

CAMDEN'S PROMISE CHARTER SCHOOL
Camden, New Jersey

Policy Manual

TABLE OF CONTENTS

2000 Administration

2000, 2010	Concepts and Roles in Administration Goals and Objectives
2121	Line of Responsibility
2131	Chief School Administrator
2210	Administrative Leeway
2224	Nondiscrimination, Affirmative Action
2240	Evaluation, Planning and Annual Report
2255	Action Planning for Charter Renewal



CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

The Camden's Promise Charter School Board of Trustees shall establish policies that govern all aspects of school operations. The board expects the educational administration to direct, coordinate and supervise students and staff in their efforts to reach goals and objectives adopted by the board.

Within the guidelines of board policy and New Jersey law, the board expects the educational administration to:

- A. Provide up-to-date information and sound professional advice to the board, as an aid in informed decision making;
- B. Plan, organize, implement and evaluate the educational programs established by board policy, in order to provide optimum educational opportunities to the students of the school;
- C. Provide these optimum educational opportunities at the lowest possible cost;
- D. Use efficient administrative and management procedures including supervision and evaluation of teaching staff, pursuant to law and regulations, and developed after consultation with and among the board, administrators and appropriate staff members;
- E. Coordinate the resources of the community with those of the school;
- F. Keep the board informed of all new legislative actions or changes in code and statute that affect the policies, programs or operations of the school.

NJSBA Review/Update: April 2017
Adopted:

Key Words

Administrative Role

<u>Legal References:</u>	<u>N.J.S.A. 18A:7A-3 et al.</u>	Public School Education Act of 1975
	<u>N.J.S.A. 18A:7F-43 et seq.</u>	School Funding Reform Act of 2008
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-21 et seq.</u>	School Ethics Act
	<u>N.J.S.A. 18A:36A-1 et seq.</u>	Charter School Program Act of 1995
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
	<u>N.J.A.C. 6A:11.1 et seq.</u>	Charter Schools
	<u>N.J.A.C. 6A:28-1.1 et seq.</u>	School Ethics Commission

Possible

<u>Cross References:</u>	*2131	Chief school administrator
	*2210	Administrative leeway in absence of board policy
	3293.1	Signatures/facsimiles
	*4111	Recruitment, selection and hiring
	*4115	Supervision

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

- *4116 Evaluation
- *4211 Recruitment, selection and hiring
- *4215 Evaluation
- *9000 Role of the board
- *9313 Formulation, adoption, amendment of administrative regulations

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

CAMDEN'S PROMISE CHARTER SCHOOL
Camden, New Jersey

FILE CODE: 2121

☐ **Monitored**

☐ **Mandated**

Policy

☒ **Other Reasons**

LINE OF RESPONSIBILITY

The Camden's Promise Charter School Board of Trustees shall operate under a unit control system headed by the chief school administrator.

The authority of the board of trustees is transmitted through the chief school administrator along specific paths from person to person as shown in the organization chart of the school. The lines of authority represent direction of authority and responsibility. The lines are those approved by the board of trustees and are intended to establish clear understanding on the part of all personnel of the working relationships in the school system.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. Personnel are expected to keep the person to whom they are immediately responsible informed of their activities by appropriate means.

NJSBA Review/Update: April 2017

Adopted:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:17-5</u> through -14.3	Secretaries, assistant secretaries and school business administrators
	<u>N.J.S.A. 18A:17-24.1 et seq.</u>	Shared administrators, superintendents
	<u>N.J.A.C. 6A:9B-12.3</u>	Authorization
	<u>N.J.A.C. 6A:9B-12.4</u>	School administrator
	<u>N.J.A.C. 6A:9B-12.7</u>	School business administrator
	<u>N.J.A.C. 6A:11-1.2</u>	Definitions (chief school administrator)

Possible

<u>Cross References:</u>	*1312	Community complaints and inquiries
	2100	Administrative staff organization
	*2131	Chief school administrator
	*2210	Administrative leeway in absence of board policy
	*3000/3010	Concepts and roles in business and noninstructional operations; goals and objectives
	9123	Appointment of board secretary
	*9313	Formulation, adoption, amendment of administrative regulations

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

CHIEF SCHOOL ADMINISTRATOR

The chief school administrator shall serve as chief executive and administrative officer of the school by implementing policies established by the board of trustees and by discharging the duties imposed on his or her office by law.

The chief school administrator shall be the chief school administrator of the school and chief school administrator advisor to the board. He or she may delegate to an appropriate school official any duty not reserved to the chief school administrator by law, but may not delegate the responsibility for duties mandated by law. The chief school administrator shall have the right to speak on all educational matters at the board meetings but shall not have the authority to vote.

The board delegates to the chief school administrator the function of specifying required actions and designing the detailed arrangements under which the school will be operated. These regulations and detailed arrangements will constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the board. When the chief school administrator develops regulations, he/she will provide the board with copies for informational reasons. The board itself will formulate and adopt regulations only when required by law, or when the chief school administrator recommends board adoption in light of strong community attitudes or probable staff reaction.

The Camden's Promise Charter School Board of Trustees, in compliance with state law, will evaluate the chief school administrator at least annually. Each evaluation shall be in writing, a copy shall be provided to the chief school administrator and the board shall meet to discuss the findings. The evaluations shall be based upon the goals and objectives of the district, the responsibilities of the chief school administrator and such other criteria as the State Board of Education shall by regulation prescribe. Every newly appointed or elected board member shall complete the New Jersey School Boards Association's training program on evaluation of chief school administrators within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

- A. To promote professional excellence and improve the skills of the chief school administrator;
- B. To improve the quality of the education received by the students;
- C. To provide a basis for the review of the job performance of the chief school administrator.

Role and Responsibility of the Board

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

- A. To review, revise and adopt procedures suggested by the chief school administrator for implementation of this policy;
- B. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process, and to engage such a consultant if the board deems it desirable;
- C. To adopt an individual plan for professional growth and development of the chief school administrator based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the board and the chief school administrator. The duration of the plan will be three to five years, depending

LEAD PERSON (continued)

on the chief school administrator's contract with the school. The board may determine whether to establish quantitative and/or qualitative merit criteria and the data to be used to establish the chief school administrator's achievement of any established merit goal;

- D. To hold an annual summary conference between a majority of the full membership of the board and the chief school administrator. This conference shall include a review of the chief school administrator's performance in terms of his/her job description;
- E. To provide an annual written performance report, approved by a majority of the full membership of the board. This report shall include:
 - 1. Performance areas of strength;
 - 2. Performance areas needing improvement based upon the job description and evaluation criteria set forth below;
 - 3. Recommendations for professional growth and development;
 - 4. A summary of available indicators of student progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the chief school administrator;
 - 5. Provision for performance data which have not been included in the report prepared by the board of trustees to be entered into the record by the chief school administrator within 10 working days after the completion of the report.
- H. To determine whether the chief school administrator has performed contractual duties so ineffectively or has engaged in conduct unbecoming a chief school administrator such that tenure charges should be certified to the Commissioner of Education as applicable or other appropriate disciplinary action taken.

Role and Responsibility of the Chief School Administrator

The role and responsibility of the chief school administrator shall be to provide information and propose procedures to:

- A. Be the primary advocate for the students and parents of the school;
- B. Assure the students expected academic growth;
- C. Create and maintain a community environment that is student centered, inspiring and empowering;
- D. Communicate with parents and guardians;
- E. Motivate teaching staff;
- F. Develop and implement a Professional Development Plan that meets the needs of the teaching staff and support personnel;
- G. Participate in the development and implementation of the curriculum and assure correlation with the New Jersey Student Learning Standards and with the goals and objectives of the school;
- H. Complete and submit all required reports to the New Jersey Department of Education in a timely fashion
- I. Evaluate all teaching staff and support personnel;
- J. Work with teaching staff to monitor lesson planning and implementation;

LEAD PERSON (continued)

- K. Work with the board of trustees in the evaluation of the school and the development and implementation of Action Plans needed to ensure effective execution of the charter for the school;
- L. Assure implementation of the vision and mission of the charter;
- M. Assure that the school community reflects the goals and objectives for the school and that plans and programs are in place to meet the specified objectives;
- N. Assure adherence to the curriculum, effective teaching and implementation of the assessment program;
- O. Analyze, review and make recommendations regarding assessments and student achievement on the Department of Education approved statewide proficiency assessment for grades 3 through 12.

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

NJSBA Review/Update: April 2017

Adopted:

Key Words

Chief school administrator Evaluation, Chief school administrator Job Description, Chief school administrator

Legal References:

NOTE: These legal references pertain primarily to the chief school administrator's employment and evaluation. Many specific responsibilities are assigned by other statutes and administrative code regulations.

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:17-23	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 18A:36A-1 <u>et seq.</u>	Charter School Program Act of 1995
<u>N.J.S.A.</u> 40:65-1 <u>et seq.</u>	Uniformed Shared Services and Consolidation Act
<u>N.J.A.C.</u> 6A:9-3.4	Professional Standards for School Leaders
<u>N.J.A.C.</u> 6A:9B-12.1	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:11-1 <u>et seq.</u>	Charter Schools
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment and Supervision of Teaching Staff
8 <u>U.S.C.</u> 1101 <u>et seq.</u> - Immigration and Nationality Act	

Possible

LEAD PERSON (continued)

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

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

Policy

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

In cases where immediate action must be taken within the school when the board has provided no guidelines for administrative action, the chief school administrator shall have the power to act, but his/her decisions shall be subject to review by the board at its next regular meeting.

It shall be the duty of the chief school administrator to inform the board promptly of such action and of the need for policy.

NJSBA Review/Update: April 2017
Adopted:

Key Words

Administrative Leeway in Absence of Board Policy, Absence of Board Policy

Legal References: N.J.S.A. 18A:11- 1 General mandatory powers and duties
N.J.S.A. 18A:17-20 Tenured and non-tenured superintendents; general powers and duties

Possible

Cross References: *3516 Safety
4135.16 Work stoppages/strikes
4235.16 Work stoppages/strikes
*5131.6 Drugs, alcohol, tobacco (substance abuse)
*5141.1 Accidents
*5141.2 Illness
*6114 Emergencies and disaster preparedness
*9311 Formulation, adoption, amendment of policies
*9313 Formulation, adoption, amendment of administrative regulations

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

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

The Camden's Promise Charter School Board of Trustees will continue to support its Affirmative Action Resolution, and to implement the school's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

The chief school administrator shall oversee the development and implementation of the three year comprehensive equity plan to ensure that the school provides equality in educational programs and to identify and correct, or assess and prevent, all bias, discrimination and impermissible isolation in policies, practices and facilities of the school. Upon approval of this plan by the state department of education, the board shall adopt it by resolution. The chief school administrator shall report to the board annually on progress toward goals established in the plan. A copy of the school's affirmative action/equity plans and self-evaluation of their achievement shall be available in the school office.

Affirmative Action Officer and Team

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

The affirmative action officer shall:

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

The affirmative action team shall:

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

Comprehensive Equity Plan

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

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

A. The needs assessment shall include an analysis of:

1. Student performance data such as National Assessment of Educational Progress and State assessment results;
2. Preschool through grade 12 promotion/retention data;
3. Preschool through grade 12 completion rates; and
4. Re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups;
5. Staffing practices;
6. Student demographic and behavioral data;
7. Quality of program data; and
8. Stakeholder satisfaction data.

B. The comprehensive equity plan shall address:

1. Professional development;
2. Equality in school and classroom practices;
3. Equality in employment and contract practices.

C. The comprehensive equity plan shall include:

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

The comprehensive equity plan shall include goals, objectives, timelines, and benchmarks for measuring progress. The board shall submit the comprehensive equity plan to the executive county superintendent for approval and a copy of the comprehensive equity plan to the New Jersey Department of Education. The board shall initiate the comprehensive equity plan within 60 days of its approval, and shall implement the plan in accordance with the timelines approved by the Department.

Harassment

The board of trustees shall maintain an instructional and working environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, students and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the affirmative action inservice programs required by law for all staff.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to the conduct or communication is made a term or condition of employment or education;
- B. Submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment or education;
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or education;
- D. The conduct or communication has the effect of creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Camden's Promise Charter School schools. Harassment by board members, employees, parents, students, vendors and others doing business with the school is prohibited. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or building principal. Anyone else who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the chief school administrator or board president. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including dismissal. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the chief school administrator/board. Law enforcement shall be summoned when appropriate. This policy statement on sexual harassment shall be distributed to all staff members.

Staff or students may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a prompt and thorough investigation, and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination or harassment will result in appropriate disciplinary action.

School and Classroom Practices

- A. In implementing affirmative action, the school shall:
 - 1. Identify and correct the denial of equality of educational opportunities for students solely on the basis of any classification protected by law;
 - 2. Continually reexamine and modify, as may be necessary, its school and classroom programs; location and use of facilities; its curriculum development program and its instructional materials;

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

availability of programs for children; and equal access of all eligible students to all extracurricular programs.

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

These topics are included in the student and instruction policies of the school at 5145.4 Equal Educational Opportunity, 6121 Nondiscrimination/Affirmative Action, and 6145 Extracurricular Activities.

Contract/Employment Practices

The school directs the chief school administrator to ensure that appropriate administrators implement the school's affirmative action policies by:

- A. Adhering to the administrative code in selection of vendors and suppliers; informing vendors and suppliers that their employees are bound by the school's affirmative action policies in their contacts with school staff and students;
- B. Continuing implementation and refinement of existing practices and affirmative action plans, making certain that all recruitment, hiring, evaluation, training, promotion, personnel-management practices and collective bargaining agreements are structured and administered in a manner that furthers equal employment opportunity principles and eliminates discrimination on any basis protected by law, holding inservice programs on affirmative action for all staff in accordance with law.

These topics are included in the business and noninstructional operations, and the personnel policies of the school at #3320 Purchasing Procedures, 3327 Relations with Vendors, 4111.1 and 4211.1 Nondiscrimination/Affirmative Action.

Disabled

In addition to prohibiting educational and employment decisions based on nonapplicable disabling condition, the school shall, as much as feasible, make facilities accessible to disabled students, employees and members of the community as intended by Section 504 and as specified in the administrative code.

Report on Implementation

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

The chief school administrator shall devise regulations, including grievance forms and procedures to implement the school's affirmative action policies. He/she shall report to the board annually on the effectiveness of this policy and the implementing procedures.

NJSBA Review/Update: April 2017

Adopted:

Key Words

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

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

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

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

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

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

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

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

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

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

School Board of Nassau County v. Arline, 480 U.S. 273 (1987)

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Vinson v. Superior Court of Alameda County, 740 P. 2d 404 (Cal. Sup. Ct. 1987)

State v. Mortimer, 135 N.J. 517 (1994)

Taxman v. Piscataway Bd. of Ed. 91 F. 3d 1547 (3d Cir. 1996)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Saxe v. State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001)

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

Comprehensive Equity Plan, New Jersey Department of Education

Possible**Cross References:**

*3320	Purchasing procedures
*4111	Recruitment, selection and hiring
*4111.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4211.1	Nondiscrimination/affirmative action
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5131	Conduct/discipline
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6145	Extracurricular activities

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

Policy

EVALUATION, PLANNING AND ANNUAL REPORT

The Camden's Promise Charter School Board of Trustees believes that a school system functions best when there is a continuous exchange of ideas and pertinent information among all groups within the system. Therefore, the board, and the chief school administrator will seek to involve the staff and the community as major decisions are made. The board directs the chief school administrator to establish and implement procedures to facilitate collaborative planning.

Planning at the School Level

The principal shall coordinate development and implementation of a school-level plan based on school report card data. This plan shall include student performance objectives, a review of progress by teaching and administrative staff, and the involvement of parents. The performance objectives shall be based on student achievement and behavior standards as defined in the administrative code.

At least once per semester, the principal shall conduct meetings by grade level, department, team or similarly appropriate group to review each school plan. The review shall include:

- A. School report card data;
- B. Progress toward achieving student performance objectives;
- C. Progress toward student achievement of the New Jersey Student Learning Standards.

The chief school administrator will supervise the preparation and timely submission of accurate reports in order to ensure compliance with all federal, state, county and local laws and regulations, board policies, contract terms and conditions. The chief school administrator will promptly prepare and file updates and revisions to reports whenever new information becomes available that would require that an amended report be submitted. The chief school administrator may delegate the preparation and revision of reports to other employees of the board. However, the chief school administrator retains final responsibility for the action taken when tasks are delegated. If the revisions and corrections are so significant as to compromise the basic integrity of the report, the chief school administrator will inform the board president in order that appropriate corrective action may be taken by the board.

Annual Report

Each year the chief school administrator will prepare and submit an annual report to the local board of education, the executive county superintendent, and the Commissioner in the form prescribed by the Commissioner. The board of trustees shall submit an annual report no later than 4:15 P.M. on August 1 following each full school year. If August 1 falls on a weekend, the annual report is due on the first subsequent work day.

- A. The report shall be in a format prescribed by the Commissioner and must include, but not be limited to, evidence of the following:
 - 1. The school is achieving the mission, goals and objectives of its charter;
 - 2. The board of trustees operates in accordance with the School Ethics Act, (N.J.S.A. 18A:12-23), and the Open Public Meetings Act (N.J.S.A. 10:4-6 et seq.);

EVALUATION, PLANNING AND ANNUAL REPORT (continued)

3. Curriculum that is compliant with the New Jersey Student Learning standards;
4. Statewide assessment program results and local assessment results of students;
5. Parental and community involvement in the school; and
6. A calendar for the upcoming school year.

B. The report shall include a copy of the following:

1. A directory of the current members of the board of trustees; and
2. Amendments to the bylaws of the board of trustees adopted during the previous year.

The report shall be made available to the parents/guardians of the students enrolled in the school. The local board of education may submit comments regarding the annual report to the Commissioner by October 1.

Annual Submission of Documentation and Data

A. The board shall submit documentation annually prior to the opening of school to the Commissioner. The documentations shall be submitted for approval on dates specified by and in a format prescribed by the Commissioner. The documentation shall include, but is not limited to, copies of:

1. A new lease, mortgage or title to its facility if the charter school has changed facilities;
2. A valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 if the charter school has changed facilities;
3. An annual sanitary inspection report with satisfactory rating;
4. An annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4;
5. A list of the chief school administrator, teachers, and professional support staff if any staff has changed;
6. The authorization for emergent hiring pending completion of criminal history check form or criminal history approval letter for each employee if any school staff has changed; and
7. Evidence of a uniform system of double-entry bookkeeping that is consistent with GAAP.

B. The charter school shall submit data for the commissioner's annual assessment of the composition of the charter school and the segregative effect that the loss of the students may have on the district(s) of residence. The charter shall submit data for the assessment:

1. In a format prescribed by the Commissioner; and
2. No later than 4:15 P.M. on June 1.

NJSBA Review/Update: April 2017

Adopted:

Key Words

Research, Evaluation, Planning, School Level Plan

Legal References: N.J.S.A. 10:4-6 et. seq.
N.J.S.A. 18A:7A-10
N.J.S.A. 18A:7A-11

N.J.S.A. 18A:7A-14
N.J.S.A. 18A:7F-6

Open Public Meetings Act
 Evaluation of performance of each school
 Annual report of local school district; contents; annual
 report of commissioner;
 report on improvement of basic skills
 Review of evaluation of district performance
 Approval of budget by Commissioner

EVALUATION, PLANNING AND ANNUAL REPORT (continued)

<u>N.J.S.A.</u> 18A:7F-46	Review, update of core curriculum content standards; Educational Adequacy Report
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
<u>N.J.A.C.</u> 6A:11-2.2	Reporting
<u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>	Long-Range Facilities Plans
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Student Behavior

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1120	Board of trustees meetings
	*1220	<u>Ad hoc</u> advisory committees
	*2255	Action planning for charter renewal
	*3510	Operation and maintenance of plant
	*5020	Role of parents/guardians
	*6142.2	English as a second language; bilingual/bicultural
	*6171.4	Special education
	*9130	Committees

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

Policy

ACTION PLANNING FOR CHARTER RENEWAL

The chief school administrator shall be responsible for assembling all the necessary documentation to meet state charter renewal requirements pursuant to N.J.S.A. 18A:36A-17 and N.J.A.C. 6A:11-2.3.

The Commissioner shall grant or deny the renewal of a charter upon the comprehensive review of the school including, but not limited to:

- A. The renewal application shall be submitted to the Commissioner, the executive county superintendent of schools, and the district board(s) of education no later than 4:15 P.M. on October 15 of the last school year of the current charter, or on a date prescribed by the Commissioner with no less than 30 day notice;
- B. The school's annual reports pursuant to N.J.A.C. 6A:11-2.2(a) and board policy 2240 Annual Report and Documentation;
- C. Comments of the annual reports from the district board(s) of education of the charter school;
- D. Student performance on the Statewide assessment program;
- E. Monitoring of the charter school by the executive county superintendent;
- F. Monitoring of the charter school by the Commissioner or designee(s);
- G. The annual assessments of student composition of the school;
- H. The recommendation of the district board(s) of education forwarded to the Commissioner within 30 days of receipt of the renewal application;

A structured interview with the Commissioner or designee(s) with:

- 1. A member of the charter school board of trustees;
 - 2. The chief school administrator of the charter school;
 - 3. A teacher at the charter school; and
 - 4. A parent or other representative of the charter school; and
- I. The review of the school's educator evaluation system.

If the school fails to meet any standards set forth in its charter agreement or the Performance Framework in the charter renewal of the charter may be denied.

The chief school administrator shall ensure the school's compliance with all state and federal laws. He/she shall inform the board in a timely fashion of any areas in which board action is required to bring the school into compliance, and suggest to the board feasible plans of action.

If the school fails to satisfy the state evaluation criteria and is placed on probation by the New Jersey Department of Education, the board of trustees shall develop and implement a remedial plan.

Certification requirements for teaching staff members shall not be violated.

Equivalency and Waiver Procedures

The board may apply to the commissioner for a waiver of a specific rule or an equivalent means of

ACTION PLANNING FOR CHARTER RENEWAL (continued)

implementing a rule through alternate procedures so long as the following criteria are met:

- A. The spirit and intent of New Jersey statutes, applicable federal laws and regulations, and the administrative code are served by granting the equivalency or waiver;
- B. The provision of a thorough and efficient education to the students in the school is not compromised as a result of the equivalency or waiver; and
- C. There will be no risk to student health, safety or civil rights by granting the equivalency or waiver.

All applications for equivalency and waivers shall be in accordance with N.J.A.C. 6A:5-1.5 and shall be signed by the chief school administrator and approved by the board of trustees.

NJSBA Review/Update: April 2017

Adopted:

Key Words

Charter Renewal, Remedial Plan for Charter Renewal, Planning, Certification, Equivalency, Waivers

Legal References: N.J.S.A. 18A:7F-43 et al. School Funding Reform Act of 2008
N.J.S.A. 18A:36A-17 Granting renewal of charter
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
N.J.A.C. 6A:11-1.1 et seq. Charter schools
See particularly:
N.J.A.C. 6A:11-2.2(a)
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the CCCS

Possible

Cross References: *1120 Board of trustees meetings
 *1220 Ad hoc advisory committees
 *2240 Research, evaluation and planning

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