Attachment "A"
June 16, 2014

# MONTHLY FIRE/SECURITY DRILL REPORT

**Central Park School**

**Date Submitted to Superintendent's Office –5/27/14**

| DATE OF FIRE DRILL | TIME TO COMPLETE DRILL | CONDITIONS | WEATHER |
|---|---|---|---|
| 5/22/14<br>9:03 a.m. | 1 min 5 sec | Pull Station<br>0006<br>Blocked exit | Lite Rain<br>°64 F |
| Staff in Building = 38 | Substitutes = 1 | Students =251 | Visitors = 1 |
| | | | |

| SECURITY DRILL | TIME TO COMPLETE DRILL | TYPE OF DRILL | WEATHER |
|---|---|---|---|
| 5/27/14<br>1:14p.m. | 7 mins | Lockdown & Evac | Cloudy<br>60° F |
| Staff in Building = 41 | Substitutes = 0 | Students 252 | Visitors = 1 |
| | | | |

Julia B. Walls

Julia B. Walls, Principal

# FIRE/SECURITY DRILL REPORT
# PENN BEACH SCHOOL
# May 2014

## FIRE DRILL

| DATE/TIME OF FIRE DRILL | DURATION OF DRILL | WEATHER CONDITIONS | CONDITIONS |
|---|---|---|---|
| 5/22/14<br>2:03 PM | 1 minute | Sunny & 80° | Custodial Office Pull Station |

STAFF: 29 SUBSTITUTES: 4 VISITORS: 0 STUDENTS: 249

## SECURITY DRILL

| DATE/TIME OF CRISIS DRILL | TYPE OF DRILL | DURATION OF DRILL | WEATHER CONDITIONS | PARTICIPANTS OF DRILL | BRIEF DESCRIPTION OF WHAT WAS DRILLED |
|---|---|---|---|---|---|
| 5/21/14<br>10:07 AM | Active Shooter (Lock-Down) | 5 minutes<br>30 seconds | Rain & 64° | Staff<br>Students | An announcement to go into lock-down was made and staff followed the prescribed crisis plan procedures. Security team members monitored the building to ensure the proper procedures took place. An announcement was made which ended the drill. Security team members then communicated to staff pertinent information regarding the drill procedure. |

STAFF: 29 SUBSTITUTES: 3 VISITORS: 0 STUDENTS: 257

Mark Zoppina

Mr. Mark Zoppina
Principal

# FIRE/SECURITY DRILL REPORT
# VALLEY PARK SCHOOL
# MAY 2014

FIRE DRILL

| DATE/TIME OF FIRE DRILL | DURATION OF DRILL | WEATHER CONDITIONS | CONDITIONS |
|---|---|---|---|
| 5/27/14<br>2:07 p.m. | 1 min 21 sec | 85 degrees<br>Clouds and sun | Pull station next to first grade wing and cafeteria |
| STAFF: 36 | SUBSTITUTES: 1 | VISITORS: 0 | STUDENTS: 287 |

SECURITY DRILL

| DATE/TIME OF CRISIS DRILL | TYPE OF DRILL | DURATION OF DRILL | WEATHER CONDITIONS | PARTICPANTS OF DRILL | BRIEF DESCRIPTION OF WHAT WAS DRILLED |
|---|---|---|---|---|---|
| 5/28/14<br>2:52 p.m. | Shelter in Place | 13 min. | 65 degrees<br>Rain | Staff<br>Students<br>Substitutes | Shelter in Place protocols |
| STAFF: 36 | | SUBSTITUTES: 2 | | VISITORS: 0 | STUDENTS: 289 |

Bobbie-Ann Jordan

Miss Bobbie-Ann Jordan
Principal

# FIRE/SECURITY DRILL REPORT
# PENNSVILLE MIDDLE SCHOOL
# May 2014

**FIRE DRILL**

| DATE/TIME OF FIRE DRILL | DURATION OF DRILL | WEATHER CONDITIONS | CONDITIONS |
|---|---|---|---|
| 5-29-14<br>1:42:54 pm | 1 min, 26 sec.<br>7 min., 24 sec. | Cloudy, 57° | Regular Fire Drill |
| STAFF: 63 | SUBSTITUTES: 3 | VISITORS: 0 | STUDENTS: 401 |

**SECURITY DRILL**

| DATE/TIME OF CRISIS DRILL | TYPE OF DRILL | DURATION OF DRILL | WEATHER CONDITIONS | PARTICPANTS OF DRILL | BRIEF DESCRIPTION OF WHAT WAS DRILLED |
|---|---|---|---|---|---|
| 5-19-2014<br>9:18:01 a.m. | Lock In | 6 min., 5 sec. | Sunny, 54° | Staff, students, substitutes | Lock In protocol |
| STAFF: 59 | SUBSTITUTES: 9 | VISITORS: 0 | STUDENTS: 438 | | |

Sheila R. Burris

Sheila R. Burris, Principal

# FIRE/SECURITY DRILL REPORT
# PENNSVILLE MEMORIAL HIGH SCHOOL
# May 2014

FIRE DRILL

| DATE/TIME OF FIRE DRILL | DURATION OF DRILL | WEATHER CONDITIONS | CONDITIONS |
|---|---|---|---|
| May 27, 2014 1:40pm | 1.34 | Overcast, 87° | Normal |
| STAFF: 78 | SUBSTITUTES: 7 | VISITORS: 7 | STUDENTS: 431 |

LOCK- IN/EVACUATION SECURITY DRILL

| DATE/TIME OF CRISIS DRILL | TYPE OF DRILL | DURATION OF DRILL | WEATHER CONDITIONS | PARTICPANTS OF DRILL | BRIEF DESCRIPTION OF WHAT WAS DRILLED |
|---|---|---|---|---|---|
| May 30, 2014 8:12am | Lock-in/ Evacu-ation | 9 minutes | Cloudy, 60° | Staff, Students, and 3 Administrators | Lock-in drill followed by Evacuation of both buildings |
| STAFF 77 | SUBSTITUTES: 8 | VISITORS: 8 | STUDENTS: 497 | | |

Mr. Matthew D. McFarland
Principal

## WORKSHOP REPORTS – MAY 2014

| | | |
|---|---|---|
| 05/02/14 | Jordan, Bobbie-Ann<br>Krough, Kathy<br>McKelvey, Linda<br>Moore, Lori<br>O'Brien, Jamie<br>Puitz, Monika<br>Riley, Francis<br>Sennstrom, Marian<br>Walls, Julia | What is Dyslexia? |
| 05/03/14 | McHenry, Megan | Educating with Art: The Renaissance |
| 05/06/14 | Leino, Matthew | Flipping your Math Class |
| 05/08/14 | Bonowski, David | Statewide Broadband for Schools |
| 05/09/14 | Mancine, Jenifer<br>McKelvey, Linda<br>Sennstrom, Marian | Int'l Reading Assoc. Conference |
| 05/16/14 | Kibbe, Susan | Selective Mutism and Social Anxiety |
| 05/16/14 | Bonowski, David | SJTP Open House |
| 05/19/14 | Allen, Sandra<br>Dorsey, Kelly<br>Fulmer, Colleen<br>Lattin, Elena<br>Layton, Meghan<br>Schell, Kathleen | Practical Strategies to Implement Common Core Math 6-12 |
| 05/21/14 | Ayares, Christine<br>Bennett, Rita | Successful Transition to College for Students with Learning Disabilities |
| 05/21/14 | Jordan, Bobbie-Ann | SGO 2.0 – Quality Through Better Assessment |
| 05/21/14 | Brodzik, Michael | NJASA/NJAPSA<br>32rd Annual Spring Conference |

**PENNSVILLE BOARD OF EDUCATION** **FILE CODE: 4116**

## EVALUATION

The Board believes that the effective evaluation of its Teaching Staff Members is essential to the achievement of the educational goals of this District, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members, improve pupil learning and growth, and provide a basis for the review of staff performance.

The Board is committed to establishing educator evaluation rubrics for the evaluation of the District's Teaching Staff Members' effectiveness in order to further the development of professional educators and to increase student achievement. The District evaluation system shall facilitate:

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

**Definitions**

For the purpose of this Policy the term "Teaching Staff Member" shall mean a member of the professional staff of the District holding an office, position, or employment of such character that the qualifications for such office, position, or employment require him/her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners. The term "Teaching Staff Member" shall also include the positions of school nurse and school athletic trainer. Pursuant to applicable law and regulation, there are three different types of certificates that teaching staff members work under:

A. An instructional certificate (holders of this certificate are referred to in this Policy as "Teachers");
B. Administrative certificate; and
C. Educational services certificate (see N.J.A.C. 6A:10-1.2).

The term "Teaching Staff Member" in this Policy also includes certified staff positions that have instructional responsibilities, as well as certified staff positions that have no instructional responsibilities (*i.e.*, Supervisor, Director, School Nurse, Athletic Trainer, Principal, Assistant Principal, Student Assistance Coordinator, School Psychologist, Social Worker, Learning Disability Teacher Consultant and School Counselor). It is important to note that there are different requirements in this Policy and in the law for the training, observation and observation conferences of a Teacher, and the training, observation and observation conferences of certified staff members who have no instructional responsibilities. For instance, differences in the

educational rubrics adopted by the Board and approved by the Commissioner. Nonetheless, the requirements of this Policy, and as set forth in applicable law and regulation, shall apply to all other aspects of the evaluation of a Teaching Staff Member -- with and without instructional responsibilities -- including reports, personnel records, professional development plans and corrective action plans.

For the purpose of this Policy the term "Supervisor" means an appropriately certified Teaching Staff Member that is employed in District in a supervisory role and capacity, and possesses a School Administrator, Principal or Supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

For the purpose of this Policy the term "Long Observation" means an observation for the purpose of evaluation that is conducted for a minimum duration of forty (40) minutes or one class period, whichever is shorter.

For the purpose of this Policy the term "Short Observation" means an observation for the purpose of evaluation that is conducted for at least twenty (20) minutes.

**Board Responsibilities**

In connection with the evaluation of its Teaching Staff Member, the Board will:

A. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board's evaluation Policies and procedures;
B. Annually adopt the evaluation policies and procedures that are developed by the Superintendent or his/her designee and that pertain to the evaluation of District Teaching Staff Members;
C. Annually adopt by June 1, Commissioner-approved educator practice instruments and notify the Department of Education which instruments will be used as part of the school district's evaluation rubrics.

In that respect, the Board will ensure, through its Superintendent or his/her designee, that the following requirements are met:

A. The Superintendent or his/her designee will direct and oversee the development of the Board's Evaluation Policies and procedures for the required annual evaluation(s) of all Teaching Staff Members. In that regard, the Superintendent or his/her designee may consult with the District Advisory Evaluation Committee and/or representatives from School Improvement Panels. Specifically, the Superintendent or his/her designee will direct the development and oversee:
    1. The implementation of Board approved evaluation rubrics for all District Teaching Staff Members;
    2. The assignment of roles and responsibilities for implementation of the Board's evaluation policies and procedures;
    3. The development of appropriate job descriptions and evaluation criteria that are based upon the District's goals, student achievement, instructional priorities, and the Administrative Regulations on evaluation as adopted by the Department of Education;
    4. The application of 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 each Teaching Staff Member's Supervisor or his/her

designee;

5. The preparation of individual professional development plans for District Teaching Staff Members; and
6. The preparation of an annual written performance report by each District Teaching Staff Member's supervisor or his/her designee, and an annual summary conference between each District Teaching Staff Member and his/her Supervisor or his/her designee.

B. The Superintendent or his/her designee will notify all Teaching Staff Members annually of the Board's adopted Evaluation Policies and procedures no later than October 1.

1. If a Teaching Staff Member is hired after October 1, that Teaching Staff Member will be notified of the Board's Policies at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption;

C. The Principal of each school within the District has annually established a School Improvement Panel. Such must be established annually by August 31;

D. Data elements will be collected from the implementation of the Teaching and Principal Practice Instruments, and the data collected will be stored in an accessible and usable format. In this regard, data elements will include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and

E. Each Principal in the District must certify that any observer who conducts an observation of a Teaching Staff Member meets the statutory observation requirements (as set forth in N.J.S.A. 18A:6-119, 18A:6-123(b)(8), and 18A:27-3.1), and further certifies that the teacher member of the School Improvement Panel meets the requirements detailed below and according to law and regulation (as set forth in N.J.A.C. 6A:10-3.2).

**Training for Teaching Staff Members and Supervisors**

The Board, through its Superintendent or his/her designee, will ensure that the following training procedures are observed when implementing the evaluation rubric for all Teaching Staff Members and, when applicable, applying the Commissioner-approved educator practice instruments:

A. Teaching Staff Members

Annual training shall be provided on and descriptions provided of each component of the evaluation rubric for all Teaching Staff Members who are being evaluated. More thorough training will be provided for any Teaching Staff Member who is being evaluated for the first time. Such training will 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. Supervisors of Classroom Teachers

Training on the Teacher Practice Instruments will be provided for any Supervisor who will conduct observations for the purpose of evaluation of Teachers. Such training will be provided before the observer conducts his/her first observation for the purposes of an evaluation. Any Supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers will be provided annual updates and refresher training on the Teacher Practice Instruments.

Each Supervisor who will conduct observations for the purpose of evaluation of a Teacher will complete two co-observations annually during the academic year in accordance with the following:

a. At least one such co-observation must be completed by December 1;
b. Co-observers will use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument:
c. A co-observation will count as a required observation for a Teacher as long as the observer meets the requirements of applicable law, regulation and this Policy. However, a co-observation will only count as one observation for a Teacher.

The Superintendent or his/her designee will annually certify to the Department of Education that all Supervisors of Teaching Staff Members in the District who are utilizing Educator Practice Instruments have completed training on the instrument and its application, and have demonstrated competency in applying the Educator Practice Instruments.

**District Evaluation Advisory Committee**

The Board will establish a District Evaluation Advisory Committee in order to oversee and guide the planning and implementation of the Board's Evaluation Policies and procedures. Members of the District Evaluation Advisory Committee will include representation from the following groups:

A. Teachers from elementary, middle school, and high school level represented in the District;
B. Central Office Administrators overseeing the Teacher evaluation process;
C. Supervisors involved in Teacher evaluation, when available or appropriate; and
D. Administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel.

Members District Evaluation Advisory Committee will also include the Superintendent, a Special Education Administrator, a parent and a member of the Board. The Superintendent may also extend membership on the District Evaluation Advisory Committee to representatives of other groups.

**School Improvement Panel**

No later than August 31 of each school year, every School in the District must convene a School

Improvement Panel, which will consist of the following the Building Principal, an Assistant or Vice Principal or a designee if the school does not have one, and a teacher. More staff members may be added to the Panel provided that teachers represent at least one-third of the total membership. The Building Principal has final responsibility for membership on the Panel but must consult with the PEA representative in determining a suitable teacher to participate. As of the 2015-2016 school year, teachers serving on the Panel must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having "a demonstrated record of success in the classroom."

The Board may -- but is not required -- to enter into an Interlocal Shared Services Agreement with another public school district for the functions of the School Improvement Panel. The Superintendent or his/her designee will ensure that each School in the District has established a School Improvement Panel that satisfies the requirements set forth above.

Duties of the School Improvement Panel

In accordance with applicable law and regulation, the School Improvement Panel will:

A. Oversee the mentoring of Teachers according to applicable Board Policy, the State requirements for the Instructional Certification as set forth in N.J.A.C. 6A:9-8, and support the implementation of the District Mentoring Plan. Mentoring activities will be developed in consultation with the School Improvement Panel;

B. Conduct evaluations of Teachers according to applicable Board Policy and applicable law and regulation – (specifically N.J.A.C. 6A:10-2.4 and 4.4);
   1. The Teacher member of the Panel may participate in the conduct of observations for the purpose of evaluation; however, in order to participate, the Teacher member must have:
      a. Agreement of the duly appointed representative of the PEA;
      b. An appropriate Supervisory Certificate; and
      c. Approval of the Building Principal who supervises the Teacher being observed.
   2. 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.

C. Ensure Corrective Action Plans for Teachers are created in accordance with applicable law and regulation, and conduct the mid-year evaluations for Teachers who are on a Corrective Action Plan; and

D. Identify professional development opportunities for all Teaching Staff Members that are tailored to meet the unique needs of the students and staff of the Building, and are 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 (as described in N.J.A.C. 6A:9-15.5).

**Components of Teacher Evaluation**

The components of the District's Teacher Evaluation will include the following:

A. Board approved evaluation rubrics that include;

1. Student achievement components as set forth in applicable law and regulation:
   a. Medium student growth percentile;
   b. Student growth objectives;
2. Measures of teacher practice determined through a Teacher Practice Instrument for the observation of Teachers and other measures;

B. A Professional Development Plan;

C. An annual Summary Conference between Supervisors and Teaching Staff Members that must be held before the written performance report is filed;

D. An annual Performance Report that is a written appraisal of the Teaching Staff Member's performance and is prepared by a Supervisor based on the evaluation rubric for the Teaching Staff Member's position.

The Teacher shall submit his/her written objections of the evaluation within ten (10) working days for that Teaching Staff Member following the Summary Conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Teaching Staff Member.

**Evaluation Rubrics for Teaching Staff Members**

The Board will annually adopt evaluation rubrics that have approved by the Commissioner for all Teaching Staff Members. Any such evaluation rubric that is adopted by the Board will have the following four defined annual ratings:

- Highly Effective;
- Effective;
- Partially Effective; and
- Ineffective.

The evaluation rubric will be a set of criteria, measures, and processes used to evaluate all Teaching Staff Members in the District, and will consist of measures of professional practice, based on educator practice instruments and student outcomes.

The Board will adopt an evaluation rubric specifically for Teachers, as well as evaluation rubrics for other categories of Teaching Staff Members as required by applicable law and regulation.

The Board may adopt a model evaluation rubric that has been reviewed and accepted by the Commissioner. A model teaching or principal evaluation rubric includes a Teacher or Principal Practice Instrument that appears on the Department of Education's list of approved Educator Practice Instruments. The Board may also select an educator evaluation rubric other than the model rubric that at a minimum includes the standards set forth in applicable law and regulation – specifically N.J.S.A. 18A:6-123 -- and contains the four defined annual ratings set forth above.

All evaluation rubrics for Teaching Staff Members shall be submitted to the Commissioner by June 1 for approval by August 1 of each year as required by applicable law and regulation.

The Superintendent or his/her designee will develop, in consultation with Teaching Staff Members, appropriate job descriptions for each Teaching Staff Member position in the District and the evaluation criteria for said positions based directly upon the job description. All job descriptions will be concise, stating major responsibilities as briefly as possible, and must be

presented to the Board for approval.

**Evaluation Rubric and Practice Instrument for Teachers**

Teacher Evaluation Rubric

The evaluation rubrics for all classroom Teachers in the District shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

1. Measures of student achievement that consist of:
   a. The median student growth percentile where applicable and available in accordance with Administrative Regulations and guidance issued by the Commissioner and/or Department of Education; and
   b. Student growth objectives for all Teachers developed in consultation with their Building Principal or his/her designee.
2. Measures of teacher practice determined through a Teacher Practice Instrument and other measures including teacher practice components, observation and observation conferences and summary reports.

Teacher Practice Instrument

The teacher practice instrument in the District shall be approved by the Commissioner and shall:

1. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers;
2. 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:
   a. Clearly define the expectations for each rating category;
   b. Provide a conversion to the four rating categories: highly effective, effective, partially effective, and ineffective;
   c. Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and
   d. Use clear and precise language that facilitates common understanding among Teachers and Administrators;
3. Rely, 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
4. Include descriptions of specific training and implementation details required for the instrument to be effective.

For Commissioner-approval of a Teacher Practice Instrument in the 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the district may choose to use as a measure of competency.

**Observation: Tenured and Non-tenured Classroom Teachers**

Each Teacher in the District shall be observed at least three times during each school year but not less than once during each semester. In addition, each observation required for the purpose of evaluations will be conducted for the minimum duration based on the following groups:

1. A non-tenured Teacher who is in his or her first or second year of teaching in the District shall receive at least two (2) Long Observations and one (1) Short Observation;
2. A non-tenured Teacher who is in his or her third or fourth year of teaching in the district shall receive at least one (1) Long Observation and two (2) Short Observations;
3. A tenured Teacher shall receive at least three (3) Short Observations.

For the evaluation of all Teachers:

1. At least one of the required observations shall be announced and preceded by a pre-conference;
2. At least one of the required observations shall be unannounced;
3. The Superintendent or his/her designee will decide whether the third required observation is announced or unannounced;
4. 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.

In addition to the requirements, as stated above for all Teachers, the following shall apply to non-tenured Teaching Staff Member observations (including all non-tenured professional staff who possess a valid and effective standard or a provisional or emergency certification):

1. Non-tenured Teachers shall receive a minimum of three observations that are to take place before April 30 each year; and
2. Non-tenured teachers shall be observed during the course of the year by more than one appropriately certified Supervisor.

All Teacher Staff Members assigned a Corrective Action Plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference.

**Observation Conferences for Teachers**

The following procedures shall apply to Teacher observation conferences:

A. At least one of the required observations shall be announced and preceded by a pre-conference, which shall occur within seven (7) working days for that Teaching prior to the observation, not including the day of the observation itself;
B. A post-observation conference shall be required for all observations, announced, unannounced, Long, Short, and/or required by a Corrective Action Plan;
C. The post-conference shall occur no more than fifteen (15) working days for that Teaching following each observation;
D. A Supervisor who was present at the observation shall conduct a post-observation conference with the Teacher being observed;

E. 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; and

F. If agreed to by the Teacher, post-observation conferences for Short Observations of tenured teachers who are not on a Corrective Action Plan may be conducted via written communication, including electronic.

Following each observation a post-observation conference shall be conducted and documented. In addition, one post-observation conference may be combined with a teacher's Annual Summary Conference as long as it occurs within the required fifteen (15) working days for that Teacher following the observation for the purpose of evaluation.

A written 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/her written objection(s) to the evaluation within ten (10) working days for that Teacher following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Teacher.

**Annual Written Performance Report for Teachers**

The annual Written Performance Report must be prepared by the Teaching Staff Members who participated in the evaluation of the Teaching Staff Member. In the case of a Teacher, the annual Written Performance Report must be prepared by the Teacher's Building Principal or his/her designee, and must include, but not be limited to:

A. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4 and 5 including the student achievement components (medium student growth percentile, student growth objectives), the teacher practice component, and teacher observation. The four summative performance ratings are:
   1. Highly Effective;
   2. Effective;
   3. Partially Effective; and
   4. Ineffective.

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;

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.

The Teaching Staff Member and the preparer of the annual Written Performance Report shall sign the report within five (5) working days of the review.

**Annual Summary Conference for Teachers**

The annual summary conference between Supervisors and Teaching Staff Members must be held before the Written Performance Report is filed, and must 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 the education practice instrument;
B. The progress of the Teaching Staff Member toward meeting the objectives of the individual Professional Development Plan or, when applicable, the Corrective Action Plan;
C. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and
D. The preliminary annual Written Performance Report.

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.

**Observation, Conference, Written Evaluation and Annual Performance Report: Teaching Staff Members**

The Superintendent or his/her designee will determine the duration of the observations required for other non-tenured Teaching Staff Members. Observations for non-tenured Teaching Staff Members include, but are not limited to: observations of meetings; student instruction; parent conferences; and case-study analysis of a significant student issue. Such observations shall:

A. Be followed within fifteen (15) working days by a conference between the Administrative or Supervisory staff member who has made the observation and written evaluation, and the non-tenured Teaching Staff Member;
B. Be followed by both parties to such a conference signing the written evaluation report and each retaining a copy for his/her records; and
C. Allow the non-tenured Teaching Staff Member to submit his or her written objection(s) of the evaluation within ten (10) working days for that non-tenured Teaching Staff Member following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that non-tenured Teaching Staff Member.

All Teacher Staff Members assigned a Corrective Action Plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference.

**Personnel Records of Teaching Staff Members**

All Written Performance Reports and supporting data, including, but not limited to, indicators of student progress and growth for a Teaching Staff Member will be made a part of his/her personnel file. Such records shall be confidential, and shall not be subject to public inspection or copying according to the Open Public Records Act and Board Policies 4112.6 and 4216.6.

**Teacher Professional Development Plans**

To meet the professional development requirements set forth in applicable law and regulation, each Teacher whose position requires possession of the instructional or education services certificate shall be guided by an Individualized Professional Development Plan ("PDP") that must include at least twenty (20) hours per year of qualifying activities. This twenty (20) hour annual requirement will be reduced by a pro-rata share reflecting the use of any Board approved FMLA or FLA leave. It is the individual Teacher's responsibility, in accordance with Board Policies, to assure that he/she meets the Professional Development requirement. There is no mandated financial obligation on the part of the District.

The content of each Individualized Professional Development Plan will be developed by each Teacher's Supervisor in consultation with the Teacher, shall align with the Professional Standards for Teachers as set forth in applicable law and regulation, shall be effective for year and specify, at a minimum, the following:

A. One area for development of professional practice derived from the results of observations and evidence accumulated through the Teacher's annual performance evaluation;
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.
    - The professional learning team consists 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;
        1. Evaluating student learning needs through ongoing reviews of data on student performance; and
        2. Defining a clear set of educator learning goals based on the rigorous analysis of these data
C. As appropriate, an additional area for development of professional practice aligned with the Building's and/or District Improvement Plans and goals; and
D. Any requirements for professional development stipulated elsewhere in applicable law and regulation.

The progress of each Teacher in meeting the goals of his/her Individualized Professional Development Plan must be determined annually, and aligned to the District's process for Teacher evaluation. Progress on the Individualized Professional Development Plan must be discussed during at least one annual conference between the Teacher and his/her Supervisor. Each Teacher shall provide evidence of progress toward meeting the requirements of his/her Individualized Professional Development Plan, and this evidence must be reviewed as part of each conference.

The Individualized Professional Development Plan must be revised at least annually, but may be adjusted as necessary to support the Teacher's progress. All Teachers shall have an Individualized Professional Development Plan within thirty (30) instructional days of the beginning of their respective teaching assignments.

A Teacher's Individualized Professional Development Plan goals may necessitate more than the recommended minimum requirements. The Individualized Professional Development Plan shall accommodate additional professional development as necessary, and additional hours of qualifying activities may be required for Teachers in low-performing schools, as determined by the Commissioner.

The Board will ensure that all Teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective Individualized Professional Development Plan.

**Corrective Action Plans for Teaching Staff Members**

When a Teaching Staff Member is rated "Ineffective" or "Partially Effective" on the annual summative evaluation, as measured by the evaluation rubrics, a Corrective Action Plan must be developed by the Teaching Staff Member and the Superintendent or the Teaching Staff Member's Supervisor.

When the summative evaluation rating is calculated before the end of the school year, the Teacher and Supervisor must meet to develop and discuss the Corrective Action Plan prior to September 15 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.

When the "Ineffective" or "Partially Effective" summative evaluation rating is received after the start of the school year following the year of evaluation, then the teacher and supervisor shall meet to develop and discuss the corrective action within fifteen (15) working days for that Teaching Staff Member following the District's receipt of the summative rating.

The content of the Corrective Action Plan shall replace the content of the Individual Professional Development Plan until the next annual summary conference, and must:

A. Address areas in need of improvement identified in the educator evaluation rubric;
B. Include specific, demonstrable goals for improvement;
C. Include responsibilities of the evaluated employee and the District for the plan's implementation; and
D. Include timelines for meeting the goal(s).

The Teaching Staff Member's Supervisor or his/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 post-observation conference that is required by the Board's Evaluation Policies and procedures.

Any progress toward the goals outlined in the Corrective Action Plan and the data and evidence collected by the Supervisor and/or the Teaching Staff Member to determine progress between the time that 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 or the mid-year evaluation, when applicable. In addition, any progress toward the 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.

Responsibilities of the evaluated employee on a Corrective Action Plan shall not be exclusionary of other plans for improvement determined to be necessary by the Teaching Staff Member's Supervisor.

**Mid-Year Evaluation of the Corrective Action Plan**

The School Improvement Panel will conduct mid-year evaluations for Teachers with a Corrective Action Plan. 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. In addition to the other annually required Teacher observations and post-observation conferences, the mid-year evaluation of Teachers on a Corrective Action Plan, must include, at a minimum:

A. One observation, the length of which shall be determined by the Superintendent or the Building Principal;
B. One post-observation conference during which progress toward the Teacher's goals outlined in the Corrective Action Plan must be reviewed;

Tenured teachers with a Corrective Action Plan must be observed by multiple observers.

**Implementation**

This Policy and related procedures will be reviewed at least yearly, and any necessary revisions made before any re-adoption by the Board.

The Board -- through its Superintendent or his/her designee will ensure that each Teaching Staff Member in the District is notified of the Board's adopted Evaluation Policies and procedures no later than October 1. If a Teaching Staff Member is hired after October 1, that Teaching Staff Member will be notified of the Board's Evaluation Policies and procedures at the beginning of his/her employment. All Teaching Staff Members in the District will also be notified of any Amendments to this Policy within ten (10) working days of adoption by the Board.

Date: February 14, 2000
Date Revised: June ___, 2014

**Legal References:**

| | |
|---|---|
| N.J.S.A. 18A:4 15 | General rule making power |
| N.J.S.A. 18A:4-16 | Incidental powers conferred |
| N.J.S.A. 18A:6-10 *et seq.* | Dismissal and reduction in compensation of persons under tenure in public school system |
| N.J.S.A. 18A:6-117 *et seq.* | Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) |
| N.J.S.A. 18A:6-119 | Definitions relative to the TEACHNJ Act |
| N.J.S.A. 18A:6-120 | School improvement panel |
| N.J.S.A. 18A:6-121 | Evaluation of principal, assistant principal, vice-principal |
| N.J.S.A. 18A:6-122 | Annual submission of evaluation rubrics |
| N.J.S.A. 18A:6-123 | Review, approval of evaluation rubrics |
| N.J.S.A. 18A:27 3.1 through 3.3 | Non-tenured teaching staff; observation and evaluation; conference; purpose |
| N.J.S.A. 18A:27-10 *et seq.* | Non-tenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31 |
| N.J.S.A. 18A:28 5 | Tenure of teaching staff members |
| N.J.S.A. 18A:29 14 | Withholding increments; causes; notice of appeals |
| N.J.A.C. 6:30-2.1(a)8 | Purpose and program descriptions |
| N.J.A.C. 6A:9-15.1 *et seq.* | Required Professional Development for Teachers |
| N.J.A.C. 6A:10-1.1 et seq. | Educator effectiveness |
| N.J.A.C. 6A:10-1.2 | Definitions |
| N.J.A.C. 6A:10-1.4 | Educator evaluation data, information and written reports |
| N.J.A.C. 6A:10-2.2 | Duties of the district board of education |
| N.J.A.C. 6A:10-2.3 | District evaluation advisory committee |
| N.J.A.C. 6A:10-2.4 | Evaluation procedures for all teaching staff members |
| N.J.A.C. 6A:10-3.1 | School improvement panel |
| N.J.A.C. 6A:32-4.1(e) (f) | Employment of teaching staff |
| N.J.A.C. 6A:32-5.1 *et seq.* | Standards for determining seniority |

Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)

**Possible Cross References:**

| | |
|---|---|
| 2130 | Principal evaluation |
| 2131 | Chief school administrator |
| 4000 | Concepts and roles in personnel |
| 4010 | Goals and objectives |
| 4112.6 | Personnel records |
| 4115 | Supervision |
| 4116R | Teacher Evaluation |
| 4117.41 | Nonrenewal |
| 4131/4131.1 | Staff development; inservice education/visitations /conferences |
| 4215 | Supervision |
| 4216 | Evaluation |
| 6143.1 | Lesson plans |
| 6200 | Adult/community education |

**PENNSVILLE BOARD OF EDUCATION** **FILE CODE: 5141.8**

## SPORTS RELATED CONCUSSION AND HEAD INJURY

The Board adopts this Policy as a measure to protect the safety, health, and welfare of District students participating in school-sponsored interscholastic athletic programs as well as children who participate in youth sports team organizations that operate on school grounds. For purposes of this policy, all references to "students" or "student-athletes" are also applicable to children who participate in youth sports team organizations that operate on school grounds, unless explicitly stated otherwise. The Board believes that implementation of this Policy is necessary to protect student-athletes from the effects of a sports-related concussion and head injury, and also to educate parents/guardians and student-athletes regarding the prevention and identification of signs and symptoms.

For purposes of this policy a "concussion" is a traumatic brain injury (TBI) caused by a direct or indirect blow to the head or body that disrupts the normal functioning of the brain, and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. A concussion can range from mild to severe, does not always result in a loss of consciousness, and signs or symptoms may appear immediately following injury or hours, days, weeks later.

### General Requirements

A. This policy shall apply to all District students who participate in interscholastic sports and children who participate in youth sports team organizations that operate on school grounds pursuant to N.J.S.A. 18A:4-41.5

B. A student who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from the competition or practice. The student-athlete may not return to play until they obtain medical clearance and complete the District's Graduated Return-to- Play Protocol.

C. All Coaches, School Nurses, School/Team Physicians, Certified Athletic Trainers, and persons employed by, or under contract with, a youth sports team organization that operate on school grounds must complete an Interscholastic Head Injury Training Program. All references to school personnel shall be applicable to persons employed by, or under contract with, a youth sports team organization that operate on school grounds pursuant to N.J.S.A. 18A:40-41.5 unless explicitly stated otherwise;

D. The Interscholastic Head Injury Training Program must include:

   1. The recognition of the symptoms of head and neck injuries, concussions, and injuries related to second impact syndrome; and

   2. A description of the appropriate time to delay the return to sports competition or practice of a student –athlete who has sustained a head injury.

E. An Interscholastic Head Injury Training program, such as the National Federation of State High Schools Association online "Concussion in Sports" training program, or a comparable program that meets mandated criteria, shall be completed by the above-named staff or others as required by the Superintendent or his/her designee.;

F. The NJ Department of Education Concussion and Head Injury Fact Sheet will be distributed to every student-athlete who participates in interscholastic sports. The District will obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete and his/her parent/ guardian and keep on file for future reference.

G. This Policy will be reviewed annually, and updated as necessary by the Board.

**Protocol**

A. Prevention

1. Pre-season baseline testing will be given to all students participating in interscholastic sports.
2. Provision of additional educational information to parent or guardians and/or student-athletes concerning early identification, treatment, and effects of sports-related concussions and head injuries, will be provided as appropriate.
3. A student-athlete who is suspected of sustaining a sports related concussion or other head injury during competition or practice shall be immediately removed from play and may not return to play that day.

B. Possible Signs and Symptoms

1. Signs (could be observed by Coaches, Athletic Trainer, School/Team Physician, School Nurse) may include, but are not limited to:

   a. Appears dazed, stunned, or disoriented;
   b. Forgets plays, or demonstrates short term memory difficulty;
   c. Exhibits difficulties with balance or coordination;
   d. Answers questions slowly or inaccurately;
   e. Loses consciousness.

2. Symptoms (reported by the student-athlete to Coaches, Athletic Trainer, School/ Team Physician, School Nurse, Parent/ Guardian) may include, but are not limited to:

   a. Headache;
   b. Nausea/Vomiting;
   c. Balance problems or dizziness;
   d. Double vision or changes in vision;
   e. Sensitivity to light or sound/noise;
   f. Feeling sluggish or foggy;
   g. Difficulty with concentration and short term memory;
   h. Sleep disturbance;
   i. Irritability.

C. Required procedure for return to competition and practice

1. Immediate removal from competition or practice;
2. School personnel (Athletic Trainer, School Nurse, Coach, etc.) will contact the student-athlete's parent or guardian and inform them of the suspected sports related concussion or head injury;

3. School personnel (Athletic Trainer, School Nurse, Coach, etc.) will complete the Physician Head Injury Evaluation Form and provide to parent or guardian for submission to the student-athlete's primary care physician for diagnosis and medical clearance.
4. Student-athlete must receive written medical clearance from their primary care physician that student is asymptomatic at rest and may begin a Graduated Return-to-Play Protocol. District personnel (Athletic Trainer, School Nurse, Coach, etc.) may consult with school/team physician after written medical clearance is given from the student-athletes primary care physician.

**Graduated Return to Competition and Practice Protocol**

A. After written medical clearance that the student-athlete is asymptomatic at rest, the student-athlete may begin the Graduated Return-to-Play Protocol set forth below.

1. Step 1: No Activity, complete physical and cognitive rest. The objective of this step is recovery;
2. Step 2: Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity < 70% maximum percentage heart rate: no resistance training. The objective of this step is increased heart rate;
3. Step 3: Sport-specific exercise including skating, and/or running; no head impact activities. The objective of this step is to add movement;
4. Step 4: Non-contact training drills (e.g. passing drills). The student-athlete may initiate progressive resistance training. The objective of this step is exercise, coordination and use of brain;
5. Step 5: Following additional medical clearance (consultation between school personnel and students-athlete's primary care physician), participation in normal training activities. The objective of this step is to restore confidence and assess functional skills by the coaching staff;
6. Step 6: Return to play involving normal exertion or game activity.

B. This Protocol may be individualized, as appropriate, depending upon the individual circumstances of each student-athlete's concussion and/or other relevant factors.

C. The student-athlete will be allowed to progress through each step of the Protocol if he/she displays no signs or symptoms for at least 24 hours, and therefore, the minimum time in which a student-athlete may return to play, upon written medical clearance, is approximately 5 days.

D. Symptom checklists, baseline testing and balance testing may be utilized;

E. If the student-athlete exhibits a re-emergence of any signs or symptoms upon a return to competition or practice, he or she will be removed from exertional activities and referred back to their primary care physician for a reevaluation;

F. If any signs or symptoms reoccur during the Graduated Return-to-Play Protocol, the student-athlete will return to the previous step's level of activity that caused no symptoms.

**Temporary Accommodations for Student-Athletes with Sports Related Concussions and Head Injury**

A. Consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports related concussions and head injuries.

B. Mental exertion increases the symptoms from concussions and affects recovery.

C. To recover, cognitive rest is just as important as physical rest. Reading, studying, testing, texting -- even watching movies if a student is sensitive to light -- can slow down a student's recovery.

D. In accordance with the Centers for Disease Control's toolkit on managing concussions, students who return to school after a concussion may need to:

1. Take rest breaks as needed;
2. Spend fewer hours at school;
3. Be given more time to take tests or complete assignments;
4. Receive help with schoolwork;
5. Reduce time spent on the computer, reading, and writing;
6. Be granted early dismissal from classes to avoid crowded hallways.

**Implementation of the Interscholastic Sports Related Concussions and Head Injuries Policy**

The District will implement this policy on the prevention and treatment of sports-related concussions and other head injuries among student-athletes by the 2011-12 school year.

Youth Sports Team Organizations that Operate on School Grounds

Pursuant to N.J.S.A. 18A:40-41.5, prior to allowing a youth sport team organization to operate on school grounds, the Board shall obtain a statement of compliance with this policy from the youth sports team organization.

Date: June _____, 2014

**Legal References:**

| | |
|---|---|
| N.J.S.A. 18A:16-6, -6.1 | Indemnity of officers and employees against civil actions |
| N.J.S.A. 18A:35-4.6 et seq. | Parents Right to Conscience Act of 1979 |
| N.J.S.A. 18A:40-1 | Employment of medical inspectors, optometrists and nurses; salaries; terms; rules |
| N.J.S.A. 18A:40-3 | Lectures to teachers |
| N.J.S.A. 18A;40-5 | Method of examination; notice to parent or guardian |
| N.J.S.A. 18A:40-6 | In general |
| N.J.S.A. 18A:40-7, -8 -10, -11 | Exclusion of students who are ill |
| N.J.S.A. 18A:40-23 et seq. | Nursing Services for Nonpublic School Students |
| N.J.S.A. 18A:40-41.4 | Removal of student athlete from competition, practice; return |
| N.J.S.A. 18A:40-41.1 -5 | Policy requirement; Interscholastic Head Injury Training; Annual review program; |
| N.J.A.C. 6A:16-1.1, 1.3, -1.4, -2.1, -2.3, -2.4 | |
| N.J.A.C. 6A:26-12.1 et seq. | Operation and Maintenance of School |
| N.J.A.C. 6A:26-12.3 | |

Plainfield Board of Education v. Cooperman, 105 N.J. 587 (1987)

P.L. 2010, Ch. 94 (December 7th, 2010) requires each school district to adopt by concerning the prevention and treatment of sports related concussions and other head injuries among student athletes

March 31, 2011 Commissioner of Education Model Policy and Guidance for the Prevention and Treatment of Sports-Related Concussions and Head Injuries

3rd International Conference on Concussion in Sport (Zurich, Switzerland – 2008)

**Cross References:**

| | |
|---|---|
| 1410 | Local units |
| 1420 | County and intermediate units |
| 3510 | Operation and maintenance of plant |
| 3516 | Safety |
| 4131/4131.1 | Staff development; inservice education/visitations/conferences |
| 4151.2/4251.2 | Family illness/quarantine |
| 5125 | Student records |
| 5141 | Health |
| 5141.1 | Accidents |
| 5141.2 | Illness |
| 5141.3 | Health examinations and immunizations |
| 5141.21 | Administering medication |
| 5142 | Student safety |
| 5200 | Nonpublic school students |
| 6142.4 | Physical education and health |

# EDUCATIONAL TRAVEL TOURS, INC.

Attachment "D"
June 16, 2014

P.O. Box 9028
Trenton, N.J. 08650
Phone: 609-587-1550

SCHOOL GROUP Pennsville Memorial H.S. TOUR Orlando

ADDRESS: 110 Broadway DATE April 27 - May 1, 2015

Pennsville, NJ 08070

CONTACT: Jamy Thomas DEPARTURE CITY Phila.

PHONE: 856-540-6225 (Fax 856-678-2715) SEATS BLOCKED 100

This Agreement, made this 27th day of May, 2014, by and between **Educational Travel Tours, Inc.**, hereinafter referred to as **Tour Agent** and Pennsville Memorial H.S. hereinafter referred to as **School Group**. In consideration of mutual agreement herein contained, the parties consent to the following;

1. **Tour Agent** is authorized to arrange for air transportation as follows;

   From: Phila. To: Orlando Date: April 27, 2015
   From: Orlando To: Phila. Date: May 1, 2015

2. **Tour Agent** shall provide 4 Nights accommodations based on quad occupancy (4 per room). Tour package prices shall be altered as follows for change in room occupancy:

   Single Occupancy $1499.00 Triple Occupancy $1206.00
   Double Occupancy $1279.00 Quad Occupancy $1169.00

3. In addition to the above, **TOUR AGENT,** shall arrange the following;
   A. 4 Nights accommodations at Disney's Pop Century Resort.
   B. 1 Chaperone free for every 20 students (2 per room + 1 Administrator).
   C. Car for use by 2 chaperones with gas and CDW insurance included (Drivers must be 25 years of age).
   D. Assistance of experienced tour personnel during entire stay.
   E. Security guard on duty from 11:00 pm to 5:00 am to assist chaperones.
   F. Souvenir 8" x 10" color group photo for each participant.
   G. 4 Day Disney World Passport - Park Hopper with 4 Fun Visits.
   H. 1 Days Admission to Universal Orlando (Park Hopper).
   I. Students receive 1 T-Shirt.
   J. Hospitality Room for chaperones with late evening refreshments.
   K. Pizza & Bottled Water 1 evening.
   L. Students will receive $5.00 for breakfast 4 days (Total $20.00).
   M. Students will receive $10.00 for dinner 4 days (Total $40.00).

Note: The above takes into consideration Tax Exempt Status in State of Florida.
Prices do not include any additional fuel or baggage surcharges as stated in items 8 & 9.
Prices based on airline fuel prices as of 5/27/14.

The payments made by the **School Group** to **Tour Agent** shall be made as follows;
   A. First payment of $300 / student is due by October 1, 2014.
   B. Second payment of $300 / student is due by December 1, 2014.
   C. Final payment of Balance is due by January 25, 2015.

At the time of final payment, **School Group** shall furnish a roomlist of students and chaperones and an alphabetical list of **TOUR PARTICIPANTS** to **TOUR AGENT.**

5. CANCELLATION PENALTIES shall be adhered to as follows:

A. Written cancellations received from first payment deposit through 90 days prior to departure may be charged $200.00 per seat cancelled. Written cancellations received within 90 days of departure are subject to entire loss of airfare. There is no charge for name changes.

B. Written cancellations received within 90 days prior to departure are subject to any airfare penalties plus any additional charges due to non-refundable land inclusions and any administrative charges.

6. School Group agrees that they shall be liable for any charges whatsoever incurred by tour members while in aforementioned city at time of departure from hotel.

7. Responsibility of TOUR AGENT: TOUR AGENT arranges with bus companies, airlines, hotels, etc., to provide you with travel services as outlined, except to the extent such services and accommodations cannot be supplied due to delays or other causes beyond the control of the TOUR AGENT. In the absence of negligence on the part of the TOUR AGENT, the tour member waives any claim against the TOUR AGENT for any damage or loss of property or injury or death of persons due to any act of negligence of any hotel or any other person rendering any of the services or accommodations included in the ground portion of the itinerary. The TOUR AGENT shall not be responsible for delays, substitutions of equipment or any act of omissions whatsoever by contracted airline , as stated in item 1 (one) therefrom. Final flight times will be reconfirmed by TOUR AGENT ten (10) days prior to trip departure. In the absence of negligence on the part of the TOUR AGENT, tour members agree that TOUR AGENT has no responsibility or liability of any nature whatsoever for loss, damage, or injury to property or persons resulting from provisions of air transportation by the air carrier. The TOUR AGENT reserves the right to decline, accept, or retain any member as a tour participant of the tour at any time. If any member of the tour is removed from the tour by TOUR AGENT, a proportionate refund for any unused attractions will be made if TOUR AGENT receives any refunds for unused portions.

8. BAGGAGE: Each person is limited to one (1) piece of luggage plus a carry-on. The liability for lost or damaged baggage is subject to the guidelines of the air carrier at the present time of travel. SCHOOL GROUP is also responsible for any additional costs of overweight or oversized baggage.

9. Any additional increases in airlines/motorcoaches that are a result of increases in fuel prices, taxes, baggage surcharges and surcharges associated with airport security, will be the responsibility of SCHOOL GROUP . Increases in these items are not included in the prices provided in this agreement.

10. In the event any flights are canceled or delayed due to weather conditions, mechanical failures or any other reason beyond the control of the TOUR AGENT, TOUR AGENT SHALL NOT BE RESPONSIBLE for any liability in connection with such cancellations or delays.

11. GUARANTEE OF FIRST RIGHT OF REFUSAL: TOUR AGENT reserves the right to withdraw any or all of unsold group allocation, when space is required to satisfy firm bookings. In this instance, the SCHOOL GROUP will be given the option to guarantee or release unsold seats. In the event SCHOOL GROUP opts to guarantee in writing any portion of the unsold seats, the SCHOOL GROUP must notify the TOUR AGENT within five (5) days. In the event the SCHOOL GROUP opts to release seats, all future reservations will be accepted on a space available basis.

IN WITNESS HEREOF, the parties have executed this Agreement.

DATE **May 27, 2014** By: _____

Educational Travel Tours, Inc.

DATE _____ By: _____

School Group Representative

Attachment "E"
June 16, 2014

# PENNSVILLE SCHOOL DISTRICT
Nursing Service Plan
2014 – 2015 School Year

Submitted by

Charlotte M. Humphries, MSN, APN-C
Nurse Practitioner

PENNSVILLE SCHOOL DISTRICT
Nursing Service Plan

I. Assignment Plan for Certified School Nurses

The following certified school nurses are assigned to the Pennsville School District in accordance with N.J.A.C. 6A: 16-21 (e).

| | |
|---|---|
| Charlotte M. Humphries, MSN,APN-C | Valley Park |
| Brett Gemberling, BSN,RN | High School |
| Vacant | Penn Beach |
| Michelle Mistichelli, BSN,RN | Middle School |
| Jennifer Webb, BSN,RN | Central Park |

The certified school nurses of the Pennsville School District support both the New Jersey State School Nurses Association mission statement as well as the Pennsville School District's Mission Statement. The combination of both mission statements encourages professional development and leadership, thereby promoting quality health care to the school community and encourages Personal, Social and Academic Development of our students.

The certified school nurses assist families in obtaining needed services for their children. The nurses utilize needed resources in meeting any unmet needs the family may have at that time.

II. School Health Services Provided

The following information supports the need for full time certified nurses in our district:

- Develop individualized health plans, emergency care plans for acute/chronic health conditions, 504, I & RS, IEP's.
- Health assessments
- Health screening and education
  - anthropometrics
  - hearing
  - vision
  - scoliosis
- Medical referrals
- Pre-participation physical exams for sports
- Medical clearance for field trips, senior trips, etc.
- Emergency care
- Administration of medication

- Asthma education/instruction
- Crisis Intervention Team
- Health education/counseling student and staff members
- Staff in-services
- Reports
  - State
    - TB
    - Immunization
  - Board
    - Monthly
- Record, review and maintain health records
  - Parental letters
- Health care coordination with other service providers, staff members, administration, community programs, DYFS
- Maintain daily logs

III. Specific daily needs of our student population

- Medication management
- asthma management
  - peak flow
  - SpO2
  - nebulizer treatments
- metabolic management
- seizure precautions/management
- hypertension management
- diabetic and insulin pump management
- anaphylactic events
- mental/emotional disorders
- teenage pregnancy
- eating disorders
- food allergies
- gastric tube management
- tracheostomy management
- other medical conditions
-

IV Summaries of specific medical needs of individual students and required nursing services

- IEMPs on file in nurse's office
- Medication lists on file in the nurse's office and/or principal's office
- redacted lists of student medical needs dispersed to key school personnel identified in conjunction with school administration
- food allergy action plans on file in nurse's office

- asthma action plans on file in nurse's office
- private duty nurses for severe medically fragile students
- other detailed notes regarding student's needs i.e. death in family, etc.

V. Crisis/Emergency nursing services

- State mandated school level crisis plan
  - District nurses will follow the directive of emergency personnel on the scene, includes, but not limited to medical care, student assistance, re-uniting families and staff support.

III. Nurse Practitioner Services Provided

- Physicals provided when necessary as per district policy.
- Consultation services on an as needed basis.

Revised 6/3/14

Attachment "F"
June 16, 2014

# PENNSVILLE PUBLIC SCHOOL DISTRICT
## SUBSTITUTE PAY SCALES
## (Effective July 1, 2014)

| | | Per Hour | Per Day | Hrs Per Day |
|---|---|---|---|---|
| **Teachers:** | NJ Certification | $12.14 | $85.00 | 7 |
| | Salem County Sub Certificate | $12.14 | $85.00 | 7 |
| | Teacher Contractual Overtime Rate<br>• Home Instruction<br>• Detention<br>• Other Approved Duties | $31.15 | | |
| | S.O.S. | $26.25 | | |
| **Nurses:** | | $20.00 | $140.00 | 7 |
| **Secretaries:** | | $10.00 | $77.50 | 7 ¾ |
| **School Aide:** | | $9.00 | $18.00 | 2 |
| **Paraprofessional Aide:** | | $10.00 | $70.00 | 7 |
| **Substitute Caller:** | | | $31.00 | |

A substitute teacher for four (4) consecutive weeks, twenty (20) consecutive days in the district, will be paid retroactively from the first day according to his/her proper place on the Teachers' Salary Guide.

Substitute secretaries for the same person for four (4) consecutive weeks, twenty (20) consecutive days, will be paid retroactively from the first day on the first step of the salary scale.

Except as set forth herein, no additional benefits shall accrue on behalf of substitute employees.

Attachment "G"
June 16, 2014

# SUBSTITUTE TEACHERS 2014 – 2015

| FIRST NAME | LAST NAME |
|---|---|
| Gina | Alliegro |
| Melissa | Araujo |
| Amber | Berry |
| Danielle | Burdalski |
| Brett | Burdsall |
| Judith | Burnett |
| Mallory | Chase |
| Nicole | Chiacchio |
| Georgene | Cleary |
| Kevin | Collins |
| Maryrita | Concannon |
| Ronnie | Cooksey |
| Maryann | Counsellor |
| Randy | Curriden, Jr |
| Nicole | Degroot-Green |
| Bethany | Dilks-DePew |
| Joan | Dineen |
| Donna | Duber |
| Sarah | Dunn-Funari |
| Pat | Federowic |
| Natalya | Franklin |
| Joanne | Gagne |
| Bonnie | Gandy |
| Cynthia | Goodale |
| Stacie | Gorman |
| Brenda | Habron |
| Gary | Hankins |
| Nikole | Henley |
| John | Hill |
| Debbie | Hinkle |
| Judeth | Hooper |
| Christine | Juliano |
| Diane | Keryluk |

| FIRST NAME | LAST NAME |
|---|---|
| Diana | Lamia |
| Beverly | Lewis |
| Andrew | Locantera |
| Anthony | Martin |
| Angela | McCarthy |
| Shelly | McFarland |
| Barbara | McOscar |
| Elizabeth | Melita |
| Faye | Mills |
| Tara | Nugent |
| Angela | Orbanus |
| Rhonda | Pennington |
| Stephen | Pollock |
| Nickolas | Raddi |
| Janice | Richman |
| Arleen | Rieger |
| Danielle | Saxvanderweyden |
| Barbara | Schneider |
| Lori | Silver |
| Lindsey | Smith |
| Rosina | Spinelli |
| Patricia | Staffieri |
| Lori | Strang |
| Scott | Ward |
| Noreen | Weatherstone |
| Marilyn | Willis |
| Dorothy | Zawadski |

Attachment "H"
June 16, 2014

# PENNSVILLE BOARD OF EDUCATION
## JOB DESCRIPTION

**TITLE:** TECHNOLOGY MENTOR

**REPORTS TO:** Building Principal

**EVALUATED BY:** Building Principal

**CERTIFICATION/ QUALIFICATIONS:**

1. Must be a certified staff member
2. Experienced in using education technology with students
3. Ability to work effectively with all staff members, regardless of their position or technical ability
4. Demonstrate initiative and ability to follow through on projects
5. Model classroom teaching using technology
6. Interested in increasing personal technology skills

**SUPERVISES:** No supervisory responsibilities

**DUTIES AND RESPONSIBILITIES:**

1. Attend and participate in the District Technology Committee meetings which will take place five times per year during in-service, release time or immediately after school.
2. The development and maintenance of a grade-by-grade scope and sequence of technology skills for all Pennsville students
3. The development of exemplar lessons that are technology-centric and relate to the scope and sequence referenced previously
   Serve as the "point person" for their grade level or content area within a school for technology-related pedagogy issues. Assistance to colleagues could be offered in the form of collaboration, pre-teaching, co-teaching, advisement for technology-based lessons, after-school sessions, etc.
4. Serve as the "point person" for their grade level/content area for questions about programs which they use (i.e. Study Island, Accelerated Reader, IXL, Benchmark Literacy, Go Math)
5. Serve as the "point person" for their grade level or content area within a school to provide support for PowerSchool, PowerTeacher, OnCourse (issues with grade books, lesson plans, etc.)
6. Prepare and present to staff the use of new and existing technology
7. Mentor new staff after they have received initial technology training from the district on programs such as PowerSchool, OnCourse, etc. Mentors will serve as facilitators to assist staff with their building's technology resources.

**ANNUAL STIPEND:** $1,000

Attachment "I"
June 16, 2014

# SIDEBAR AGREEMENT BETWEEN

# THE PENNSVILLE TOWNSHIP BOARD OF EDUCATION AND

# THE PENNSVILLE EDUCATION ASSOCIATION

The undersigned agree to modify their agreements as follows:

Amend Schedule "C" Extra-Curricular Activities Compensation until June 30, 2015 for the purpose of adding Technology Mentors. Each Technology Mentor will be compensated with an annual stipend of $1,000.

Guidelines for the Technology Mentor position are detailed in the accompanying Pennsville Board of Education Technology Mentor Job Description.

**For the Pennsville Township Board of Education:**

_____
**Katherine Bodine, President**

_____
**Date**

**For the Pennsville Education Association:**

_____
**Martha Hovanec**

_____
**Date**

_____
**Danielle Khairzada**

_____
**Date**

Attachment "J"
June 16, 2014

# CONTRACT

BETWEEN the **PENNSVILLE TOWNSHIP SCHOOL DISTRICT**, hereinafter known as "**Landlord**", located at 30 Church Street, Pennsville, New Jersey 08070, and the **TOWNSHIP OF PENNSVILLE**, a municipal corporation of the State of New Jersey, hereinafter known as "**Tenant**", located at 90 North Broadway, Pennsville, New Jersey 08070.

WHEREAS, the Landlord and the Tenant have discussed and reviewed this contract; and

WHEREAS, both Landlord and Tenant wish to enter into same; and

WHEREAS, Tenant wishes to utilize one room on the third floor of the Charles S. Raleigh, Jr. Administrative Building; and

WHEREAS, Landlord wishes to provide that space to them;

NOW, THEREFORE, the Landlord and Tenant have agreed as follows:

1. The Pennsville School District will permit the Township of Pennsville to store records on the third floor of the aforementioned building.

2. The Landlord is not responsible for any damage resulting from storage of those records and makes no representations as to the condition of the third floor and any safety as to the preservation of records there.

3. The Tenant hereby holds harmless and indemnifies the Landlord from and against any and all liability, claims, damages, losses, costs or expenses whatsoever which are caused by Tenant's use and/or occupancy of the third floor at 30 Church Street, Pennsville, New Jersey.

4. Landlord does not assume any responsibility for any liability, claims, damages, losses, costs or expenses caused by the Tenant or related to the school property, which is and shall remain the property and responsibility of the Landlord.

5. The Tenant will provide the Landlord a certificate of insurance showing liability coverage in an amount to be agreed upon between Landlord and Tenant.

6. The Landlord shall have no responsibility regarding the employees of the Tenant and all employee/employer relationships exist between the Tenant and their employees and not between Landlord's employees and the Board of Education.

TENANT agrees as follows:
1. It shall respect the property of the Landlord.
2. It shall respect and follow the operational policies and procedures regarding access and use of the building, including parking facilities.

LANDLORD agrees as follows:
1. It will provide one room on the third floor for the storage of files and adequate parking spaces.
2. It will provide access to the storage of those files.

THIS CONTRACT shall be in effect for a term for one (1) year beginning on **July 1, 2014**, and ending on **June 30, 2015;** however, either the Landlord or Tenant may cancel this lease by providing written notice to the other party within thirty (30) days, reviewable at the discretion of the Landlord for continuation of this contract. Continuation of this contract shall not be unreasonably withheld by Landlord and may be renewed for longer periods of time if in writing agreed to by both parties.

THIS CONTRACT is made solely between the parties for storage and it is understood and agreed that the space will not be occupied or used in any other manner.

ANY NOTICES, demands and communications hereunder shall be sent by certified mail, hand-delivered or faxed to:

Superintendent
Pennsville School District
30 Church Street
Pennsville, New Jersey 08070

or to such other address as may be requested by the Landlord in writing and, if intended for Tenant, shall be addressed to:

Township of Pennsville
90 North Broadway
Pennsville, New Jersey 08070

Upon the termination of this agreement, the Tenant shall quit and surrender to the Landlord, the premises in good condition, with reasonable wear and tear accepted.

THIS AGREEMENT may be modified or amended by mutual agreement of both parties. Any such modification or amendment shall be signed by each party and attached to and become a part of this agreement.

IN WITNESS WHEREOF, the parties have executed this agreement.

APPROVED by the parties:

PENNSVILLE PUBLIC SCHOOL DISTRICT,
Landlord

By: _____
Board President

_____
Date

By: _____
Board Secretary

_____
Date

TOWNSHIP OF PENNSVILLE,
Tenant

By: _____

_____
Date

By: _____

_____
Date

# Chief School Administrator Professional Development Plan

| District Name | Chief School Administrator Name | Date | Plan Begin/End Dates (Contract Term) |
|---|---|---|---|
| Pennsville Township | Dr. Michael Brodzik | 5/27/14 | July 1, 2014-June 30, 2015 |

## 1: Professional Learning Goals

| PL Goal No. | Professional Learning Goals | Relevant NJ Prof. Standard for School Leaders | Rationale/Sources of Evidence |
|---|---|---|---|
| 1 | Enrich and expand the Academic Program.<br><br>(detailed in 2013-2016 Strategic Plan) | Standard #2: Instructional Leadership: The superintendent is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional development.<br><br>Standard #3 Personnel Administration: The superintendent is the educational leader who promotes the success of all students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defined district goals and targets. | • Modify instructional practices to accommodate the new scheduling parameters at PMS and PMHS. (Agendas from professional development session on in-service days, faculty meetings, PLC's and workshops)<br><br>• Increase technology proficiency of students through the development of tech-centric and project-based lessons and experiences. (Tech mentor meetings and lesson plans)<br><br>• Continue to explore and expand partnership opportunities (Jump Start) and digital resources (Virtual High School) to provide students with alternate educational pathways. (meeting agendas)<br><br>• Evaluate student, educator and administrator performance data. (NJDOE student assessment results, SGO's, SGP's, Danielson/Teachscape)<br><br>• Evaluate HIB data to improve program (HIB data) |
| 2 | Develop alternative sources of funding and create efficiencies to | Standard #4: Financial Management: The superintendent is the educational leader who promotes the success of all students by managing | • Expand the School Choice program (enrollment)<br><br>• Explore the expansion of shared services opportunity |



Attachment "K"
June 16, 2014

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| | improve facilities and the academic program.<br><br>(detailed in 2013-2016 Strategic Plan) | the budget development, implementation and monitoring process that reflects sound fiscal practices and supports district goals. | with municipal and educational entities (partnerships)<br><br>• Explore the viability of a bond referendum for a variety of infrastructure scenarios (committee agendas)<br><br>• Assess the effect of scheduling changes on staffing needs. (2015-2016 budget)<br><br>• Modernize and upgrade HR and Business software |
| 3 | Maintain and improve communication and relationships with stakeholders in the district and the community.<br><br>(detailed in 2013-2016 Strategic Plan) | Standard #6 School/Community Relations: The superintendent is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs and in order to mobilize community resources. | • Electronic and print communications maintained and improved (Website, App and Communicator)<br><br>• Maintain positive communication with BOE (weekly updates and meetings), community and the media. |

## 2: Professional Learning Activities

| PL Goal No. | Professional Learning Activities | Begin/End Dates |
|---|---|---|
| 1-3 | • Network with other superintendents at monthly round table meetings to learn and share strategies for optimizing the instructional program for students. (Salem County Roundtable)<br>• Hold meetings twice a month with Administrative and Supervisory staff to focus on instructional needs. (Administrative Cabinet)<br>• Attend national and state conferences, workshops and/or webinars that focus on curricula, pedagogy and assessment to focus efforts on the written, taught and assessed curricula. (Membership - American Association of School Administrators and ASCD; Conferences and workshops - ISTE, Techspo, NJASA and NJSBA; online resources – EdSurge, etc.)<br>• Develop a procedure for sharing information from NJDOE and other outside sources with principals and for getting feedback from principals.<br>• Coordinate and attend district-level meetings that address these goals. | July 1 2014-June 30, 2015 |

| | | |
|---|---|---|
| | 6A:9-15.3 Standards for professional learning<br>(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:<br>1. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;<br>2. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;<br>3. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;<br>4. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;<br>5. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;<br>6. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and<br>7. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.<br>(b) The standards in (a)1 through 7 above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development. | |

## 3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

| Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying |
|---|
| |
| Required training has been completed in the areas of: school law, ethics, governance, harassment, intimidation, and bullying. |

## 4: PDP Progress Summary

| School Year | Annual PDP Progress Report | Sources of Evidence/Documentation | Review Date |
|---|---|---|---|
| 2013-2014 | Strategic Plan Goal 1: Student Achievement<br><br>Objective 1: Increase Technology Literacy to empower individual staff members as facilitators and enable students to function as self-directed learners, complex thinkers, collaborative workers, and effective communicators | 1. Tech literacy<br>• Professional development through meetings, workshops and PLC's<br>• Increased tech support ($)<br>• Creating Tech Mentor grade level and content positions<br><br>2. Course offerings (and extra curricular)<br>• Jump Start | 5/27/2014 |

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| | Objective 2: Enhance course offerings – academic, co-curricular, extra curricular<br><br>Objective 3: Improve test scores | • Dual credit courses<br>• Virtual High School<br>• STEM electives PMS and PMHS<br>• New AP courses<br>• PMS clubs<br><br>3. Test scores<br>• Core Content standards<br>• PARCC assessment<br>• NJ Achieve – teacher evaluation<br>• Accountability for staff – personnel issues<br>• SE inclusion in regular curricula<br>• Dramatically different schedule at PMS and PMHS in 14-15 | |
| 2013-2014 | Strategic Plan Goal 2: Finances and Facilities<br><br>Objective 1: Improve Safety and Security at All Schools<br><br>Objective 2: Continually Review Existing Facility Conditions for Improvement<br><br>Objective 3: Implement a Phased-in District Modernization Plan | 1. Security<br>• Positive partnership with local law enforcement<br>• Security plan reviews and drills<br>• DO security plan<br>• Receptionists<br>• "Drug dog" searches<br>• Panic buttons<br>• Camera system upgrade and expansion<br>• Comprehensive Positive Behavior Support program incl. Substance Awareness<br><br>2. Review Facility conditions<br>• Facilities Plan review<br>• Ongoing maintenance<br>• BOE "on tour"<br>• Reclaimed YSD land – reached out to owners<br><br>3. Modernization Plan<br>• Modernize and upgrade HR and Business software<br>• Digital approach<br>• Technology infrastructure upgrades (part-time tech)<br>• Equitable contracts for staff | 5/27/2014 |

| | | | |
|---|---|---|---|
| | | • Re-evaluation of staffing needs and instructional time<br><br>Funding and Facilities<br>• Reduce/eliminate excess expense – staffing, homeless<br>• School Choice<br>• Shared services generate income and hours<br>• Partnerships with SCC and Pennsville Township (and more)<br>• Budget process – more access and information<br>• Facilities emphasized in the budget<br>• ROD Grants<br>• Bond referendum committee | |
| 2013-2014 | Strategic Plan Goal 3: School culture<br><br>Objective 1: Foster a Safe, Nurturing Environment for All Members of the School Community<br><br>Objective 2: Respect and Consider the Worth and Dignity of Self and Others<br><br>Objective 3: To Develop Respectful and Healthy Relationships Amongst All Members of School and Community | • Positive Behavior Support programs – SOAR, Renaissance, etc.<br>• HIB/SAC coordinator – programs and support<br>• Positive relationship with unions and staff<br>• Equitable and competitive contracts for staff<br>• Accountability for personnel issues<br>• Positive relationship with BOE<br>• Increased communication with BOE<br>• Multiple challenges overcome together (3x5, YSD, M-A, PB heaters, etc)<br>• Smooth transition to a new Superintendent (an "outsider"!)<br>• 14 BOE members 2012-2014 | 5/27/2014 |
| 2013-2014 | Strategic Plan Goal 4: Community/Parent Involvement<br><br>Objective 1: Increase Active Participation in School Organizations and Activities<br><br>Objective 2: Utilize and Integrate Community Organizations, Resources, and Individuals into the School Community<br><br>Objective 3: Increase Communications Between School and Community | • Increased communication with parents and community<br>• Community Liaison committee<br>• Attendance at PTO/HSA/PPAB meetings<br>• New website for 2014-2015<br>• District "app" for 2014-2015<br>• All district policies available online<br>• Positive relationship with local media<br>• Took over Communicator duties<br>• Addressing perceptions – building issues and drug use<br>• School Choice process | 5/27/2014 |

| | | | |
|---|---|---|---|
| | Objective 4: Enhance Community Spirit for the School(s) | • Strategic Plan process<br>• Schedule change process<br>• Positive relationship with community<br>• Visibility at school and community events | |

**Signatures:** _____ _____ _____

**CSA Signature** **District Board of Education Signature** **Date**

| School Year | Summative PDP Progress Report (Narrative) | Sources of Evidence/Documentation | Review Date |
|---|---|---|---|
| **N/A** | Note: Because the PDP plan covers the current contract term, this section has been intentionally left blank. | **N/A** | **June 2015** |

**Signatures:** _____ _____ _____

**CSA Signature** **District Board of Education Signature** **Date**

**PENNSVILLE BOARD OF EDUCATION** **FILE CODE: 2130**

# PRINCIPAL EVALUATION

The Board believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of the District, including student achievement of the Common Core State Standards for Mathematics and Language Arts and Literacy and the Core Curriculum Content Standards. The Board will implement an effective system for the evaluation of Building Principals and Assistant Principals in the District. The purpose of this evaluation is to promote professional excellence and improve the skills of District Building Principals and Assistant Principals, improve pupil learning and growth, and provide a basis for the review of performance of District Building Principals and Assistant Principals.

The Board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of professional educators in the State and to increase student achievement. The District evaluation system shall facilitate:

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

## Training

District Building Principals and Assistant Principals will be provided:

A. Training on the Teacher and Principal Practice Instruments. Training shall be provided for any Supervisor who will conduct observations for the purpose of evaluation of District Teachers, Building Principals and Assistant Principals. Training will be provided before the observer conducts his or her first observation for the purpose of evaluation;
B. Annual updates and refresher training on the Teacher and Principal Practice Instruments. Training will be provided for any Supervisor who will observe Teaching and/or Principal practice for the purpose of increasing accuracy and consistency among observers.

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## Building Principal or Assistant Principal Evaluation

District Building Principals and Assistant Principals will be evaluated according to an evaluation rubric. The evaluation rubric will be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the Principal evaluation rubric shall apply to Teaching Staff Members holding the position of Building Principal or Assistant Principal, and holding a valid and effective standard, provisional, or emergency administrative certificate.

The Principal evaluation rubric shall meet the standards provided in applicable law and regulation, including, but not limited to, the following criteria:

A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:
   1. The median school wide student growth percentile measure; and/or
   2. The measure of the average student growth objective for all teachers; and
   3. The measure of the Administrator goals, which shall be developed in consultation with their Supervisor and are specific and measurable to his/her job description. Administrator goals and the criteria for assessing performance based on those objectives will be determined and recorded in the Building Principal's or Assistant Principal's personnel file by October 15 of the school year.

B. Measures of principal practice including the following components:
   1. A measure determined through a Commissioner-approved Principal Practice Instrument; and
   2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating will be based on the measurement of the Building Principal's or Assistant Principal's performance according to the District's Commissioner-approved Principal Practice Instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice will be determined by a score on a leadership rubric, which will assess the Building 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 of Education's website and annually maintained.

## Principal and Assistant Principal Observations

The Superintendent or his/her designee will conduct observations for the evaluation of Building Principals. The Superintendent or his/her designee will be trained according to

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applicable law and regulation on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

The Building Principals or the Superintendent or his/her designee will conduct observations for the evaluation of Assistant Principals in the District.

For the purpose of collecting data for the evaluation of a Building Principal or Assistant Principal an observation may include, but is not limited to:

- A walk-through of the school building;
- Staff meeting observation;
- Parent conference observation; and/or
- Case study analysis of a significant student issue.

Each Building Principal or Assistant Principal will be observed at least two (2) times during each school year. Each Non-Tenured Building Principal or Assistant Principal will be observed at least three (3) times during each school year as required applicable law and regulation.

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

Post-observation conferences shall include the following procedures:

A. The Supervisor who is present at the observation shall conduct a post-observation conference with the Building Principal or Assistant Principal being observed. A post-observation conference will occur no more than fifteen (15) working days for that Building Principal or Assistant Principal following each observation;

B. The post-observation conference shall be for the purpose of reviewing the data collected, connecting the data to the Principal Practice Instrument and the Building 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 Building 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 Building Principal's or Assistant Principal's annual summary conference as long as it occurs within the required fifteen (15) working day period for that Building Principal or Assistant Principal following the observation.

E. A written evaluation report shall be signed by the Supervisor who conducted the observation and post-observation and the Building Principal

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or Assistant Principal who was observed;

F. The Building Principal or Assistant Principal must submit any written objection(s) to the evaluation within ten (10) working days for the Building Principal or Assistant Principal following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Building Principal or Assistant Principal.

An additional observation and post-observation conference shall be required as part of the Corrective Action Plan for any Building Principal or Assistant Principal who has been rated "Ineffective" or "Partially Effective" on the annual summative evaluation, as measured by the evaluation rubrics.

**Professional Development Plans**

The Superintendent or his/her designee will oversee and review for each Building Principal, Assistant Principal and Supervisor, professional development that links to individual, school, and District professional development goals and the District's professional development plan.

The Building Principals, Assistant Principals and Supervisors will fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

A. Aligns with the Professional Standards for School Leaders (as set forth in N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (as set forth in N.J.A.C. 6A:9-15.3);

B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the Superintendent, Building Principals, Assistant Principals or Supervisors;

C. Identifies professional goals that address specific individual, school, or District goals; and

D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or District professional development plan.

If a Building Principal or Assistant Principal has a Corrective Action Plan, the Corrective Action Plan shall replace content of the Individual Professional Development plan until the next annual summary conference.

**Corrective Action Plans**

A Corrective Action Plan shall be developed for each Building Principal or Assistant Principal rated "Ineffective" or "Partially Effective" on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the Building Principal or Assistant Principal evaluated and the Superintendent or the Building

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Principal's or Assistant Principal's Supervisor.

The Superintendent or his/her designee shall conduct a mid-year evaluation of any Building Principal or Assistant Principal who is evaluated as "Ineffective" or "Partially Effective" in his/her most recent annual summative evaluation. The Superintendent or his/her designee, and the Building Principal, as appropriate, shall conduct a mid-year evaluation of any Building Principal or Assistant Principal who is evaluated as "Ineffective" or "Partially Effective" in his/her most recent annual summative evaluation.

If the Corrective Action Plan was created before the start of the year, the mid-year evaluation shall occur before February 15. On other hand, 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. Any mid-year evaluation must include, at a minimum:

A. One observation in addition to the observations required for the regular evaluation process;
B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the Building Principal's or Assistant Principal's goals outlined in the Corrective Action Plan shall be reviewed.

The content of the Corrective Action Plan shall replace the content of the Individual Professional Development plan until the next annual summary conference.

**Records**

All information contained in Written Performance Reports and all information collected, compiled, and/or maintained by employees of the District for the purposes of conducting the educator evaluation process shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

Nothing contained in this Policy shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to applicable law and regulation or distributing aggregate statistics regarding evaluation data.

Date: June ___, 2014

**Legal References:**

| | |
|---|---|
| N.J.S.A. 18A:4 15 | General rule making power |
| N.J.S.A. 18A:4-16 | Incidental powers conferred |
| N.J.S.A. 18A:6-10 *et seq.* | Dismissal and reduction in compensation of persons |

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| | under tenure in public school system |
| N.J.S.A. 18A:6-117 *et seq.* | Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) |
| N.J.S.A. 18A:6-119 | Definitions relative to the TEACHNJ Act |
| N.J.S.A. 18A:6-120 | School improvement panel |
| N.J.S.A. 18A:6-121 | Evaluation of principal, assistant principal, vice-principal |
| N.J.S.A. 18A:6-122 | Annual submission of evaluation rubrics |
| N.J.S.A. 18A:6-123 | Review, approval of evaluation rubrics |
| N.J.S.A. 18A:27-3.1 through 3.3 | Non-tenured teaching staff; observation and evaluation; conference; purpose |
| N.J.S.A. 18A:27-10 *et seq.* | Non-tenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31 |
| N.J.S.A. 18A:28 5 | Tenure of teaching staff members |
| N.J.S.A. 18A:29 14 | Withholding increments; causes; notice of appeals |
| N.J.A.C. 6:30-2.1(a)8 | Purpose and program descriptions |
| N.J.A.C. 6A:9-15.1 *et seq.* | Required Professional Development for Teachers |
| N.J.A.C. 6A:9-15.7 | Implementation of professional development requirement for school leaders |
| N.J.A.C. 6A:9-15.8 | Requirements for school leader professional development in ethics, law and governance |
| N.J.A.C. 6A:10-1.1 et seq. | Educator effectiveness |
| N.J.A.C. 6A:10-1.2 | Definitions |
| N.J.A.C. 6A:10-1.4 | Educator evaluation data, information and written reports |
| N.J.A.C. 6A:10-2.2 | Duties of the district board of education |
| N.J.A.C. 6A:10-2.3 | District evaluation advisory committee |
| N.J.A.C. 6A:10-2.4 | Evaluation procedures for all teaching staff members |
| N.J.A.C. 6A:10-3.1 | School improvement panel |
| N.J.A.C. 6A:10-5.1 through -5.3 | Components of principal evaluation rubrics |
| N.J.A.C. 6A:10-5.4 | Principal, assistant principal and vice-principals observations |
| N.J.A.C. 6A:32-4.1(e) (f) | Employment of teaching staff |
| N.J.A.C. 6A:32-5.1 *et seq.* | Standards for determining seniority |

**Possible Cross References:**

| | |
|---|---|
| 2131 | Chief school administrator |
| 4000 | Concepts and roles in personnel |
| 4010 | Goals and objectives |

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

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