—N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for administrators.

2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals

a. Evaluation rubrics for all administrators;

b. Roles and responsibilities for implementation of evaluation policies and procedures;

c. Job descriptions evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and applicable evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

d. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile observations for the purpose of evaluation and post-observation conference(s) by the Superintendent or designee;

e. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

f. Process for developing and scoring student growth objectives;

fe. The process for preparation of individual professional development plans;

f. The process for preparation of an annual written performance report by the Superintendent or designated supervisor designee, and an annual summary conference between the administrator and his or her the Superintendent or designated supervisor designated supervisor.

3. The annual summary conference between the Superintendent or designated supervisors and the administrator shall be held before the annual written performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
a. The performance of the administrator based upon the job description and, when applicable, the scores or evidence compiled using the administrator’s evaluation rubric, including, when applicable: which may include the educator practice instrument;

(1) The administrator’s practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the administrator toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan; and

c. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and

cd. The preliminary annual written performance report.

4. If any scores for the administrator’s evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual written performance report for the administrator shall be prepared by the Superintendent or designee designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument; and components of the administrator’s evaluation rubric; and
c. An administrator’s individual professional development plan developed by the Superintendent or designee and the administrator or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and

d. A summary of student achievement or growth indicators, when applicable.

6. The administrator and the designated supervisor preparer of the annual written performance report shall sign the report within five administrator working days of the review.

7. The annual summary conference and annual written performance report shall be completed prior to June 30.

78. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating indicators of student progress and growth for an administrator, if applicable as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report’s location and how it can easily be 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.


1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor designee. If the administrator does not agree with the corrective action plan’s content, the designated supervisor shall make a final determination.
2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the administrator and the Superintendent or designee his or her designated supervisor shall meet to discuss the corrective action plan prior to September 15 by October 31 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the administrator’s annual summary conference that occurs at the end of the year of evaluation, following the year of evaluation except:

a.3. If the ineffective or partially effective summative evaluation rating is received after the start October 1 of the school year following the year of evaluation, then a corrective action plan shall must be developed, and the administrator and his or her the Superintendent or designee designated supervisor shall meet to discuss the corrective action plan within twenty-five fifteen administrator working days following the school district’s receipt of the administrator’s summative rating.

4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.

35. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3 and 4.4(a) and shall:

a. Address areas in need of improvement identified in the administrator evaluation rubric;

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).
46. The administrator’s designated supervisor, Superintendent or designee, and the administrator on a corrective action plan shall discuss the administrator’s progress toward the goals outlined in the corrective action plan during each required post-observation conference. The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator’s progress, position, or role.

57. Progress toward the administrator’s goals outlined in the corrective action plan; and data and evidence collected by the Superintendent or designee and/or the administrator to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the administrator’s personnel file and reviewed at the annual summary conference.

a. Shall be documented in the administrator’s personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the administrator on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the administrator’s progress toward his or her corrective action plan goals; and

b. Progress toward the administrator’s goals outlined in the corrective action plan may be used as evidence in the administrator’s next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

69. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the administrator’s designated supervisor, Superintendent or designee.

H1. Administrator Observations and Evaluations

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;
b. Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party’s copy of the annual performance report.

2. All tenured administrators shall receive at least one observation per school year.

3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

2. Each nontenured administrator shall be observed and evaluated in the performance of his or her duties at least three times during each school year but not less than once during each semester.

3. Each tenured administrator shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of the observation.

4. Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and a case study analysis of a significant student issue.

5. Each observation shall be followed within fifteen administrator working days by a conference between Superintendent or designee who made the observation and written evaluation and the administrator.
The required observations for the purposes of the annual evaluation for nontenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year excepting in the case of the first year of employment where the three evaluations must have been completed prior to April 30.

The number of required observations and the annual evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.

Evaluations for nontenured administrators shall be completed prior to May 15.

Evaluations for tenured administrators shall be completed prior to June 30.

Each evaluation of nontenured and tenured administrator shall be followed by a conference between that administrator and the Superintendent or designee who has made the observation and written evaluation. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction and improve professional competence.

The administrator may submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party’s copy of the annual written performance report.

Adopted: 09 April 2014
3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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.

The Board shall annually adopt evaluation rubrics for Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.
The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designee shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-6.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-5.1 through 5.4
N.J.A.C. 6A:10-6.1 and 6.3

Adopted: 30 April 2014
The Board of Education encourages all teaching staff members to pursue a program of continuing professional learning by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and/or independent scholarship.

Teaching staff members may be permitted to: visit other schools and classrooms; attend local, regional, or national conferences; participate in committees, workshops, and panels, both within and outside the district. Requests for participation in such professional learning activities must be submitted in writing to the Superintendent or designee for approval. In addition, the Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars and any additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.

A teaching staff member who has been granted time off and/or approved to be reimbursed for a professional learning activity shall submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within ten working days, a brief written report that includes the primary purpose of the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates in accordance with N.J.A.C 6A:9C-8 through 11 and 13 and all active school leaders serving on a permanent or interim basis whose positions require possession of the Chief School Administrator, Principal, or Supervisor endorsement in accordance with N.J.A.C. 6A:9B-12 shall comply with the professional learning development requirements as outlined in N.J.A.C. 6A:9C-4.1 et seq.

To meet the professional learning development requirement, each teacher shall be guided by an individual Professional Learning Development Plan (PLDP), which shall include at least twenty hours per year of qualifying activities as outlined in N.J.A.C. 6A:9C-4. The PLDP shall be developed by each teacher’s supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The PLDP shall be effective for one year, updated annually in accordance with N.J.A.C.9C-4.4(c) and modified during the year as outlined in N.J.A.C. 9C-4.4(d), and shall include at least the minimum requirements outlined in N.J.A.C. 6A:9C-4.4(e).
District-level and school-level professional *learning development* planning and implementation shall be in accordance with the requirements of N.J.A.C. 6A:9C-4.2.

Implementation of the professional *learning development* requirement for school leaders shall be in accordance with N.J.A.C. 6A:9C-4.3.

The Board of Education shall comply with the monitoring and assistance requirements as outlined in N.J.A.C. 6A:9C-4.4.

The Board shall monitor and enforce the professional *learning development* requirements for teachers and school leaders set forth in N.J.A.C. 6A:9C-4.1 et seq. and shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the professional *learning development* requirements.

N.J.A.C. 6A:9-3.3; 6A:13-2.1; 6A:9B-12; 6A:9C-3.3;
6A:9C-4.1 et seq.; 6A:9C-8 through 11 and 13

Adopted: 03 January 2013
Revised: 17 September 2014, 04 January 2017,
R 3240 PROFESSIONAL LEARNING DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS

A. Professional Development – Definition (N.J.A.C. 6A:9C-2.145.2)

1. The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in N.J.A.C. 6A:9C-3 et seq. and 6A:9C-4 et seq. and Policy and Regulation 3240. Professional development shall be comprised of professional learning opportunities aligned with student learning and educator development needs; and school, school district, and/or State improvement goals.

B. Components of Professional Learning – (N.J.A.C. 6A:9C-3.2)

1. Professional learning shall align with the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3, the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3, student learning and educator development needs, and school, school district, and/or State improvement goals.

2. Professional development shall have as its primary focus the improvement of teachers’ and school leaders’ effectiveness in assisting all students to meet the Core Curriculum Content Standards (CCCS).

23. Professional learning development shall encompass a broad range of professional learning experience that contributes to improved practice, including, but not limited to, participation in the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on:

a. Evaluating student learning needs through ongoing reviews of data on student performance; and

b. Defining a clear set of educator learning goals based on the rigorous analysis of these data.
34. Professional learning shall incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, such as including job-embedded coaching or other forms of assistance to support educators’ transfer of new knowledge and skills to their work.

55. Professional learning development may be supported by external expert assistance or additional activities that:

a. Address defined student and educator learning goals;

b. Advance primarily ongoing school-based professional learning development; and

c. Include, but are not limited to, courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit entities outside the school such as universities, educational service agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.


CB. Standards for Professional Learning (N.J.A.C. 6A:9C-3.3-15.3)

1. Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

a. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;

b. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;

c. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;

d. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
e. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;

f. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and

g. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.

2. The standards in 1.a. through g. above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.

DC. Requirements for and Implementation of Individual Teachers’ Individual Professional Learning Development Plans and Implementation (N.J.A.C. 6A:9C-4.4-15.4)

1. To meet the professional development requirement, each teacher shall be guided by an individualized Professional Learning Development Plan (PLDP), pursuant to N.J.S.A. 18A:6-128.a, which shall include at least twenty hours per year of qualifying experiences activities. The twenty-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

2. The content of each PLDP shall be developed by each teacher’s supervisor, in consultation with the teacher, and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3-5-3.

3. Each teacher’s individual PLDP shall be updated annually no later than October 31, except:

a. If the teacher is hired after October 1, the PLDP shall be developed within twenty-five working days of his or her hire.
43. The individual PLDP shall be modified during the year, as necessary, effective for one year and shall specify, at a least minimum:

a. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and

b. As appropriate, an additional area for development of professional practice aligned to the teacher's role as a member of his or her collaborative professional learning team in accordance with N.J.A.C. 6A:9-15.2;

c. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement goals as set forth in N.J.A.C. 6A:9-15.5 and 15.6; and

d. Any requirements for professional development stipulated elsewhere in statute or regulation.

5. Progress on the individual PLP shall be discussed at the annual summary conference, pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year.

4. The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district or applicable nonpublic school process for teacher evaluation.

5. Progress on the PDP must be discussed during a minimum of one annual conference between the teacher and his or her supervisor.

6. Each teacher shall provide evidence of progress toward meeting the requirements of the teacher's individual PLDP may be provided by the teacher and/or his or her designated supervisor, and shall this evidence be reviewed as part of each annual summary conference.

7. The PDP shall be revised at a minimum annually, but may be adjusted as necessary to support the teacher's progress.
8. All teachers governed by the professional development requirements shall have an individual PDP within thirty instructional days of the beginning of their respective teaching assignments.

9. The Board of Education shall ensure all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

740. A teacher's individual PLDP goals may necessitate more than the recommended minimum requirements outlined in N.J.A.C. 6A:9C-415 et seq.

844. Additional hours of qualifying experiences activities may be required for teachers in low-performing schools, as determined by the Commissioner of Education.

9. The teacher’s designated supervisor shall:

   a. Use the teacher performance evaluation process and the professional learning planning process to monitor each teacher’s progress in meeting the professional learning requirements and shall take appropriate steps to assure such progress. If a teacher’s progress is found to be inadequate, the teacher’s designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and

   b. Maintain accurate records of each teacher’s progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3 and N.J.A.C. 6A:9C-4.4. Such records shall include a copy of each teacher’s current PLP and timeline, as well as any documentation and evidence showing the teacher’s progress toward meeting the plan’s requirements.
10. If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district shall share with the new employing school district the teacher's individual PLP and all supporting documentation. If the current individual PLP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PLP and timeline is created in accordance with N.J.A.C. 6A:9C-4.4.

ED. Requirements for School-Level Plans for Professional Learning Development Planning and Implementation (N.J.A.C. 6A:9C-4.215.5)

1. The Principal shall oversee the development and implementation of a plan for school-level professional learning development and shall ensure:

   a. The school-level professional learning development plan shall include a description of school-level and team-based professional learning aligned with identified school goals, and teacher and student learning needs.

   b. All teachers receive the necessary opportunities, support, and resources to complete individual professional learning requirements pursuant to N.J.A.C. 6A:9C-4.4(a).

23. The school-level plan shall become part of the district’s professional development plan for professional learning overseen and reviewed by the Superintendent of Schools Board of Education pursuant to N.J.A.C. 6A:9-15.6.

4. The school-level professional development plan shall go into effect for the 2013-2014 school year.

5. The Principal shall ensure all teachers receive the necessary opportunities, support, and resources to complete professional development requirements in accordance with N.J.A.C. 6A:9-15.4(a).

FE. Requirements for District-Level Plans for Professional Learning Development Planning and Implementation (N.J.A.C. 6A:9C-4.215.6)
1. The school district plan shall provide information on school-level and
district-wide professional development learning opportunities, the resources
being allocated toward their support, a justification for the expenditures,
and include any professional learning required by statute or regulation.

21. The Superintendent of Schools or designee shall oversee the development and
implementation of the school district plans to address the school district’s
professional learning development needs and shall review on an annual basis
the school district plan to assess its effectiveness and revise it, as necessary,
to meet the school district’s learning goals for students, teachers, and school
leaders. School districts sending to the same middle and/or high school may
form a regional consortium to develop one district-wide plan based on the
sending schools' plans.

32. When overseeing and reviewing the school district plan, the Superintendent
or designee shall:
   a. Review school-level professional learning development plans;
   b. Assess the learning needs of students, teachers, and school leaders based
      on educator evaluation data, school-level plan, and data from school- and
      district-level performances;
   c. Plan, support, and implement professional learning development
      activities that address the New Jersey Student Learning Standards
      CCCS, and that align with the Standards for Professional Learning in
      N.J.A.C. 6A:9C-3.5.3 and the Professional Standards for Teachers and
      School Leaders in N.J.A.C. 6A:9-3; and
   d. Develop and update, as necessary, the district mentoring plan for non-
tenured new teachers including novice professional teachers who hold
      a CE or CEAS, in accordance with N.J.A.C. 6A:9C-5.3.8.4;
   e. Present the plan to the Board of Education to review for fiscal
      impact; and
f. Certify annually to the Department of Education, through a statement of assurance, that the school district is meeting the requirements for the school district plan as set forth in N.J.A.C. 6A:9C-4.2 and that it includes requirements of the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

4. School districts sending to the same middle and/or high school may form a regional consortium to develop one district-wide plan based on the sending schools' plans.

3. The Superintendent shall review on an annual basis the school district plan to assess its effectiveness and revise it as necessary to meet the school district's learning goals for students, teachers, and school leaders.

4. The school district plan shall provide information on school level and district-wide professional development opportunities, the resources being allocated toward their support, and a justification for the expenditures.

5. The school district plan shall include any professional development required by statute or regulation.

6. The Superintendent shall be responsible for the content and implementation of the district professional development plan. The Superintendent shall present the plan to the Board of Education to review for fiscal impact.


1. The Board of Education shall oversee and review for the Superintendent professional development that links to individual, school, and district professional development goals and to the school district's professional development plan.

2. 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.
3. The Superintendent, Principals, and Supervisors shall fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

1. Each school leader shall create, implement, and complete an individual PLP that:


   b. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the school leader, Superintendent, Principals, or Supervisors;

   c. Identifies professional goals that address specific individual, school, or school district goals; and

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

   e. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2 and other statutory requirements related to student safety, bullying and harassment, and well-being.

2. Each school leader’s individual PLP shall be developed by October 31 except:

   a. If the school leader is hired after October 1, the PLP shall be developed within twenty-five working days of his or her hire.

3. The Superintendent of Schools shall develop an individual PLP for review by the Board of Education. In developing the individual PDP, the following process shall be followed:
The Board shall review the Superintendent’s individual PLP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure the individual PLP aligns to school district goals and to the school district’s plan for professional development.

b. The Superintendent shall submit annually to the Board evidence of progress toward completion of the individual PLP. The Superintendent also shall submit every three to five years, depending on the length of his or her contract with the Board, summative evidence of plan completion.

c. The Superintendent may appeal to the Executive County Superintendent if he or she disagrees with the Board regarding PLP contents or progress toward completion. The Executive County Superintendent shall have final decision-making authority on all such matters.

4. Each active school leader shall be required to provide evidence of progress toward fulfillment of his or her plan. Evidence shall include:

a. A narrative account detailing plan goals and their achievement; and

b. Documentation of professional growth activities such as school-based learning activities, training, university coursework, action research, and study groups. Study groups may include school, district, county and/or State associations and organizations, school and district collaborative teams, and virtual learning communities.

45. Each leader whose position requires a Principal or Supervisor endorsement, or whose position requires a Chief School Administrator endorsement but who does not serve as a Chief School Administrator or Superintendent of a school district, shall have an annual plan developed in collaboration with his or her designated supervisor an individual PLP and shall provide evidence to his or her designated supervisor of progress toward fulfillment of his her plan. The Superintendent or designee holding a Chief School Administrator endorsement. Each Superintendent or designee shall:
a. Review each Principal's, supervisor's, or other school leader's individual PLP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure it aligns to school and school district goals and the school district's plan for professional development;

b. Meet with the Principal, supervisor, or other school leader at mid-year to assess progress toward his or her PLP's completion or modification; and

c. Review the individual PLP's status as part of the Principal's, supervisor's, or other school leader's annual performance evaluation.

5. The school leader's designated supervisor, or the Board of Education in the case of the Superintendent, shall:

a. Use the performance evaluation process and professional learning planning process to monitor the school leader's progress in meeting the professional learning requirements. If a school leader's progress is found to be inadequate, the school leader's designated supervisor or the Board shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and

b. Maintain accurate records of each school leader's progress in meeting the individual professional learning requirements, pursuant to N.J.A.C. 6A:9C-4.3. Such records shall include a copy of each school leader's current PLP and timeline, as well as any documentation and evidence showing the school leader's progress toward meeting the plan's requirements.

6. If a school leader leaves the employ of one New Jersey school district and is hired by another, the school leader's designated supervisor, or the Board of Education in the case of the Superintendent, shall ensure a revised individual PLP appropriate to the new assignment is developed in collaboration with the school leader.
6. Leaders whose positions require a Chief School Administrator’s endorsement, but who do not serve as a Chief School Administrator of the school district, shall have an annual plan developed in collaboration with the Superintendent or designee holding a Chief School Administrator endorsement.

7. The Superintendent or designee holding a Chief School Administrator endorsement shall meet with Principals, Supervisors, or other school administrators at mid-year to assess progress toward completion or modification of the plan.

8. The Superintendent or designee holding a Chief School Administrator endorsement shall review the status of the professional development plan as part of the Principals’, Supervisors’, or other district administrators’ annual performance evaluation.

9. The Superintendent shall develop a professional development plan for review by the Board of Education.

10. The Superintendent shall provide to the Board of Education annual evidence of progress toward completion of the professional development plan and summative evidence of plan completion every three to five years, depending on the Superintendent’s contract with the Board of Education.

11. In cases where there is disagreement between the Superintendent and the Board of Education regarding plan contents or progress toward completion, the Superintendent may appeal to the Executive County Superintendent, who will have final decision-making authority on all such matters.

G. Requirements for School Leader Professional Development in Ethics, Law, and Governance (N.J.A.C. 6A:9-15.8)

1. All professional development plans for active school leaders serving on a permanent or interim basis whose positions require possession of a Chief School Administrator, Principal, or Supervisor endorsement in accordance with N.J.A.C. 6A:9-12.3 shall ensure the completion of appropriate training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.
H. Monitoring and Assistance (N.J.A.C. 6A:9C-4.145.9)

1. The Board of Education shall ensure all teachers and school leaders receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective professional development plans.

1. The Board of Education shall monitor and enforce the professional development requirements for teachers and school leaders set forth in N.J.A.C. 6A:9-15 et seq.

2. The Board of Education shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the professional development requirements of N.J.A.C. 6A:9-15.1 et seq.

3. To ensure that the professional development requirements set forth in N.J.A.C. 6A:9-15 et seq. reflect a policy of continuous improvement, constructive support, and timely intervention, the Department of Education shall establish accountability procedures pursuant to N.J.A.C. 6A:30.

4. It is the responsibility of supervisors and school district administrators through the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements and to take appropriate steps to assure such progress. In any instance where a teacher's progress is found to be inadequate, the school district administration shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means.

5. It is the responsibility of a school leader's immediate supervisor, or the Board of Education in the case of the Superintendent, to monitor each school leader's progress in meeting the professional development requirements. Monitoring shall be accomplished through the performance evaluation and professional development planning processes. In any instance where a school leader's progress is found to be inadequate, the school leader's immediate supervisor or Board of Education shall take appropriate remedial action.
6. The school district administration shall be responsible for maintaining accurate records of each educator's progress in meeting the professional development requirements outlined in N.J.A.C. 6A:9-15 et seq. Such records shall include a copy of each educator's current professional development plan and timeline, as well as any documentation and evidence showing the educator's progress toward meeting the plan's requirements.

7. If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district must share with the new employing school district the teacher's PDP and all supporting documentation. If the current professional development plan is found to be unsuitable to the teacher's new assignment, the new employing school district must ensure a revised professional development plan and timeline are created within thirty days of hire by the employee's new supervisor in collaboration with the new teacher.

8. If a school leader leaves the employ of one New Jersey school district and is hired by another, the new employing school district or Board of Education shall ensure that a revised professional development plan appropriate to the new assignment is developed in collaboration with the school leader.

Issued: 17 September 2014
Revised

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A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

“Announced observation” means an observation in which the person conducting an observation evaluation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

“Annual performance report” means a written appraisal of the teacher’s performance prepared by the teacher’s Principal or designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

“Corrective Action Plan” means a written plan developed by the designated supervisor a teaching staff member serving in a supervisory capacity in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.
“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teacher’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher’s evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, and professional standards, and based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Growth objective” is a goal that teachers and evaluators set for their scope of work.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119. means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the...
school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Long observation” means an observation for the purpose of evaluation that is conducted for a minimum duration of forty minutes or one class period, whichever is shorter.

“Observation” means a method of collecting data on the performance of a teacher'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 as defined in N.J.A.C. 6A:9-1.1.

“Post-observation conference” means a meeting, either in-person or remotely, between a supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Short observation” means an observation for the purpose of evaluation that is conducted for at least twenty minutes.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and evaluators designated supervisors 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.
“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

“Teacher” means a teaching staff member **who holds the appropriate position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.**

“Teacher practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher’s evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“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. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as "teachers");

2. Administrative certificate; and

3. Educational services certificate.

“Unannounced observation” means the **person conducting an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.**

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument.
context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in written annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.


3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:
a. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teaching staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teaching staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

b. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption;

c. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

d. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

e. Ensure data elements are collected from the implementation of the teaching practice instrument and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
f. Ensure the Superintendent or designee each Principal in the district certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Provide training on the teacher practice instrument for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;

c. Annually provide updates and refresher training on the teacher practice instrument for any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher’s evaluation rubric before the evaluation of a teacher;

d. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the academic school year:

(1) At least one co-observation shall be completed by December 1;
(1)(2) Co-observers shall use the co-observation double observation to calibrate teacher practice instruments, promote accuracy and consistency in scoring, and to continually train themselves on the instrument; and

(2)(3) A co-observation may count as a 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, but the A co-observation shall not count as two or more one required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher’s designated supervisor under N.J.A.C. 6A:10-4.4.

(d) The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing educator practice instruments evaluation rubrics have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.

3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District’s Evaluation Advisory Committee.
FG. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for teachers.

2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Evaluation rubrics for all teachers;

   ab. Roles and responsibilities for implementation of evaluation policies and procedures;

   be. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in this N.J.A.C. 6A:10 et seq.;

   cd. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for observations for the purpose of evaluation and post-observation conference(s) by the teacher’s supervisor, or his or her designee; process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

   c. Processes for observations for the purpose of evaluation and post-observation conferences(s) by a supervisor;

   d. Process for developing and scoring student growth objectives;

   fe. The process for preparation of individual professional development plans; and

   gf. The process for preparation of an annual written performance report by the teacher’s supervisor or designated supervisor designee, and an annual summary conference between the teacher and his or her designated supervisor, or the supervisor’s designee.
3. The annual summary conference between the supervisor and the teacher shall be held before the annual written performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

   a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher’s evaluation rubric, including when applicable: the teacher practice instrument;

   (1) The teacher’s practice instrument; and

   (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

   b. The progress of the teacher toward meeting the goals objectives of the individual professional development plan or, whenever applicable, the corrective action plan; and

   c. Available indicators or scores of student achievement or growth such as student growth objective scores, growth objectives and student growth percentile scores, as applicable; and

   c. The preliminary annual written performance report.

4. If any scores for the teacher’s evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual written performance report shall be prepared by the teacher’s designated supervisor Principal or designee, and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-4;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the teacher practice instrument, and components of the teacher’s evaluation rubric; and
c. **The teacher's** individual professional development plan developed by the supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and

d. A summary of student achievement scores or growth indicators.

6. The teacher and the **designated supervisor** preparer of the annual written performance report shall sign the report within five teacher working days of the review.

7. The annual summary conference and annual written performance report shall be completed prior to June 30.

78. The Board of Education 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 indicators of student progress and growth for a teacher as part of the teacher'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.

**GH. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5**

1. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the Superintendent or the teacher’s designated supervisor. If the teacher does not agree with the corrective action plan’s content, the designated supervisor shall make a final determination.

2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan prior to September 15 by October 31 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the teacher’s annual summary conference that occurs at the end of the year of evaluation following the year of evaluation except:
a3. If the ineffective or partially effective summative evaluation rating is received after the start of October 1 of the school year following the year of evaluation, then a corrective action plan must be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five fifteen teacher working days following the school district’s receipt of the teacher’s summative rating.

4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.

35. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

a. Address areas in need of improvement identified in the teacher evaluation rubric;

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).

46. The teacher’s designated supervisor or his or her designee, and the teacher on a corrective action plan shall discuss the teacher’s progress toward the goals outlined in the corrective action plan during each required post-observation conference, when required by pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher’s progress, position, or role.

57. Progress toward the teacher’s goals outlined in the corrective action plan, and data and evidence collected by the supervisor and/or the teacher to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the teacher’s personnel file and reviewed at the annual summary conference or the mid-year evaluation.
a. Shall be documented in the teacher’s personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher’s progress toward his or her corrective action plan goals; and

b. Progress toward the teacher’s goals outlined in the corrective action plan may be used as evidence in the teacher’s next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

69. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher’s supervisor.

740. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after September 15, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum: a conference to discuss progress toward the teacher’s goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference. One observation in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-4.4(a), the length of which shall be determined by the Superintendent or the Principal and shall be the same length for all teachers with a corrective action plan; and

b. One post-observation conference in addition to the observations required in N.J.A.C. 6A:10-4.4, as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-4.4(b), during which progress toward the teacher’s goals outlined in the corrective action plan shall be reviewed.

814. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a). Tenured teachers
with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)2.

9. Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)4.

10. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.

11. There shall be no minimum number of teacher working days a teacher’s correction action plan can be in place.

III. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1

   a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below by the Principal in consultation with the majority representative. If an Assistant Principal or Vice Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a and the teacher(s) on the panel represents at least one-third of its total membership.

   b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

      (1) The teacher member shall be a person with a demonstrated record of success in the classroom. Beginning in academic year 2015-2016, a demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.
(2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.

(3) The Principal shall have final decision making authority and is not bound by the majority representative’s list of nominees.

c. The teacher member shall serve a full academic school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.

d. All members of the School Improvement Panel shall be chosen by August 31 of each year.

2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

a. The School Improvement Panel shall:

(1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9-8 6A:9C-5.3(a)2 and support the implementation of the school district mentoring plan;

(2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;

(3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j); and ensure conduct mid-year evaluations are conducted for teachers who are on a corrective action plan; and

(4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-4.2-15.5.

b. To conduct observations for the purpose of evaluation, the teacher member shall have:

(1) Agreement of the majority representative;
(2) An appropriate supervisory certificate; and

(3) Approval of the Principal who supervises the teacher being observed.

c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9-8.4 6A:9C-5.2(a)3.

I. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

   a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and

   b. Measures of teacher practice determined pursuant to through a teacher practice instrument and other measures described in N.J.A.C. 6A:10-4.3 and 4.4.

3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.

4. Each score measure shall be converted to a percentage weight so all components measures make up 100 percent of the evaluation rubric. By August 31 April 15 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component measure and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

   a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty forty percent and no more than fifty percent of a teacher’s evaluation rubric rating as determined by the Department.
b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher’s evaluation rubric rating as determined by the Department.

c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher’s evaluation rubric rating as determined by the Department.

54. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher’s annual summative rating.

JK. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measures shall include the following components pursuant to 2. below and, when required by the Department, as described in N.J.A.C. 6A:10-4.1(c):

a. If the teacher meets the requirement of 2. Below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 43. below; and

b. Student growth objective(s) and/or growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards (NJSLS) Core Curriculum Content Standards, and based on growth and/or achievement.

(1) For teachers who teach subjects or grades not covered by the NJSLS Core Curriculum Content Standards, student growth objective(s) and/or growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board.

2. The median student growth percentile shall be included in the annual summative rating of a teacher who:

a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;
b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and

c. Has at least twenty individual student growth percentile scores attributed to his or her name during the school academic year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given school academic year, the maximum of three years of student growth percentiles scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles.

3. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district.

34. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores, component-level scores. For teachers who have a student growth percentile score:

4. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and

b. The Department shall then report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

5. Student growth objectives or growth objectives for teachers shall be developed and measured according to the following procedures:
a. The Superintendent shall determine the number of required student growth objectives and/or growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By April 31, prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.

b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.

c. Each teacher shall develop, in consultation with his or her supervisor or a Principal’s designee or a teaching staff member appointed by the Principal, each student growth objective and/or growth objective. If the teacher does not agree with the student growth objectives or growth objectives, the Principal shall make the final determination.

d. Student growth objectives and/or growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, and recorded, and retained by in the teacher’s personnel file by November 15, 2013, and by October 15 of subsequent school years, and his or her supervisor by October 31 of each school year, or within twenty-five working days of the teacher’s start date if the teacher begins work after October 1.

e. Adjustments to student growth objectives and growth objectives may be made by the teacher in consultation with or his or her supervisor only when approved by the Superintendent or designee. Adjustments and shall be recorded in the teacher’s personnel file on or before February 15.

(1) If the Student Growth Objective (SGO) covers only the second Semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.
f. The teacher’s designated supervisor shall approve and/or a member of the School Improvement Panel shall calculate each teacher’s student growth and/or growth objective score. The teacher’s student growth/growth objective score, if available, shall be discussed at the teacher’s annual summary conference and recorded in the teacher’s personnel file.

KL. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. The teacher practice component rating shall be based on the measurement of the teacher’s performance according to the school district’s Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

LM. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teaching staff member working days following each observation. A pre-conference shall be required pursuant to 3. below.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher’s individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness. Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.

c. If agreed to by the teacher, one required post-observation conferences and any pre-conference(s) for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic communications.
d. One post-observation conference may be combined with a teacher’s annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.

ed. A pre-conference, when required, shall occur at least one but not more than within seven teaching staff member working days prior to the observation, not including the day of the observation.

2. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4, at least three times during each school year, but not less than once during each semester. For all teachers, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether the third additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:

a. Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.

ba. Nontenured teachers shall receive a minimum of be observed at least three observations within each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1, and observations for all other teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

(1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.

b. Teachers on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.

c. Nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers, with the following provisions:
(1) A co-observation shall fulfill the requirement in this section for multiple observers.

(2) One co-observation shall count as one observation required in 4. below.

3. One post-observation conference may be combined with a teacher’s annual summary conference as long as it occurs within the required fifteen teaching staff member working days following the observation for the purpose of evaluation.

c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

(1) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher’s designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C.6A:10-4.4.

d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.

e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.

fe. A written or electronic observation evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party’s copy of the annual written performance report.

4. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:

   a. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation.

   b. A nontenured teacher who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations.

   c. A tenured teacher shall receive at least three short observations.

4. To earn a teacher practice score, a nontenured teacher shall receive at least three observations.

   a. If a nontenured teacher is present for less than forty percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score.

M.N. Teacher Practice Instrument – N.J.A.C. 6A:10-6.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:

   a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;

   b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:

      (1) Clearly define the expectations for each rating category;
(2) Provide a conversion to the four rating categories: ineffective, partially effective, effective, and highly effective.

(3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and

(4) Use clear and precise language that facilitates common understanding among teachers and administrators.

c. Rely on, to the extent possible, on specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

2. For Commissioner approval of a teacher practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.

Adopted: 18 September 2013
Revised: 09 April 2014
Readopted: 09 April 2014
The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, “administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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.

The Board shall annually adopt evaluation rubrics for administrators which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.
The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall be completed prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 03 January 2013
Revised: 30 April 2014
R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the Principal, Vice Principal, or Assistant Principal of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the Principal’s, Vice Principal’s, or Assistant Principal’s performance prepared by the designated supervisor Superintendent or designee based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the Superintendent or a designated supervisor designee in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.
“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, and professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources based on, when applicable, the individual's evaluation rubric.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.
“Individual professional development plan” is defined in N.J.S.A. 18A:6-119. means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a Principal’s, Vice Principal’s, and Assistant Principal’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 the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between the Superintendent or designee supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

“Principal practice instrument” means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.
“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and evaluators designated supervisors 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.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-112 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.

“Superintendent or designee” means the Superintendent or the authorized and appropriately certified teaching staff member as defined in 18A:1-1, employed in the school district in a supervisory role and capacity to evaluate a Principal, Vice Principal, or Assistant Principal.

“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. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);

2. Administrative certificate; and
3. Educational services certificate.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the Principal, Vice Principal, or Assistant Principal of the date or time the observation will be conducted.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in written annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:

   a. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

      (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

   b. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, or Assistant Principal working days of adoption;
c. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

d. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

e. Ensure data elements are collected from the implementation of the principal practice instrument and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

f. Ensure each Principal in the district or the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h), N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instrument:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;
b. Provide training on the principal practice instrument for the Superintendent or designee who will conduct observations for the purpose of evaluation of Principals, Vice Principals, or Assistant Principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation; except the Superintendent or designee using the principal practice instrument for the first time in 2013-2014 shall be provided training before October 31, 2013;

be. Annually provide updates and refresher training on the principal practice instrument for any supervisors who will observe principal practice for the purpose of increasing accuracy and consistency among observers are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal’s, Vice Principal’s, or Assistant Principal’s evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;

cd. The Superintendent shall annually certify to the Department that all supervisors evaluators of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing evaluation rubrics principal practice instruments have completed training on and the instrument and its application and have demonstrated competency in applying the evaluation rubrics principal practice instrument.

F. District Evaluation Advisory Committee—N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District’s Evaluation Advisory Committee.

FG. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures of Principals, Vice Principals, and Assistant Principals.

2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Evaluation rubrics for Principals, Vice Principals, and Assistant Principals;

   ab. Roles and responsibilities for implementation of evaluation policies and procedures;

   bc. Job descriptions and evaluation criteria for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;

   cd. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the Superintendent or designee process for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observation for the purpose of evaluation and post-observation conference(s) by a supervisor;
e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual written performance report by the Superintendent or designated supervisor designee, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor designee.

3. The annual summary conference between the designated supervisor Superintendent or designee and the Principal, Vice Principal, or Assistant Principal shall be held before the written annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and, when applicable, the scores or evidence compiled using the evaluation rubric, including:

   (1) The principal’s practice instrument; and

   (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan; and

c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and

d. The preliminary annual written performance report.
4. If any scores for the Principal’s, Vice Principal’s, or Assistant Principal’s evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual written performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the Superintendent or designee designated supervisor and shall include, but not be limited to:
   a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-5;
   b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the principal practice instrument; and components of the Principal’s, Vice Principal’s, or Assistant Principal’s evaluation rubric; and
   c. An individual professional development plan developed by the Superintendent or designee and the Principal, Vice Principal, or Assistant Principal or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
   d. A summary of student achievement scores or growth indicators.

6. The Principal, Vice Principal, or Assistant Principal and the designated supervisor preparer of the annual written performance report shall sign the report within five working days of the review.

7. The annual summary conference and the annual written performance report shall be completed by June 30.
The Board of Education shall add all written performance reports and supporting data, including, but not limited to, written observations reports and additional components of the summative evaluation rating as part of the indicators of student progress and growth for a Principal’s, Vice Principal’s, or Assistant Principal’s as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate 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.

Corrective Action Plans for Principals, Vice Principals and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant 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 the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee designated supervisor. If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan’s content, the designated supervisor shall make the final determination.

2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee his or her designated supervisor shall meet to discuss the corrective action plan prior to September 15 by October 31 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the Principal’s, Vice Principal’s, or Assistant Principal’s annual summary conference that occurs at the end of the year of evaluation following the year of evaluation except:

   a³. If the ineffective or partially effective summative evaluation rating is received after the start October 1 of the school year following the year of evaluation, then a corrective action plan shall must be developed, and the Principal, Vice Principal, or Assistant Principal and the Superintendent or Designee his or her designated supervisor shall meet to discuss the corrective action plan within fifteen twenty-five Principal, Vice Principal, or Assistant Principal working days following the school district’s receipt of the Principal’s, Vice Principal’s, or Assistant Principal’s summative rating.
4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(e) and 15.7(c) until the next annual summary conference.

35. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
   a. Address areas in need of improvement identified in the principal evaluation rubric;
   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).

46. The Superintendent or designee designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the Principal’s, Vice Principal’s, or Assistant Principal’s employee’s progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.

57. Progress toward the Principal’s, Vice Principal’s, or Assistant Principal’s goals outlined in the corrective action plan, and data and evidence collected by the Superintendent or designee and/or the employee to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the Principal’s, Vice Principal’s, or Assistant Principal’s personnel file and reviewed at the annual summary conference or the mid-year evaluation.
a. Shall be documented in the Principal’s, Vice Principal’s, or Assistant Principal’s personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the Principal’s, Vice Principal’s, or Assistant Principal’s progress toward his or her corrective action plan goals; and

b8. Progress toward the goals outlined in the corrective action plan may be used as evidence in the Principal’s, Vice Principal’s, or Assistant Principal’s next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

69. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the Superintendent or designee.

740. The Superintendent, or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. 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 occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal’s, Vice Principal’s, or Assistant Principal’s goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.
8a. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described defined in N.J.A.C. 6A:10-1.2 and 5.4. described in N.J.A.C. 6A:10-5.4; and b. One post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 as defined in N.J.A.C. 6A:10-1.2, during which progress toward the Principal, Vice Principal, or Assistant Principal’s goals outlined in the corrective action plan shall be reviewed.

9. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.

10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal’s, Vice Principal’s, or Assistant Principal’s corrective action plan can be in place.

HI. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics 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.

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

   a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and

   b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3.

3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
43. Each score measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 or April 15 prior to the each school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component measure and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide median student growth percentile score measure as described in N.J.A.C. 6A:10-5.2(c), the score measure shall be at least ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.

c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be thirty percent or fifty percent of evaluation rubric rating.

e. Measure of leadership practice, as described in N.J.A.C. 6A:10-5.3(c), shall be twenty percent of evaluation rubric rating.

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

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

I. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:
a. The school-wide student growth percentile of all students assigned to the Principal;

b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and

c. Administrator goals set by Principals, Vice Principals, or Assistant Principals in consultation with their supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.

2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant 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. The school district may assign If the Principal, Vice Principals and Assistant Principals is who are employed in more than one school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school of the student growth percentile assignment to the school or schools as appropriate for the percentage of time spent in each school.

3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals, which includes school-wide mathematics and school-wide English Language Arts scores.

4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal’s annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:

a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the school year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal’s and Assistant Principal’s average student growth objective score.
5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:

a. The Superintendent designated supervisor shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 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, Vice Principals, or Assistant Principals shall develop, in consultation with their the Superintendent or designee designated supervisor, each administrator goal. Each 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, Vice Principal, or Assistant Principal and Superintendent or designee his or her designated supervisor do not agree upon the administrator goal, the Principal’s, Vice Principal’s, or Assistant Principal’s student growth objectives, the Superintendent or designee designated supervisor shall make the final determination.

c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, and recorded, and retained by in the Principal’s, Vice Principal’s, or Assistant Principal’s and his or her designated supervisor personnel file by November 15, 2013, and by October 31 of each for all subsequent school years, or within twenty-five working days of the Principal’s, Vice Principal’s, or Assistant Principal’s start date if he or she begins work after October 1.
REGULATION

HOWELL TOWNSHIP
BOARD OF EDUCATION

TEACHING STAFF MEMBERS
R 3224/page 19 of 22
Evaluation of Principals, Vice Principals, and Assistant Principals

d. The administrator goal score shall be calculated approved by the Superintendent or designee designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal’s, Vice Principal’s, 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.

JK. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include the following components: a. A measure determined through a Commissioner-approved principal practice instrument; and b. may include A a leadership measure determined through the Department-created leadership rubric.

2. Principal practice component rating shall be based on the measurement of the Principal’s, Vice Principal’s, or Assistant 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.

4. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal’s, Vice Principal’s, or Assistant Principal’s ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department’s website and annually maintained.

KL. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or his or her designee, shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. A Principal, or the Superintendent or his or her designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.
3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, 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.

4. Post-observation conferences shall include the following procedures:

   a. A Superintendent or designee supervisor who is was present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal 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’s, Vice Principal’s, or Assistant 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, Vice Principal, or Assistant 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’s, Vice Principal’s, or Assistant Principal’s annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.

   e. A written or electronic observation evaluation report shall be signed by the Superintendent or designee supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.
f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten Principal, Vice Principal, or Assistant Principal working days following the conference. The objection(s) shall be attached to each party’s copy of the annual written performance report.

5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(h)(h) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.


1. The principal practice instrument approved by the Department shall meet the following criteria:

a. Incorporate domains of practice and/or performance criteria that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium incorporated herein by reference, available at:


b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion for the to four rating categories: ineffective, partially effective, effective, and highly effective;

c. Rely on, to the extent possible, be based on multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal’s leadership related to:

   1. Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and
(2) Evaluating the effectiveness of teaching staff members and supporting their professional growth.

d. Incorporate an assessment of the Principal’s leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards; Include descriptions of specific training and implementation details required for the instrument to be effective.

e. Incorporate an assessment of the Principal’s leadership for high-quality instruction;

f. Include an assessment of the Principal’s performance in evaluating teachers; and

g. Include an assessment of the Principal’s support for teachers’ professional growth.

2. For Commissioner approval of a principal practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.

Adopted: 09 April 2014
Revised:
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**TIME:** 10:00AM

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**BOLDED AWARDED ROUTE**
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**TIME:** 10:00AM

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**Total Award**

- **JAY'S:** $105.00
- **KLARR:** $65.00
- **Inc./Dec.:** $1.99

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*BOLDED AWARDED ROUTE*
The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district’s Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this Policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and “long term suspension” means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student’s expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq.
The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student’s educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student’s Individualized Education Program, in accordance with N.J.A.C. 6A:14.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.
N.J.S.A. 18A:54-20g [vocational districts]
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 03 January 2013
Revised: 17 September 2014
A. Short-Term Suspensions

1. In each instance of a short-term suspension, the Principal or designee, shall assure the rights of a student suspended for one, but not more than ten consecutive school days by providing for the following:

   a. As soon as practicable, oral or written notice of charges to the student.
      
      (1) When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided.

   b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the short-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5.
      
      (1) The informal hearing shall be conducted by a school administrator or designee;
      
      (2) To the extent that a student’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student’s educational program and the informal hearing shall be held as soon as practical after the suspension;
      
      (3) The informal hearing should take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
      
      (4) The informal hearing and the notice given may take place at the same time.

   c. Oral or written notification to the student’s parent of the student’s removal from the student’s educational program prior to the end of the school day on which the Principal decides to suspend the student. The notification shall include an explanation of:
      
      (1) The specific charges;
      
      (2) The facts on which the charges are based;
(3) The provision(s) of the code of student conduct the student is accused of violating;

(4) The student’s due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.2; and

(5) The terms and conditions of the suspension.

d. Appropriate supervision of the student while waiting for the student’s parent to remove the student from school during the school day; and

e. Academic instruction, either in school or out of school, that addresses the **New Jersey Student Learning Core Curriculum Content Standards**.

(1) The student’s academic instruction shall be provided within five school days of the suspension.

(2) At the completion of a short-term suspension, the Board of Education shall return a general education student to the general education program for which he or she was suspended.

(3) The academic instruction provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.

2. The Principal suspending the student shall immediately report the suspension to the Superintendent, who shall report it to the Board of Education at its next regular meeting, pursuant to N.J.S.A. 18A:37-4.

3. An appeal of the Board’s decision affecting the general education student’s educational program shall be made to the Commissioner, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.

4. For a student with a disability, the provisions set forth in N.J.A.C. 6A:16-7.2 shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

B. Long-Term Suspensions

1. In each instance of a long-term suspension, the Principal or designee shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:
a. Notification to the student of the charges prior to the student’s removal from school;

b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of events regarding his or her actions leading to the long-term suspension and is provided notice of the school district’s actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;

c. Immediate notification to the student’s parent of the student’s removal from school;

d. Appropriate supervision of the student while waiting for the student’s parent to remove the student from school during the school day;

e. Written notification to the parent by the Superintendent or designee within two school days of the initiation of the suspension, stating:

   (1) The specific charges;

   (2) The facts on which the charges are based;

   (3) The student’s due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.3; and

   (4) Further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student’s right to a free public education, in the event that a decision to expel the student is made by the Board, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.4.

   (a) The Board shall request from the parent and student written acknowledgement of the notification provided pursuant to N.J.A.C. 6A:16-7.3(a)5.iv subsequent to the removal of the student from his or her educational program, pursuant to N.J.A.C. 6A:16-7.3.

f. A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing, pursuant to j. below;
g. For a student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations;

h. Information on the student’s right to secure an attorney and legal resources available in the community identified pursuant to N.J.A.C. 6A:16-7.1(c)7;

i. Either in or out-of-school educational services that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25, which may include a public education program provided in accordance with N.J.A.C. 6A:16-9 or 10.

1. The student’s educational services shall be provided within five school days of the suspension.

2. The Board shall make decisions regarding the appropriate educational program and support services for the suspended general education student based on the New Jersey Student Learning Core Curriculum Content Standards and the following considerations:

   a. A behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team, as appropriate;

   b. The results of relevant testing, assessments, or evaluations of the student;

   c. The student’s academic, health, and behavioral records;

   d. The recommendation of the Superintendent, Principal, or other relevant school or community resource;

   e. Considerations of parental input; or

   f. Consultation with the Intervention and Referral Services Team, in accordance with N.J.A.C. 6A:16-8.

3. Educational services provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
j. A formal hearing before the Board that shall, at a minimum:

(1) Be conducted by the Board or delegated by the Board to a Board committee, a school administrator, or an impartial hearing officer for the purpose of determining facts or making recommendations.

   (a) Before taking final action, the Board as a whole shall receive and consider either a transcript or detailed report on the hearing.

(2) Include the opportunity for the student to:

   (a) Confront and cross-examine witnesses, if there is a question of fact; and

   (b) Present his or her own defense, and produce oral testimony or written supporting affidavits.

(3) Take place no later than thirty calendar days following the day the student is suspended from the general education program; and

(4) Result in the Board’s decision that shall be based, at a minimum, on the preponderance of competent and credible evidence.

k. A written statement to the student’s regarding the Board’s decision within five school days after the close of the hearing. The statement shall include at a minimum:

(1) The charges considered;

(2) A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board at the hearing;

(3) Factual findings relative to each charge and the Board's determination of each charge;

(4) Identification of the educational services to be provided to the student, pursuant to i. above;
Suspension Procedures

(5) The terms and conditions of the suspension; and

(6) The right to appeal to the Commissioner of Education the Board’s decision regarding the student’s general education program, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.

1. If at any time it is found that the student did not commit the offense, the student shall be immediately returned to the program from which he or she was removed; and

m. At the completion of a long-term suspension, the Board shall return the general education student to the general education program.

2. An appeal of the Board’s decision regarding the general education student’s program shall be made to the Commissioner of Education, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.

3. Suspension of a general education student shall not be continued beyond the Board’s second regularly scheduled meeting following the suspension, unless the Board so determines, pursuant to N.J.S.A. 18A:37-5.

a. The Board shall determine whether to continue the suspension, pursuant to B.1. above, based on the following criteria:

(1) The nature and severity of the offense;

(2) The Board’s removal decision;

(3) The results of relevant testing, assessments, or evaluations of the student; and

(4) The recommendation of the Superintendent, after considering input from the Principal or Director of the alternative education program or home or other in-school or out-of-school instruction program in which the student has been placed.
b. The Board shall develop and adopt policies and procedures providing for action on the continuation of student suspensions in the event of cancellation of the first or second regular Board meeting pursuant to N.J.S.A. 18A:37-4 and 5. In this unlikely event, a special committee of the Board, which will include the Superintendent of Schools or his/her designee, will be appointed by the Board President to make a decision on the continuation of the suspension. The committee’s decision will be implemented subject to ratification of the committee’s decision at the next regularly scheduled Board meeting.

4. When the Board votes to continue a general education student’s suspension, it shall review the case, in consultation with the Superintendent, at each subsequent Board meeting for the purpose of determining:

a. The status of the student’s suspension;

b. The appropriateness of the suspended student’s current educational program; and

c. Whether the suspended student’s current placement, pursuant to i. above, should continue or whether the student should return to the general education program.

5. When the Board votes to continue a general education student’s suspension, it shall make, in consultation with the Superintendent, the final determination on:

a. When the student is prepared to return to the general education program;

b. Whether the student will remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in B.3.a.(1) through (4) above; or


6. The Board shall provide a general education student suspended under N.J.A.C. 6A:16-7.3 with an appropriate educational program or services, based on the criteria set forth under B.1.i.(2) above, until the student is promoted from 8th grade.
a. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14-2 and 4.3, whichever is applicable; or

b. The educational services provided, either in-school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.

7. For a student with a disability who receives a long-term suspension, the Board shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student’s educational placement to an interim or alternate educational setting.

a. All procedural protections set forth in N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7.3 shall be afforded to a student with a disability who is subjected to a long-term suspension.

b. All decisions concerning the student’s educational program or placement shall be made by the student’s Individualized Education Program team.

c. The provisions of B.2. through B.6. above shall not apply to students with disabilities.

Adopted: 17 September 2014
Revised:
The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the following:

1. The procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and

2. An appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.

   a. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 - Program Criteria; N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq. - Special Education, Program Options, whichever are applicable; or

   b. The educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board’s decision regarding the cessation of the student’s general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or service in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board’s action to expel a student.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted:
A. Purpose

The purpose of these regulations is to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of pupils;

2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;

3. Promote achievement of high academic standards;

4. Prevent the occurrence of problem behaviors;

5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and

6. Establish parameters for school responses to violations of the pupil discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.

2. In addition, pupils shall not engage in any activity expressly prohibited by a school staff member in authority. Examples of such activities shall include, but not be limited to the following:
   
   a. Be insubordinate to teachers, bus drivers or other personnel or disregard their instructions or demonstrate lack of respect for their authority;
   
   b. Create disorder or disruptions on school premises, including buses;
   
   c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
   
   d. Steal, damage, or deface the property of other pupils, staff members, or the district;
e. Engage in the sexual and/or other harassment of pupils or staff members;
f. Violate codes of conduct adopted for organizations of pupils;
g. Possess or use weapons or any implement intended to harm others;
h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
i. Convey information about other pupils or staff members known to be false;
j. Act so recklessly as to endanger the safety of others;
k. Procure the property of others by threat or intimidation;
l. Enter school premises or any specific portion of the premises without permission and without authority;
m. Vandalize school property, real or personal;
n. Create litter on school property;
o. Be truant from school or class;
p. Cheat or otherwise engage in academic dishonesty;
q. Persistently refuse to complete homework and other assignments;
r. Engage in illegal gambling;
s. Smoke on school property;
t. Falsify an excuse or any school document;
u. Set fire to or cause a fire in any way on school premises;
v. Possess or explode a firecracker or other explosive device on school premises;
w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
x. Possess, use, or distribute a substance in violation of Policy No. 5530, Substance Abuse;

y. Tamper with computer systems, software, networks, intranet, etc., from inside or outside school premises; or

z. Commit an act of harassment, intimidation, or bullying.

3. Pupils assigned to a school bus must obey all school rules, and

a. Show respect for the driver at all times;

b. Enter and leave the bus in an orderly manner;

c. Ride only the bus to which they have been assigned. In case of an emergency situation, parental requests for alternate bus arrangements will be at the building principal’s discretion;

d. Remain seated and in seat belt while the bus is in motion;

c. Avoid reckless and boisterous activity at all times, including during waits at pickup points;

f. Talk in a reasonable tone of voice and avoid loud noises;

g. Extend no portion of the body or other object out a bus window;

h. Keep aisles clear at all times;

i. Refrain from bringing animals, dangerous or unmanageable projects onto the school bus;

j. Refrain from smoking, eating, and drinking on the bus; and

k. Possess, use, or distribute any substance in violation of Policy No. 5530, Substance Abuse.
4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation No. 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

C. Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

1. Admonishment

A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

a. With the concurrence of the administrator in charge of pupil discipline, the classroom teacher may direct the pupil to report to the office of the administrator.

b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.

c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

3. Deprivation of Privileges

The pupil may be deprived of the privilege of any or all of the following:

a. Moving freely about the school building,
b. Participation in co-curricular or inter/intra-scholastic activities,

c. Attendance at a school-related social or sports activity,

d. Participation in a graduation ceremony, or

e. Transportation by school bus, or

f. Any other privileges the Building Principal or designee determines may be appropriate and consistent with Policy No. 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention

a. The pupil may be required to report before or after the school day to detention for a period of supervised study.

b. Transportation will not be the responsibility of the district for before school or after-school detentions.

c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

d. Failure to attend a detention will result in a double detention and a one (1) day suspension for missing the scheduled detention.

5. Saturday detention

a. Students required to report at 8:00 A.M. and remain until 12:00 P.M. for a period of supervised study.

b. Parent or legal guardian must sign student in and out. Transportation will be provided by parent or legal guardian.

6. Grading

A pupil who has cheated on a test or assignment, knowingly plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.
7. In-school Suspension
   a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
   b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610, Suspension.

8. Suspension from School
   b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610, Suspension.

9. Expulsion
   b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policy No. 5610, Suspension.

D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

1. Restitution and Restoration
   a. The pupil may be required to:
      (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
(2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.

b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.

2. Counseling

a. The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.

b. The counselor will explain:

   (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,

   (2) What the consequences of continued misconduct are likely to be, and

   (3) Appropriate alternate behaviors.

c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

   (1) The Child Study Team,

   (2) Intervention and Referral Team,

   (3) A public or private social agency, with concurrence of building principal, or

   (4) A legal agency with concurrence of building principal.

3. Parent Conferences

The pupil may be required to attend a meeting with his/her parent/guardian and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.
4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or building administrator.

E. Consequences and Remedial Measures for Acts of Harassment, Intimidation, or Bullying

1. Consequences

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil, and the pupil's history of problem behaviors and performance.

a. The consequences may include, but are not limited to, the examples listed below:

(1) Admonishment;
(2) Temporary removal from the classroom;
(3) Deprivation of privileges;
(4) Classroom or administrative detention;
(5) Referral to disciplinarian;
(6) In-school suspension during the school week or the weekend;
(7) After-school programs;
(8) Out-of-school suspension (short-term or long-term);
(9) Reports to law enforcement or other legal action;
(10) Expulsion; and
(11) Bans from participating in school district-sponsored programs.
2. Remedial Measures

Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (Specific examples of remedial measures are listed in Policy 5512)

F. Consequences and Remedial Measures for Acts or Incidents of Dating Violence at School

Consequences and remedial measures specific to acts or incidents of dating violence at school shall be used to address the act or incident and to serve as remediation, intervention, education, and prevention for all individuals involved. Responses shall be tiered with consideration given to the seriousness and number of previous occurrences of acts or incidents in which the victim and aggressor have been involved.

1. Consequences

   a. Consequences may include, but are not limited to, the following:

      (1) Admonishment;
      (2) Temporary removal from the classroom;
      (3) Classroom or administrative detention;
      (4) In-school suspension;
      (5) Out-of-school suspension;
      (6) Reports to law enforcement; and/or
      (7) Expulsion.

2. Remedial Measures/Interventions

   a. Remedial measures/interventions may include, but are not limited to, the following:

      (1) Parent conferences;
      (2) Pupil counseling (all pupils involved in the act or incident);
(3) Peer support group;
(4) Corrective instruction or other relevant learning or service experiences;
(5) Supportive pupil intervention (Intervention and Referral Services - I&RS);
(6) Behavioral management plan; and/or
(7) Alternative placements.

G. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s).

Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.

2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.

3. The staff member who disciplines a pupil for conduct however minimal the offense or the discipline shall:
   a. Orally inform the pupil of the conduct for which he/she is being disciplined; and
   b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.

4. Where the discipline is greater than an admonishment, the pupil’s parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the individual administering the consequence.

5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policy 5610, Suspension.

7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
   a. The driver will report the offensive conduct to the Building Administrator of the school, or designated person, in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
   b. The parent(s) or legal guardian(s) will be notified, of the pupil's conduct.
   c. The Building Administrator or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
      (1) On the first notice of misconduct, the pupil will be counseled, the parent(s) or legal guardian(s) notified, and the pupil suspended from the bus for (1) one school day;
      (2) On the second notice of misconduct, the pupil and parent(s) or legal guardian(s) will attend a conference, and the pupil will be suspended from the bus for (3) three school days; and
      (3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the pupil will be suspended from the bus for a period not less than (3) three school days or more than one semester or the balance of the school year, whichever is less.
   d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.
H. Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705 (20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

I. Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c.3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;

2. Education that supports pupils' development into productive citizens;

3. Attendance in safe and secure school environments;

4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;

5. Due process and appeal procedures, pursuant to N.J.A.C 6A:3-1.3 through 1.17, N.J.A.C 6A:4 and, where applicable, N.J.A.C 6A:14-2.7 and 2.8;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and

6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

J. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330, Pupil Records.

2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and 2A:4A-60, disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.
   a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
   b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
   c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
   d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.
   e. All pupil disciplinary records maintained in the district shall conform to the requirements set forth in N.J.A.C. 6A:16-7.10(d).
K. **Annual Report**

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting. The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Policy and Regulation;

2. Associated school responses to the violations of the pupil behavioral expectations;

3. An explanation and evidence of the effectiveness of the Pupil Discipline/Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
   
   a. The degree of effectiveness of the school district’s activities in achieving the purposes of the Pupil Discipline/Code of Conduct Policy and Regulation
   
   b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation

4. Any proposed changes to the school district’s current policies, procedures, programs or initiatives, based on the annual report.

Adopted: 18 September 2013
A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

1. All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. A:32-8 and 13.1.

2. In addition, pupils shall not engage in any activity expressly prohibited by a school staff member in authority. Rules of conduct pertain to all school environments including school buses, bus stops, school sponsored sporting events, etc. Examples of such activities shall include, but not be limited to the following:

   a. Being insubordinate to teachers, bus drivers or other personnel or disregard their instructions or demonstrate lack of respect for their authority;

   b. Creating disorder or disruptions on school premises, including buses;
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c. Using, threatening, or inciting the use of physical force against other pupils, staff members, or visitors to the school;
d. Stealing, damaging, or defacing the property of other pupils, staff members, or the district;
e. Engaging in the sexual and/or other harassment of pupils or staff members;
f. Violating codes of conduct adopted for organizations of pupils;
g. Possessing or using weapons(any devices resembling weapons or any implement intended to harm others);
h. Using foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
i. Conveying information about other pupils or staff members known to be false;
j. Acting so recklessly as to endanger the safety of others;
k. Procuring the property of others by threat or intimidation;
l. Entering school premises or any specific portion of the premises without permission and without authority;
m. Vandalizing school property, real or personal;
n. Creating litter on school property;
o. Being truant from school or class;
p. Cheating or otherwise engaging in academic dishonesty;
q. Persistently refusing to complete homework and other assignments;
r. Engaging in illegal gambling;
s. Smoking on school property;
t. Falsifying an excuse or any school document;
u. Setting fire to or cause a fire in any way on school premises;

v. Possessing or exploding a firecracker or other explosive device on school premises;

w. Sounding or causing to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;

x. Possessing, using, or distributing a substance in violation of Policy No. 5530, Substance Abuse;

y. Tampering with computer systems, software, networks, intranet, etc., from inside or outside school premises; or

z. Committing an act of harassment, intimidation, or bullying.

3. Pupils assigned to a school bus must obey all school rules, and shall:

a. Show respect for the driver at all times;

b. Enter and leave the bus in an orderly manner;

c. Ride only the bus to which they have been assigned. In case of an emergency situation, parental requests for alternate bus arrangements will be at the building principal’s discretion;

d. Remain seated and in seat belt while the bus is in motion;

e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;

f. Use appropriate language and talk in a reasonable tone of voice and avoid loud noises;

g. Extend no portion of the body or other object out a bus window;

h. Keep aisles clear at all times;

i. Refrain from bringing animals, dangerous or unmanageable projects onto the school bus;

j. Refrain from eating, and drinking on the bus;
k. Adhere to Policy No. 5530, Substance Abuse and will not possess, use, or distribute any substance in violation of Policy No. 5530;

l. Avoid conversation and other distraction to the driver while bus is in motion (unless it is an emergency);

m. Ensure that your assigned seat is clear of debris upon exit from bus (place all litter in trash);

n. Report to the driver, immediately, any damage to the bus;

o. Stand on the sidewalk or other designated area while waiting for the bus. Never stand in the road; and

p. Cross the road after exiting the bus, when necessary and directed by the driver, IN FRONT OF THE BUS; never cross behind the bus.

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;

2. Open defiance of the authority of any teacher or person, having authority over the student;

3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;

4. Physical assault upon another student;

5. Taking, or attempting to take, personal property or money from another student, or from the student’s presence, by means of force or fear;

6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;

8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;

9. Incitement which is intended to and does result in truancy by other students;

10. Knowing possession or knowing consumption of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and

11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students’ Rights

Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;

2. Education that supports students’ development into productive citizens;

3. Attendance in safe and secure school environments;

4. Attendance at school irrespective of students’ marriage, pregnancy, or parenthood;

5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and

E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students’ abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success
   A student will be provided positive reinforcement for good conduct and academic success which may include, but are not limited to:
   a. Praise
   b. Attention
   c. Positive Feedback
   d. Token rewards (i.e: stickers, certificates)

2. Supportive Interventions and Referral Services
   A student may be referred to the school’s Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

3. Remediation of Problem Behavior
   The following actions may be taken to remediate problem behavior. These actions will take into account the behavior’s nature, the students’ developmental ages, and the students’ histories of problem behaviors and performance.
a. Restitution and Restoration

(1) A student may be required to make restitution for any loss resulting from the student's conduct; or

(2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

b. Counseling

(1) A student may be required to consult with school guidance counselors or Child Study Team members.

(2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.

(3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

(1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

(1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member with approval by the building administrator in conjunction with the Superintendent.

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.
F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:

   a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;

   b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;

   c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and


G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand

   a. A school staff member in authority may admonish or reprimand a student’s unacceptiable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

   a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.

   b. The teacher will complete a form that indicates the student’s name and the conduct that has caused the student’s removal from the teacher’s room.
3. Meeting with School Administration and Parent
   a. The student’s parent may be required to attend a meeting with the
      Principal or designee and the student to discuss the student’s conduct and
      to ensure the parent and the student understand school rules and
      expectations.

4. Deprivation of Privileges
   a. Students may be deprived privileges as disciplinary sanctions when
      designed to maintain the order and integrity of the school environment.
      These privileges may include, but are not limited to:

      (1) Moving freely about the school building;
      (2) Participation in co-curricular or inter/intrascholastic activities;
      (3) Attendance at a school-related social or sports activity;
      (4) Participation in a graduation ceremony;
      (5) Transportation to and from school on a school bus; or
      (6) Any other privilege the Building Principal or designee determines
          may be appropriate and consistent with Policy and Regulation
          5600 and N.J.A.C. 6A:16-7.1 et seq.

5. Detention
   a. A student may be required to report before or after the school day to
      detention. This detention may be assigned by the teacher or the Principal
      or designee.
   b. Transportation to detention before school or from detention after school
      will be the responsibility of the parent.
   c. A student may be excused from detention only for an unavoidable
      commitment previously made; any such excused detention must be made
      up on another day.
6. Grade Adjustment
   a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.

7. In-school Suspension
   a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.
   b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School
   b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion
   b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.
**H. Chart of Discipline**

1. Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations. The penalties set forth below are a guideline; administration reserves the right to deviate from these penalties based upon the developmental ages of the student offenders and their histories of inappropriate behavior and the facts and circumstances of each case. These behavioral expectations and school responses include, but are not limited to:

<table>
<thead>
<tr>
<th>Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td>Re-entry conference with Parent/Guardian and one (1) to ten (10) days suspension of all offenders. Notify police department.</td>
<td>Re-entry conference with Parent/Guardian and one (1) to ten (10) days suspension of all offenders. Possible notification to police department.</td>
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<tr>
<td>Assault</td>
<td>Confiscate weapon and remove student. Refer immediately to police department. Ten (10) days suspension. Alternative educational setting for remediation. (See Removal of Student for Assault with Weapon Offense Reg # 5613)</td>
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<td>Assault with Weapon</td>
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<tr>
<td>Bias Incident</td>
<td>Notify Parent/Guardian. Referral to police department. Immediate suspension.</td>
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<tr>
<td>Violation</td>
<td>First Offense</td>
<td>Second Offense</td>
<td>Third Offense</td>
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<td>Assigned Location without Permission</td>
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<tr>
<td>Cutting Detention</td>
<td>Parent/Guardian notification. Saturday detention or</td>
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<td></td>
<td>suspension.</td>
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<tr>
<td>Dating Violence</td>
<td>Administration contact Parent/Guardian of victim</td>
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<td></td>
<td>and alleged aggressor. Conference with victim and</td>
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<td></td>
<td>Parent/Guardian. Notification to police department.</td>
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</tr>
<tr>
<td>Dating Violence</td>
<td>(See Dating Violence Reg #5519)</td>
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<tr>
<td>Defiance of Authority</td>
<td>Parent/Guardian notification. Possible detention,</td>
<td>Parent/Guardian notification. Possible Saturday</td>
<td>Parent/Guardian notification. Possible</td>
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<td></td>
<td>Saturday detention, or suspension.</td>
<td>detention or suspension.</td>
<td>Suspension.</td>
</tr>
<tr>
<td>Destruction of School, Staff or Student</td>
<td>Parent/Guardian conference. Possible in-school,</td>
<td>Parent/Guardian conference. Possible in-school,</td>
<td>Parent/Guardian conference. Reimbursement to</td>
</tr>
<tr>
<td>Property</td>
<td>Saturday detention, or suspension.</td>
<td>Saturday detention, or suspension.</td>
<td>the district and possible prosecution.</td>
</tr>
<tr>
<td>Extortion</td>
<td>Parent/Guardian conference. Possible in-school,</td>
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<td></td>
<td>Saturday detention, or suspension.</td>
<td>Guidance/CST referral.</td>
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<tr>
<td>Falsifying a Fire or Security Alarm</td>
<td>Parent/guardian conference. Notify police department. Ten (10) days suspension.</td>
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<tr>
<td>Fighting</td>
<td>Parent/Guardian conference. Guidance/CST referral. One (1) to ten (10) days suspension.</td>
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<td></td>
<td>to be determined by Teacher and/or Administrator.</td>
<td>conference. Possible detention/Saturday detention.</td>
<td>conference. Detention/Saturday detention and/or</td>
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<td></td>
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<td></td>
<td>possible suspension.</td>
</tr>
<tr>
<td>Violation</td>
<td>First Offense</td>
<td>Second Offense</td>
<td>Third Offense</td>
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<tr>
<td>Harassment, Intimidation, and Bullying</td>
<td>Notify Parent/Guardian of Accused and Victim and Anti-Bullying Specialist. (Refer to HIB Policy &amp; Reg 5512)</td>
<td>Parent/Guardian conference. Possible detention/Saturday detention.</td>
<td>Parent/Guardian conference. Possible Suspension.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Notify Parent/Guardian. Immediate suspension. Notify Affirmative Action Officer and Police Department. (Refer to Sexual Harassment Reg #5370)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking (as defined by Board Policy 5533) on School Grounds</td>
<td>Parent/Guardian notification. Suspension one (1) to ten (10) days.</td>
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</tr>
<tr>
<td>Substance Abuse (Refer to Policy 5530)</td>
<td>Parent/Guardian and SAC assessment meeting during four-day suspension. Re-entry meeting and contract signed.</td>
<td>Parent/Guardian assessment meeting and SAC during ten-day suspension. Re-entry meeting and contract signed.</td>
<td>See Guidelines for Immediate Medical Examination.</td>
</tr>
</tbody>
</table>
## REGULATION

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<table>
<thead>
<tr>
<th>Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft</td>
<td>Parent/Guardian conference. Possible in-school, Saturday detention, or suspension. Possible notification to Police Department and reimbursement.</td>
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<tr>
<td>Truancy (Refer to Reg #5200)</td>
<td>Parent/Guardian notification by letter after 10 days. Possible discipline.</td>
<td>Parent/Guardian notification by letter after 20 days. Possible discipline.</td>
<td>Parent/Guardian notification by letter after 30 days. Possible discipline.</td>
</tr>
<tr>
<td>Use or Possession of an Exploding Device</td>
<td>Refer immediately to Police Department. Ten (10) days suspension. Possible alternative educational setting for remediation.</td>
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<tr>
<td>Vandalism</td>
<td>Parent/guardian conference. Possible in-school, Saturday detention, or suspension. Reimbursement to the district and possible prosecution.</td>
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</tr>
<tr>
<td>Weapon Possession</td>
<td>Confiscate weapon and notify police department. Suspension.</td>
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</tr>
</tbody>
</table>

2. The school responses to violations of behavioral expectations that are to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board’s policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.

3. The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student’s family, as appropriate, and a list of legal resources available to serve the community.

4. The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

5. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.
I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board’s Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

   a. This authority shall be exercised only when it is reasonably necessary for the student’s physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.

   b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

   c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student’s conduct.

2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.

3. The parent will be notified of the student’s reported conduct.
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4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.

5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records

1. Instances of student discipline will be recorded in the student’s file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.

2. When a student transfers to a public school district from another public school district, all information in the student’s record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.

a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.

b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

4. The Board shall not use a student’s past offenses on record to discriminate against the student.

5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent’s designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.

2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.

3. The Superintendent’s designee shall submit the Committee’s recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.

4. The Superintendent will review the Committee’s report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.

5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.
N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Adopted: 18 September 2013
Revised:
PROFESSIONAL DEVELOPMENT PROGRAMS

One-Day Seminar Series

2017-2018

Topics

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❖ Multi-Tiered System of Supports – Making It Work
❖ What Does NJDOE ESSA Plan Mean to You?
❖ How Reflective Leaders Take Action – Making a District-Wide Impact
❖ ADA Compliance of District Website
❖ Special Education – Current Issues
❖ Cyber-Security: New Breaches and Threats
❖ Using Data in School Leadership – Road Map for District Data Teams
❖ Management of Time and Priorities – Running Fast is Getting Old

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Education & Research Foundation
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2017-2018

As a school administrator, there are two very important aspects of your life, which warrant continual attention: the honing of your professional/technical skills to assist in the running of your school districts and optimum success in your personal life.

NJASA is committed to the self-development of our members to achieve goals of professional and personal growth. Your Association also understands that the foundation of professional development is a self-directed and self-driven process designed to enhance the knowledge, skills and values of administrators, along with a formal recognition of achievement.

To that end, NJASA has designed a comprehensive professional development program, which will:

1. Provide sufficient programming choices to satisfy the varying needs of our members.
2. Offer low-cost attendance fees, through a professional development subscription, which may be purchased by your school district.
3. Provide Professional Development hours to satisfy state mandates.

ONE-DAY SEMINAR SCHEDULE

NJASA has planned nine one-day seminars over the course of the 2017-2018 school year. The venue for each seminar is the Ramada Plaza Conference Center (formerly known as the Crowne Plaza Monroe), 390 Forsgate Drive, Monroe Township, New Jersey 08831. The seminars will run from 9:00 am to 1:00 pm (approximate).

The fees for each individual seminar will be $149/member, $169/Nonmember. For those interested, considerable discounts to attend these seminars will be available through the purchase of a professional development subscription, described in more detail later in this brochure.

Note: In case of inclement weather (snow, ice, etc.) NJASA headquarters should be called after 7:00 am for information on whether or not the seminar will be cancelled or rescheduled. Please call 609-599-2900.
THE NJASA PROFESSIONAL DEVELOPMENT ONE-DAY SEMINAR SUBSCRIPTION PROGRAM

Are you interested in attending one or more of the 2017-2018 seminars previously described? Great! Approximately six weeks prior to each seminar, you will receive a trifold brochure describing each seminar in detail, including the specific objectives of the program; target skills to be developed as a result of participation; and any interactive opportunities the program will offer. You will be asked at that time to enroll in the seminar by returning the tear-off provided with the brochure. It’s that simple. But, wait! Would you like to attend one or more of these seminars at a very deeply discounted fee? Then enroll your district in the Professional Development One-Day Seminar Subscription Program.

The NJASA Professional Development Subscription offers a choice of 5 or 10 PREPAID seminar registrations, WHICH A DISTRICT MAY USE THROUGHOUT THE YEAR AT ITS DISCRETION.

For example, a district purchasing 10 prepaid registrations could send two people to five seminars, OR five people to two seminars. Under the subscription, an individual does not have to be a member of NJASA to take advantage of the huge discount offered by the subscription.

❖ Complete and return the application.

❖ Subscriptions may be purchased at any time during the year, but to get the most out of it, application should be made as early as possible.

❖ Any registrations unused at the close of the school year will be carried over to the following year, provided the district subscribes again for the same or larger type subscription. At no time may the number of registrations carried forward be greater than two times the subscription type.

Note: All Subscribers will receive seminar announcements (approximately 6 weeks prior), which must be completed and returned in order to be enrolled for a particular seminar. YOU MUST COMPLETE THE REGISTRATION FORM ON THESE ANNOUNCEMENTS EVEN IF YOU PREVIOUSLY REGISTERED FOR THE SERIES. Simply check the space for Professional Development Subscribers, send it back to us, and that’s it!

For further information on the
NJASA Subscription Program, please contact the
NJASA Business Office —
609-599-2900 ext. 125
<table>
<thead>
<tr>
<th>TYPE 5 Subscription</th>
<th>Subscription Cost</th>
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<td>Entitles a district to 5 prepaid registrations to be used at any time during the 2017-2018 school year, at $120 per registration.</td>
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<td>NJASA Member Savings (Based on $149 registration fee)</td>
<td>$145</td>
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<td>NJASA Nonmember Savings (Based on $169 registration fee)</td>
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<table>
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<th>Subscription Cost</th>
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<td>Entitles a district to 10 prepaid registrations to be used at any time during the 2017-2018 school year, at $100 per registration.</td>
<td>$1,000</td>
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<td>NJASA Member Savings (Based on $149 registration fee)</td>
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<tr>
<td>NJASA Nonmember Savings (Based on $169 registration fee)</td>
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</tbody>
</table>

NOTE: Standard seminar registration rates are $149 per person for NJASA Members, $169 per person for Nonmembers.

Completion of the below Application Form does not register you for the individual seminars. Attendees must still complete the appropriate registration forms when they become available in order to be considered registered.

If you already subscribe to this Seminar Subscription Series, you have been invoiced.
Please do not use this form.

CANCELLATION: Any registration cancelled less than 48 hours in advance of a seminar will incur a cancellation fee of $149 for Members, $169 for Nonmembers, or one (1) registration charged against the district’s Subscription Program. All cancellations must be in writing to the attention of the NJASA Business Office.

2017-2018 NJASA PROFESSIONAL DEVELOPMENT ONE-DAY SEMINAR SUBSCRIPTION PROGRAM APPLICATION FORM

District Name ___________________________ County ___________________________
District Address ___________________________ ____________________________________
City ___________________________ State ___________ Zip ___________
Contact Person ___________________________ Position ___________________________
Phone ___________________________ Ext. ______ Fax ___________________________
Email ___________________________ __________________________________________

Please Check One:
[ ] Type-5 Subscription $600 [ ] Type-10 Subscription $1,000

Please Check One:
[ ] Check enclosed [ ] Voucher enclosed [ ] Bill the Board

Credit Card (please check one):
[ ] American Express [ ] MasterCard [ ] Visa
Credit Card # ___________________________ Expiration Date: ___________________________
Signature of Card Holder: __________________________________________________________

Mail ➔ NJASA One-Day Seminar Series, 920 West State Street, Trenton, NJ 08618
or Fax ➔ 609-599-1893
ONE-DAY SEMINAR SERIES

1) Wednesday, September 20, 2017
   Board Relations:
   Protocol and Boundaries

2) Thursday, October 12, 2017
   Multi-Tiered System of Supports –
   Making It Work

3) Tuesday, November 14, 2017
   What Does NJDOE ESSA Plan Mean to You?

4) Wednesday, December 13, 2017
   How Reflective Leaders Take Action –
   Making a District-Wide Impact

5) Wednesday, January 17, 2018
   ADA Compliance of District Website

6) Tuesday, February 27, 2018
   Special Education – Current Issues

7) Thursday, March 22, 2018
   Cyber-Security:
   New Breaches and Threats

8) Tuesday, April 17, 2018
   Using Data in School Leadership –
   Road Map for District Data Teams

9) Tuesday, May 8, 2018
   Management of Time and Priorities –
   Running Fast is Getting Old
2017-2018 One-Day Seminar Series

- Board Relations: Protocol and Boundaries
- Multi-Tiered System of Supports – Making It Work
- What Does NJDOE ESSA Plan Mean to You?
- How Reflective Leaders Take Action – Making a District-Wide Impact
- ADA Compliance of District Website
- Special Education – Current Issues
- Cyber-Security: New Breaches and Threats
- Using Data in School Leadership – Road Map for District Data Teams
- Management of Time and Priorities – Running Fast is Getting Old

PROFESSIONAL DEVELOPMENT PROGRAMS

Enroll Today!
Memorandum

DATE: 08/9/17

TO: Tara Vazquez, Board of Education Transportation Dept.

FROM: Steven Fecher, Director of Community Relations

RE: Bus Use

The Township of Howell would like to request the use of the Board of Education School buses for programs as follows:

**Star & Sharp Program (Special Needs)**
Tuesday and Thursday (2 fifteen passenger buses)  
5:00pm – 9:00pm  
Program will start on September 27\(^{th}\) through November 3\(^{rd}\)  
The dates are as follows:  
September: 19, 21, 26, 28  
October: 3, 5, 10, 12, 17, 19, 24, 26

Thank you for your anticipated cooperation in this matter. Should you have any additional questions, please feel free to contact me.
July 31, 2017

Mrs. Lynn Coco
Principal
Greenville Elementary School
210 Ramtown Greenville Rd
Howell, NJ 07731

Dear Mrs. Coco,

The Greenville PTO approved the purchase of toner in the amount of $ 570.00 (FIVE HUNDRED SEVENTY DOLLARS). We are pleased to be able to make the donation to the school for the benefit of the students, staff and community.

Sincerely,

Heather Bucher
President Greenville PTO
To: Mr. Bruce Preston

From: Lynn M. Coco

Re: PTO donation

Date: 8/8/17

Please accept the donation, poster maker ink, from the Greenville PTO in the amount of $570.00. We thank the Greenville PTO for its continued support and generosity.

✓
The Board of Education understands a student may forget to bring breakfast or lunch, as applicable, or money to purchase breakfast or lunch to school on a school day. When this happens, the food service program will

Breakfast and/or Lunch will be Served After Second Notice

Provide a student a breakfast or lunch with an expectation payment will be made the next school day or shortly thereafter. However, there may be circumstances when payment is not made and a student’s school breakfast or lunch bill is in arrears. The school district will manage a student’s breakfast or lunch bill that is in arrears in accordance with the provisions of N.J.S.A. 18A:33-21 and this Policy.

In the event a student’s school lunch or breakfast bill is in arrears in excess of $10.00 the student will continue to receive lunch or breakfast and their account will be charged accordingly. The Principal or designee shall contact the student’s parent to provide notice of the amount in arrears and shall provide the parent a period of ten school days to pay the full amount due. If the student’s parent does not make full payment to the Principal or designee by the end of the ten school days, the Principal or designee shall again contact the student’s parent to provide a second notice that their child’s breakfast or lunch bill is in arrears. If payment in full is not made within one week from the date of the second notice, the student will be provided an alternate breakfast or lunch, as applicable, that will contain the essentials in balanced nutritional selections as prescribed by the Bureau of Child Nutrition Programs, New Jersey Department of Agriculture and the Food and Nutrition Services of the United State Department of Agriculture beginning the eighth calendar day from the date of the second notice. This alternate meal will be provided until the bill is paid in full.

A parent who has received a second notice their child’s lunch or breakfast bill is in arrears and who has not made payment in full within one week from the date of the second notice will be requested to meet with the Principal or designee to discuss and resolve the matter.
A parent’s refusal to meet or take other steps to resolve the matter may be indicative of more serious issues in the family or household. In these situations, the Principal or designee shall consult with and seek necessary services from both the County Board of Social Services and the Department of Children and Families, Division of Child Protection and Permanency, as appropriate.

When a parent’s routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child abuse or neglect, the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent’s meeting with the Principal or designee.

If the student’s breakfast or lunch bill is in arrears, but the student has the money to purchase breakfast or lunch, the student will be provided breakfast or lunch and the food service program will not use the student’s money to repay previously unpaid charges if the student intended to use the money to purchase that day’s meal.

The food service program will prevent the overt identification of children through the method of payment used to purchase a meal and whose breakfast or lunch bill is in arrears.

In accordance with the provisions of the United States Department of Agriculture, this Policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year. The school district may post this Policy on the school or school district’s website provided there is a method in place to ensure this Policy reaches all households, particularly those households without access to a computer or the Internet.

This Policy shall also be provided to all school and food service staff responsible for the enforcement of this Policy, including school administrators to ensure this Policy is supported.

The food service program will comply with all meal charge policy requirements of the United States and New Jersey Department of Agriculture and N.J.S.A. 18A:33-21.
United States Department of Agriculture SP 23-2017 – March 23, 2017

 Adopted: