

# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.

<b>Exemplary</b>	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
<b>Proficient</b>	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<b>Area for Growth</b>	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

### Superintendent Selected Evidence for Standard 4

(Documents provided by Superintendent)

STANDARD 4 INDICATORS		PERFORMANCE LEVEL				
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.						
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.						
3. Promotes the effective use of technology in the service of teaching and learning.						
4. Uses assessment data to monitor student progress and improve instruction.						
5. Recommends and implement the district's professional development and mentoring plan.						
6. Engages others in an ongoing process of district improvement.						
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.						

### BOARD MEMBER ASSESSMENT OF STANDARD 4

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board member comments supporting rating:				

# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

<b>Exemplary</b>	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
<b>Proficient</b>	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
<b>Area for Growth</b>	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
<b>Not Observed</b>	Not observed – neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

### Superintendent Selected Documentation for Standard 5

(Documents provided by Superintendent)

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.					
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

### BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board member comments supporting rating:				

# SUPERINTENDENT STANDARDS ASSESSMENT

## STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

<b>Exemplary</b>	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
<b>Proficient</b>	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
<b>Area for Growth</b>	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
<b>Unsatisfactory</b>	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
<b>Not Observed</b>	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 6 may include: : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

### Superintendent Selected Evidence for Standard 6

(Documents provided by Superintendent)

STANDARD 6 INDICATORS		PERFORMANCE LEVEL				
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.		Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.						
2. Ensures that all staff are evaluated in accordance with established procedures.						
3. Recommends employees for contract renewal or tenure in a timely manner.						
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.						
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.						
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.						
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.						

### BOARD MEMBER ASSESSMENT OF STANDARD 6

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board member comments supporting rating:				

# SUPERINTENDENT ANNUAL PERFORMANCE REPORT

**Superintendent:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**District:** \_\_\_\_\_

The Board of Education met on \_\_\_\_\_ to discuss and compile this Annual Performance Report of both the progress toward the achievement of the district's goals and the Superintendent's leadership skills.

In this meeting we reviewed the completed evaluation from \_\_\_ board members. The resulting Annual Performance Report was prepared as required by *N.J.S.A. 18A:17-20.3* and *N.J.A.C. 6A:10-8.1*.

## Progress Toward District Goals

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

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

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

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

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

# SUPERINTENDENT ANNUAL PERFORMANCE REPORT

## Leadership Standards

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

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

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

# SUPERINTENDENT ANNUAL PERFORMANCE REPORT

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

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

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

# SUPERINTENDENT ANNUAL PERFORMANCE REPORT

The Superintendent demonstrates strength(s) in the following standards:	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

Of the six standards, which areas require professional growth and improvement?	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

OVERALL SUMMARY EVALUATION COMMENTS/REMARKS

**Board President**

Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_



# FAQ: SUPERINTENDENT ANNUAL EVALUATION

## **Will the evaluation process be online?**

Yes, the online process was designed to gather the information and compile it in a timely and efficient manner for the board of education to complete the process. The new evaluation will be online for the upcoming evaluation time frame. In addition, for this year only, boards and CSA's may elect to use the current tool.

## **What is the evaluation "pre-conference"?**

The evaluation pre-conference is an important step in the process. The evaluation period covers the entire school year. This gives the CSA the opportunity to present, and the board to review, evidence and documentation of the progress toward the district goals as well as indicators of pupil progress. The CSA can also provide supporting documents for the board for consideration when completing the leadership standards portion of the evaluation. This review and discussion is the starting point for the evaluation process.

## **How many district goals should our CSA have?**

A best practice is to limit the district goals to no more than four goals. District goals should address what needs to be accomplished overall and should be specific but not limiting. There may be occasion where a board and superintendent have good reason to add another goal in a specific year, but our best advice is to limit the district goals to no more than four. After the board and CSA have decided on district goals, they need to include in the discussion the measurements and indicators of progress that will be used in determining the achievement of the goals.

## **What about merit goals?**

Merit goals are contractual and are not included in the annual evaluation of the CSA.

## **Do we have to use the CSA Annual Performance Report document?**

The CSA Annual Performance Evaluation was developed as a tool for boards to use either as the annual evaluation or as an outline or guideline in writing an annual summary narrative. If the board and CSA decide they prefer an annual summary narrative, they are free to do so.

## **Who meets with the CSA to review the annual performance report?**

The review of the annual performance report should take place during a regular meeting of the board and should be attended by all board members who do not have an ethical consideration.

## **Is the meeting to review the annual performance report held in public or in closed/executive session?**

As this is a personnel matter, the meeting to review the annual performance report should be held in executive session. The Superintendent should also receive Rice Notice at least 48 hours in advance of this meeting and for any other meeting where performance is discussed by the board of education.

## **Who participates in the evaluation process for the Superintendent?**

All board members who do not have a conflict due to ethical considerations should participate in the annual evaluation of the CSA.

## **How do I know if I am "conflicted" or have an ethical consideration?**

If a board member has a relative that is employed by the district where they are a board member, they may not participate in the annual evaluation of the CSA. "Relative" is anyone related to you by blood, marriage or adoption. Please seek the advice of your board attorney to determine if you have an ethical consideration that would preclude you from participation in the evaluation process.

## **I am a new board member, am I permitted to participate?**

There is nothing that prohibits new board members from participating in the process. If a new board member feels as though they do not possess enough information or experience to form an opinion, they may choose not to participate. This evaluation tool does have a rating category of "Not Observed". It is defined as "not enough personal knowledge to rate" and is neither positive nor negative to the results. It does allow newer board members to participate to the extent of their personal experience.

## **Our district is in a send/receive relationship and I am the sending rep. Can I evaluate both my district's superintendent and the receiving district's superintendent?**

If, as a sending rep, you are a member of the receiving district's board of education, you can participate in both the evaluation of your district's CSA and the evaluation of the CSA in the receiving district.

## **What is the deadline for completion of the CSA evaluation?**

The statutory deadline for completion of the process including the summary conference is July 1st.

## **Our Board reorganizes in April/May. How does that impact our completion of the superintendent's evaluation?**

The board of education that was in place for the school year should perform the evaluation of the CSA. They should adjust their timelines accordingly to evaluate the CSA prior to reorganization.

## **What if the superintendent disagrees with something on the evaluation?**

As per statute, the CSA may enter into the record performance data not included in the annual summary report within 10 teaching staff member working days after the completion of the report.



# NEW JERSEY STATUTE AND ADMINISTRATIVE CODE

## **N.J.S.A. 18A:17-20.3a Evaluation of Superintendent's Performance**

Every local board of education having a superintendent shall evaluate the performance of the superintendent at least once a year. Each evaluation shall be in writing, a copy shall be provided to the superintendent and the superintendent and the board shall meet to discuss the findings. The evaluation shall be based upon the goals and objectives of the district, the responsibilities of the superintendent and such other criteria as the State Board of Education shall by regulation prescribe. Any contract entered into pursuant to N.J.S.A. 18A:17 -15 shall provide for an evaluation pursuant to this section and may provide for additional evaluation criteria or procedures which shall not be inconsistent with the regulations of the State board.

## **N.J.A.C. 6A:10-8.1 Evaluation of Chief School Administrators**

- (a) Each district board of education shall adopt a policy and implementation procedures requiring the annual evaluation of the chief school administrator by the district board of education.
- (b) The purpose of the annual evaluation shall be to:
1. Promote professional excellence and improve the skills of the chief school administrator;
  2. Improve the quality of the education received by the students served by the public schools; and
  3. Provide a basis for the review of the chief school administrator's performance.
- (c) The policy and procedures shall be developed by the district board of education after consultation with the chief school administrator 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 district board of education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the chief school administrator;
  3. Specification of data collection and reporting methods appropriate to the job description;
  4. Provision 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 district board of education and the chief school administrator; and
  5. Preparation of an annual performance report by a majority of the full membership of the district board of education and an annual summary conference between a majority of the total membership of the district board of education and the chief school administrator.
- (d) The district 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 district board of education.
- (e) The evaluation policy shall be distributed to the chief school administrator upon adoption by the district board of education. Amendments to the policy shall be distributed within 10 teaching staff member working days after adoption.
- (f) The annual summary conference between the district board of education, with a majority of its total membership present, and the chief school administrator shall be held before the performance report is filed. The conference shall be held in private, unless the chief school administrator requests that it be held in public. The conference shall include, but not be limited to, review of the following:
1. Performance of the chief school administrator based upon the job description;
  2. Progress of the chief school administrator in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
  3. Indicators of student progress and growth toward program objectives.
- (g) The annual performance report shall be prepared by July 1 by a majority of the district board of education's total membership 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(c) 2 above;
  3. Recommendations for professional growth and development;
  4. A 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 chief school administrator's performance; and
  5. Provision for performance data not included in the report to be entered into the record by the chief school administrator within 10 teaching staff member working days after the report's completion.
- (h) The provisions of this section are the minimum requirements for the evaluation of a chief school administrator.
- (i) The evaluation procedure for a nontenured chief school administrator shall be completed by July 1 each year.
- (j) Each newly appointed or elected district board of education member shall complete a New Jersey School Boards Association training program on the evaluation of the chief school administrator within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.
- (k) Each district board of education shall add to a chief school administrator's personnel file all performance reports and supporting data, including, but not limited to, indicators of student progress and growth. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

## NEW JERSEY SCHOOL BOARDS ASSOCIATION CONTACT INFORMATION

### FIELD SERVICE REPRESENTATIVES

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Produced in-house by NJSBA staff.

August 2017

To/ PENNSVILLE SCHOOL BOARD  
Pennsville Rotary Veterans Memorial Walkway

5 /1/2018

#### SCOPE OF WORK

##### Phase 1 /

Removal of existing concrete from center walkway. Approx. 60 inches wide x 72 ft. long.

Install Geotextile fabric base to prevent weed growth, 6 inches of crushed concrete , one inch of paver sand, vinyl edging each side of walkway, new Autumn blend brick pavers. Paver joints will be filled with a polymeric sand. ( New engraved Bricks will have the names of Veterans and blank bricks will match engraved bricks.)

Paver walkway will have 14 low voltage lights plugged in to the existing GFCI outlet in circuit panel box on site.

Removal of over growth of large shrubs.

Fill in any holes made, with new topsoil and seed for grass.

Install eight low maintenance shrubs and new black mulch around existing and new areas of site.

All engraved bricks come with a life time warranty against fading.

As new bricks are ordered. The Rotary club will take out blank bricks and replace with engraved bricks.

All work performed will be completed by members of the Rotary club. Club member consist of some of best building professionals from our community.

All work will be constructed in a professional and safe manner.

Time frame of major work – Starting 5/11/18 Completion 5/13/18 ( weather permitting)

Sincerely, Pennsville Rotary Club

**RESOLUTION OF THE PENNSVILLE BOARD OF EDUCATION**  
**NO. \_\_\_\_\_**

**WHEREAS**, the New Jersey Board of Public Utilities, Office of Clean Energy, administers the Local Government Energy Audit Program as an incentive to assist local government agencies to conduct energy audits and to encourage implementation of energy conservation measures; and

**WHEREAS**, Public Schools are considered local government agencies in said program; and

**WHEREAS**, the Pennsville School District Board of Education has decided to apply to participate in the Local Government Energy Audit Program; and

**WHEREAS**, the facilities to be audited are in New Jersey, are owned by the Pennsville School District Board of Education, are served by a New Jersey regulated public utility, and that the Pennsville School District Board of Education has not already reserved \$100,000 in the program this year as of this application; and

**WHEREAS**, it is acknowledged that acceptance into the program is dependent on the scope of work and cost proposal, and that the program rules will have to be met in order to receive incentive funds; and

**WHEREAS**, upon acceptance in to the program, TRC Energy Services, on behalf of the New Jersey Clean Energy Program, will perform the Local Government Energy Audit and the costs will be covered by the New Jersey Clean Energy Program, up to a cap of \$100,0000 per entity, per program year; and

**WHEREAS**, the Pennsville School District Board of Education understands an Application Approval Letter will be issued from the Program prior to the scheduling of the audit; and

**NOW THEREFORE BE IT RESOLVED** that the Pennsville School District Board of Education, County of Salem, State of New Jersey, hereby approves the submission of an application for participation in the Local Government Energy Audit Program of the New Jersey Board of Public Utilities.

This resolution will take effect immediately on this May 7, 2018.

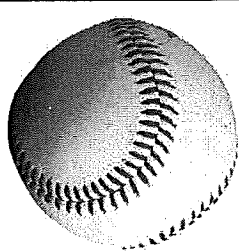
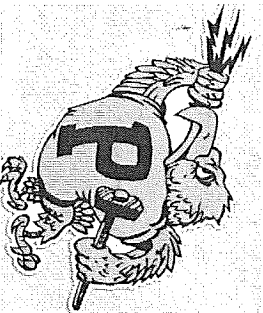
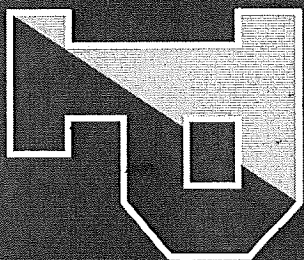
Motion by: Seconded by:	Ayes: No: Abstentions:
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This Resolution was adopted by the Pennsville Board of Education at a meeting on May 7, 2018.

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Richard Davidson, School Business Administrator

Dated: May 7, 2018 .





# Agenda

- 1) Mascot update
- 2) Baseball Field / Athletic Complex Thoughts
- 3) Football schedule opportunity



# Mascot Donation

- Mascot condition is almost unusable
- Brian Zimmerman - Allstate - has wanted to donate one for a long time
- Asked GMT to design us a mascot
- Costume cost: \$5,260 - but still have to submit design