

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION

AGENDA

MARCH 15, 2018

1. Roll Call
2. Closed Session
3. Salute to Flag
4. Minutes to be Approved:
 - A. February 22, 2018 - Public Meeting
 - B. February 22, 2018 - Closed Session
5. Bids 2017-2018
 - A. March 9, 2018 - PD18-19 Food Service Equipment for JFK High School
 - B. March 13, 2018 - PD18-18 Special Education Transportation To and From School

Bids 2018-2019

 - A. March 2, 2018 - PD19-04 TI (Texas Instrument) Calculators or Equivalent
 - B. March 6, 2018 - PD19-03 Ink and Toner Cartridges
 - C. March 13, 2018 - PD19-02 Physical Education Class Supplies and Equipment
6. Student Representative
7. Superintendent
8. Items for Discussion:
 - A. Policy and Planning
 - B. Curriculum
 - C. Finance and Insurance
 - D. Security & School Safety
 - E. Transportation
 - F. Personnel
9. Board Attorney
10. Old Business
11. New Business
12. Open Public Session
13. Adjournment

March 15, 2018

The **Superintendent** presents the following recommendations:

1. That the Board of Education adopt the attached resolution commending two Woodbridge Middle School students for being accepted to participate in the 2018 Elementary and Junior high School All-State Honors Choirs – 26th Annual Festival at J.P. Chase Middle School in Flemington, NJ.
2. That the Board of Education accept the previously submitted monthly report of Harassment, Intimidation, and/or Bullying (HIB) for the period February 23, 2018, through and including March 15, 2018.
3. That the Board of Education approve the previously submitted list of Professional Development conferences for staff members, dated March 15, 2018.
4. That the Board of Education, as required by state law (partially reimbursable in state aid), approve the enrollment of the following disabled student in a special school year program for 2017-2018, in accordance with their Individual Educational Programs (IEPs) as shown below:

Case No.	Recommended Placement	Effective Date	Tuition
P1703-11-06-AU	Hawkswood School	03/12/2018	\$22,400.28

5. That a note be made in the minutes that the following out of district placement has been terminated for the 2017-2018 school year:

Case No.	Recommended Placement	Effective Date	Tuition
C1709-09-08-OHI	Cranford Board of Education	02/15/2018	\$52,429.00

6. That the Board of Education terminates the services of the New Jersey Commission for the Blind and Visually Impaired for the following student for the 2017-2018 School Year, effective January 14, 2018:

Case No.	Cost
JV-09-09	\$853.00

7. That a note be made in the minutes amending Item #21 of the February 22, 2018 Superintendent's Agenda to read as follows with regard to the tuition and or start date for the following student:

Case No.	Recommended Placement	Effective Date	Tuition
W1702-09-09-ED	Cranford Board of Education	2/21/2018	\$52,429.00

8. That the following out-of-district facilities be approved for home instruction services at the rate listed:

*Teacher	Effective Date	Number of Students	Total	Amount	Total Amount
Brookfield Schools	Jan. 2018	3	59 Hours	\$35.00	\$2,065.00
Educere	Feb. 2018	2	8 Weeks	\$29.00	\$232.00
Professional Ed Svc.	Jan/Feb 2018	2	47 Hours	\$35.00	\$1,645.00
Union Cty Edu.	Jan. 2018	1	16 Hours	\$66.00	\$1,056.00

*Subject to approval for employment from the New Jersey Department of Education. Employee shall be required to submit an authorization and certification form along with fingerprints for a criminal history background check as required by P. L. 1986,C.116.

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

Resolution



***WHEREAS,** the following two Woodbridge Middle School students have been accepted to participate in the 2018 Elementary and Junior High School All-State Honors Choir – 26th Annual Festival, and will perform on May 5, 2018, at J.P. Case Middle School, Flemington, NJ.*

***Isabella Rosano**
Ryan Kalin*

***WHEREAS,** these outstanding accomplishments bring honor and acclaim not only to the families of the aforementioned students, but also to their school and to the entire community; and*

***WHEREAS,** it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to the aforementioned students and their Vocal Instructor, **Devin McGuire**, for bringing this honor to the school district, and the Township of Woodbridge.*

***NOW, THEREFORE, BE IT RESOLVED,** that the congratulations and best wishes of the members of the Board of Education of the Township of Woodbridge be hereby expressed to the aforementioned students; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to Woodbridge Middle School expressing the congratulations of the Board of Education.*

March 15, 2018

The **Policy and Planning Committee**, on recommendation of the Superintendent of Schools, presents the following:

1. That the Board of Education adopt the attached resolution commending district teaching staff and support staff on their selection to receive the 2018 "Excellence in Education Award" from the Woodbridge Township Education Foundation.
2. That the Board of Education adopt the attached resolution proclaiming April 2018 as "Alcohol Awareness Month."
3. That the Board of Education adopt the attached resolution proclaiming April 2018 as "Mathematics and Statistics Awareness Month."
4. That the Board of Education adopt the attached resolution proclaiming April 2018 as "National Autism Awareness Month."
5. That the Board of Education adopt the attached resolution proclaiming the week of April 16 – 20, 2018, as "Public School Volunteer Week."
6. That the Board of Education adopt the following revised policies:

Policy No.	Description
2131	Superintendent of Schools (2 nd Reading)
4112.4/4212.4	Employee Health (1 st Reading)
4115	Supervision (2 nd Reading)
4116	Teacher Evaluation (2 nd Reading)
4131/4131.1	Staff Development: Inservice Education / Visitations / Conferences (2 nd Reading)
6145.1/6145.2	Intramural Competition: Interscholastic Competition (2 nd Reading)

7. That the Board of Education adopt the attached revised student calendar for the 2017-2018 school year to reflect the following change:
 - Inclement Weather Make Up Day – Friday, March 30, 2018 – Early Dismissal day for all students and staff

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

Resolution



***WHEREAS,** one teacher and one support person from each school program in the Woodbridge Township School District have been selected to receive the 2018 “Excellence in Education Award” from the Woodbridge Township Education Foundation; and*

***WHEREAS,** these outstanding accomplishments bring honor and acclaim not only to the school district, but also to the entire community; and*

***WHEREAS,** these individuals were selected because of their value to the students and schools, and for giving above and beyond what is expected of them; and*

***WHEREAS,** these achievements are the highest honor a school district is able to confer upon staff members; and*

***WHEREAS,** it is the desire of the members of the Board of Education of the Township of Woodbridge to express their congratulations to these employees for achieving the honor of receiving the “Excellence in Education Award.”*

***NOW, THEREFORE, BE IT RESOLVED,** that the gratitude and best wishes of the members of the Board of Education of the Township of Woodbridge are hereby expressed to these teachers and support personnel; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education and a copy sent to each recipient with a suitable expression of congratulations from the Board of Education for display at each of their schools.*

<i>Teacher</i>	<i>Support Person</i>	<i>Location</i>
<i>Elizabeth Kaufmann</i>	<i>Narasamma Mutyala</i>	<i>Mawbey Street School #1</i>
<i>Kimberly Martin</i>	<i>Jeanne Krausman</i>	<i>Avenel Street School #4/5</i>
<i>Megan McDonald</i>	<i>Lisa DeLeo</i>	<i>Port Reading School #9</i>
<i>Amy Hynes</i>	<i>Robert Sullivan</i>	<i>Ross Street School #11</i>
<i>Annmarie Jarema</i>	<i>Jennifer Smith</i>	<i>Ford Avenue School #14</i>
<i>Anthony Perez</i>	<i>Nancy Stillwell</i>	<i>Indiana Avenue School #18</i>
<i>Stacey Moy</i>	<i>Thomas McLellan</i>	<i>Menlo Park Terrace School #19</i>
<i>Erica Kost</i>	<i>Rajeshwari Vyas</i>	<i>Claremont Avenue School #20</i>
<i>Sharon Giordano-Feehan</i>	<i>Roseanne Gorman</i>	<i>Oak Ridge Heights School #21</i>
<i>Michelle Williams</i>	<i>Holly Adams</i>	<i>Lynn Crest School #22</i>
<i>Erin Lynch</i>	<i>Albert Arocho</i>	<i>Woodbine Avenue School #23</i>
<i>Danielle Adase</i>	<i>Patricia Emme</i>	<i>Kennedy Park School #24</i>
<i>Stacey Arvanites</i>	<i>Eartha McCready</i>	<i>Lafayette Estates School #25</i>
<i>Jennifer Minarick</i>	<i>Laura Mitch</i>	<i>Robert Mascenik School #26</i>
<i>Josephine Fitzsimmons</i>	<i>Amy Skibar</i>	<i>Pennsylvania Avenue School #27</i>
<i>Marlaina Pfister</i>	<i>Valerie Evangelista</i>	<i>Matthew Jago School #28</i>
<i>Jessica Geraci</i>	<i>Mary Ann Miller</i>	<i>Avenel Middle School</i>
<i>Kate Burascano</i>	<i>Donna Zemla</i>	<i>Colonia Middle School</i>
<i>Lauren O'Shea</i>	<i>Gail Romanella</i>	<i>Fords Middle School</i>
<i>Lisa Lubarsky</i>	<i>Susan Bobel</i>	<i>Iselin Middle School</i>
<i>Ashley Burke</i>	<i>Karen Malyar</i>	<i>Woodbridge Middle School</i>
<i>Danielle Allen</i>	<i>James Tumblety</i>	<i>Colonia High School</i>
<i>Krystina Smith</i>	<i>Geoffrey Peters</i>	<i>John F. Kennedy Memorial High School</i>
<i>Jennifer DeVito</i>	<i>Diane Mignone</i>	<i>Woodbridge High School</i>
<i>Antonella Caruso</i>	<i>Phyllis Scarpelli</i>	<i>Child Study Team</i>
<i>Maura McKeever</i>	<i>Bobbie Ann Williams</i>	<i>Gifted & Talented</i>

Resolution



***WHEREAS,** the Woodbridge Township Board of Education is opposed to under aged drinking; and*

***WHEREAS,** youth who use alcohol before age 15 are four times more likely to be alcohol dependent than adults who first drink at the legal age of 21; and*

***WHEREAS,** the consequences of underage drinking are a tremendous expense to the U.S. economy and total more than \$53 billion per year; and*

***WHEREAS,** use of alcohol plays a key role in accidents, homicides and suicides, the leading causes of death among youth; and*

***WHEREAS,** alcohol is a leading cause of preventable death in our nation, claiming thousands of lives a year; and*

***WHEREAS,** the National Council on Alcoholism and Drug Dependence of Middlesex County, Inc. has designated April 2018 as **Alcohol Awareness Month** in Middlesex County with the theme “Changing Attitudes: It’s not a rite of passage”, A comprehensive approach to addressing underage drinking”, as part of a month-long national campaign to generate awareness for this critical issue.*

***NOW, THEREFORE, BE IT RESOLVED,** that the members of the Board of Education of the Township of Woodbridge endorse the observance of **Alcohol Awareness Month** as part of a national campaign to prevent underage drinking; and*

***BE IT FURTHER RESOLVED,** that the members of the Board of Education of the Township of Woodbridge call upon all citizens, parents, government agencies, public and private institutions, businesses, community organizations, and schools to fight one of America’s most serious public health problems by supporting efforts that will prevent underage drinking throughout our school district and community; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education the Township of Woodbridge and a copy sent to each school in the district.*

Resolution



***WHEREAS,** mathematical literacy is essential for citizens to function effectively in society; and*

***WHEREAS,** mathematics is used everyday, both in the home and in the workplace; and*

***WHEREAS,** the language and processes of mathematics are integral to all other disciplines; and*

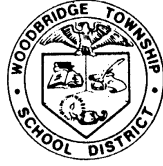
***WHEREAS,** our technologically complex society demands increased understanding of mathematics; and*

***WHEREAS,** the Board of Education of the Township of Woodbridge supports the American Mathematical Society, the American Statistical Association, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics in announcing that the month of April 2018 be recognized as **Mathematics and Statistics Awareness Month**.*

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Education of the Township of Woodbridge proclaims **Mathematics and Statistics Awareness Month** as a time to recognize the goal of the school district to provide outstanding programs in mathematics; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education of the Township of Woodbridge and a copy sent to each school in the district.*

Resolution



***WHEREAS,** the Autism Society of America is observing **National Autism Awareness Month** throughout the United States during the month of April; and*

***WHEREAS,** the Autism Society of America has addressed the problems of children and adults with autism for more than three decades and currently serves more than 12,000 people with autism in the state of New Jersey; and*

***WHEREAS,** research has established that autism is a developmental disability that has a distinct and separate set of physiological related characteristics and symptoms for which services should be geared carefully to the distinctly individual needs of these children and adults through a separate educational and vocational classification; and*

***WHEREAS,** the Board of Education of the Township of Woodbridge is strongly committed to meeting the needs of all children.*

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Education of the Township of Woodbridge supports the proclamation of the State of New Jersey that the month of April 2018 be recognized as **National Autism Awareness Month**; and*

***BE IT FURTHER RESOLVED,** that the citizenry of this state be urged to recognize the contribution of public school boards, schools, and agencies for the handicapped, educators, parents, and the students themselves, and to commend them for their dedication to ensuring quality education for the exceptional citizens of this state; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education the Township of Woodbridge and a copy sent to each school in the district.*

Resolution



***WHEREAS,** the basis for a safe and productive America is the people's willingness to work together without prejudice; and*

***WHEREAS,** volunteer community service is crucial in this time of limited government resources; and*

***WHEREAS,** the school volunteer plays an important role in providing a special learning experience for all students; and*

***WHEREAS,** the school volunteer assists the teacher in the classroom, utilizes skills, talents and resources of parents, and provides a link between the school, home and community; and*

***WHEREAS,** the Board of Education of the Township of Woodbridge endorses the observance of **Public School Volunteer Week** during the week of April 16 – 20, 2018.*

***NOW, THEREFORE, BE IT FURTHER RESOLVED,** that the Board of Education of the Township of Woodbridge proclaims **Public School Volunteer Week** as a time for public recognition of the contributions provided by our school volunteers; and*

***BE IT FURTHER RESOLVED,** that the members of the Board of Education of the Township of Woodbridge hereby extend their gratitude and best wishes to all the volunteers in our schools; and*

***BE IT FURTHER RESOLVED,** that a copy of this resolution be spread on the minutes of the Board of Education of the Township of Woodbridge and a copy sent to each school in the district.*

WOODBIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 2131
 X **Monitored**
 X **Mandated**
 X **Other Reasons**

Policy

SUPERINTENDENT OF SCHOOLS

The Woodbridge Township Board of Education, in compliance with state law, will evaluate the superintendent at least annually. **Each evaluation shall be in writing, a copy shall be provided to the superintendent of schools 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 superintendent of schools 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 the superintendent within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

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

Role and Responsibility of the Board

The role and responsibility of the board in ~~this~~ **the evaluation of the superintendent of schools** shall be:

- A. ~~To review, revise and adopt procedures suggested by the superintendent for implementation of this policy;~~
To ensure that each member completes the New Jersey School Boards Association training program on the evaluation of the superintendent of schools within six months of the commencement of newly appointed or elected district board member's term of office (N.J.S.A. 18A:17-20.3, b; see board policy 9200 Orientation and Training of Board Members);
- B. ~~To 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;~~ **After consultation with the superintendent of schools, to determine the roles and responsibilities for the implementation of this policy and attendant procedures;**
- C. ~~To adopt an individual plan for professional growth and development of the superintendent based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the board and the superintendent. The duration of the plan will be three to five years, depending on the superintendent's contract with the school district;~~ **After consultation with the superintendent of schools, to prepare an individual plan for professional growth and development of the superintendent of schools based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the superintendent of schools;**
- D. **To ensure that a majority of the full membership of the board shall prepare an annual performance report and convene an annual summary conference between the superintendent of schools and a majority of the full membership of the board;**
- E. ~~To hold an annual summary conference between a majority of the full~~ **total** ~~membership of the board and the superintendent of schools. This conference shall include a review of the superintendent's performance in terms of his/her job description;~~ **The annual summary conference shall be held before the written performance report is filed. The conference shall be held in private executive session,**

SUPERINTENDENT OF SCHOOLS (continued)

unless the superintendent of schools, subsequent to adequate notice, requests that it be held in public. The conference shall include, but not be limited to, review of the following:

1. **Performance of the superintendent of schools based upon the job description;**
 2. **Progress of the superintendent of schools in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and**
 3. **Indicators of student progress and growth toward program objectives.**
- G. ~~To adopt, by April 30,~~ **prepare, by July 1,** subsequent to the annual summary conference, an annual written performance report. **The annual performance report shall be prepared** ~~approved~~ by a majority of the full membership of the board **and provided to the superintendent of schools.** This report shall include, **but not be limited to:**
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 superintendent of schools;
 5. ~~Provision~~ **An option for the superintendent of schools, within 10 days of receipt of the report, to include** ~~for~~ performance data which ~~have~~ **has** not been included in the report prepared by the board of education to be entered into the record by the superintendent of schools. ~~within 10 working days after the completion of the report.~~

The board shall add to the superintendent of school's personnel file, all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth to a superintendent of school's personnel file. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The board may determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant as deemed appropriate to assist the board. The evaluation itself shall be the responsibility of the board

Role and Responsibility of the Superintendent of Schools

The ~~board shall determine the role and responsibility~~ **roles and responsibilities** of the superintendent of schools **in consultation with the superintendent of schools. The superintendent of schools shall be to** provide information and propose procedures for:

- A. ~~D~~ **The** development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the superintendent. The evaluation criteria shall include but not be limited to available indicators of student progress;
- B. Specification of methods of data collection and reporting appropriate to the job description;
- C. Design of evaluation instruments suited to reviewing the superintendent of school's performance based upon the job description;
- D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written

SUPERINTENDENT OF SCHOOLS (continued)

performance report;

E. After the board's adoption of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report;

F. Preparation and review of the Professional Growth Plan for the administrator's professional development.

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

Adopted: December 21, 1978
 NJSBA Review/Update: October 2011
 Readopted: August 21, 2014

FIRST READING: February 22, 2018
SECOND READING: March 15, 2018

Key Words

Superintendent Evaluation, Superintendent Job Description, Evaluation

Legal References:

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

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	<u>School Ethics Act</u>
<u>N.J.S.A.</u> 18A:17-15 through -21	Appointment of superintendents; terms;
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:17-24	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:28-3 through -6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 40A:65-1 <u>et seq.</u>	<u>Uniformed Shared Services and Consolidation Act</u>
<u>N.J.A.C.</u> 6A:9-12	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment and Supervision of Teaching Staff
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-4.3	Evaluation of tenured and nontenured superintendent
<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of nontenured teaching staff members

8 U.S.C. 1101 et seq. - Immigration and Nationality Act

SUPERINTENDENT OF SCHOOLS (continued)**Possible**

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

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

WOODBRIAGE BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 4112.4/4212.4

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

EMPLOYEE HEALTH

Examinations

When a candidate has been given a conditional offer of employment, he/she shall be required to submit to a medical evaluation and a physical examination. This physical examination may include testing for controlled dangerous substances as they are defined in the criminal code. Elements of the examination of newly employed staff shall include but not be limited to those physical exam elements listed in administrative code. Employees may be required to undergo an annual physical examination.

The results of all required employee medical examinations shall be made known to the chief school administrator on a confidential basis, discussed with the employee, and made a part of his/her confidential medical record. Records and reports of examinations shall be filed with the district medical inspector as confidential information but shall be available to and reported to appropriate health agencies as required by law.

In the event an employee of the board has been determined to have a mental abnormality or communicable disease or exhibits symptoms of substance abuse and, if in the opinion of the district medical inspector such condition makes the employee unfit for continued employment, the board may remove the employee from further service as provided by law or grant leave as provided by law during the period of unfitness. An employee determined to be unfit must provide the board with satisfactory proof of recovery before reinstatement will be allowed.

In the event an employee of the board shows evidence of deviation from normal physical or mental health, the district may require additional individual psychiatric or physical examinations of the employee. When an additional psychiatric or physical examination is required:

- A. The board shall provide the employee with a written statement of reasons for the required additional examination. The district board of education shall provide the employee with a hearing, if requested;
- B. The determination of the board hearing if requested shall be appealable to the commissioner;
- C. The employee may, without reprisal, refuse to waive his or her right to protect the confidentiality of medical information.

The report of the required psychiatric or physical examination shall include a statement by the examining physician as to any physical or mental condition noted likely to prevent the person examined from performing all duties and responsibilities of the position sought or occupied, or a statement that no such condition exists.

In order to protect the pupils and staff in the district schools, all regulations of the State Department of Education, the State Department of Health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases. Staff who have been identified as having a communicable disease shall not be permitted continued employment unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine and reporting.

When required examinations are performed by a physician designated by the board, the board shall bear the expense. Should an employee prefer to see his/her own physician, with board approval, the employee shall bear the expense.

EMPLOYEE HEALTH (continued)

Occupational Containment of Bloodborne Pathogens

The board is committed to provide a safe and healthful work environment for staff. In pursuit of this endeavor, an Exposure Control Plan (ECP) shall be provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with federal regulations.

The ECP is a key document to assist the district in implementing and ensuring compliance with the OSHA bloodborne pathogens standard, thereby protecting employees. This ECP includes:

- A. Identification of tasks, procedures and job classifications where occupational exposure to blood occurs;
- B. Procedures for evaluating the circumstances surrounding an exposure incident; and
- C. The schedule and method for implementing the specific sections of the standard, including:
 - 1. Methods of compliance;
 - 2. Hepatitis B vaccination;
 - 3. Post-exposure evaluation and follow-up;
 - 4. Hazard communication requirements;
 - 5. Effective employee training;
 - 6. Recordkeeping.

The ECP shall be reviewed annually to ensure that it reflects use of the most current medical technology.

Domestic Violence

Employees who are victims of domestic violence are encouraged to contact the human services officer and seek assistance. The human resource officer shall ensure that any disclosure made by an employee regarding incidents of domestic violence is held in strict confidence, unless the domestic violence incident poses and emergent danger to the employees and the involvement of law enforcement is necessary. Any records maintained pertaining to domestic violence incidents or domestic violence counseling shall be kept separate from the employee's other personnel records.

The human resources officer shall develop and maintain a list of state and local resources, support services, treatment options, advocacy and legal services, medical and counseling services and law enforcement assistance services. This information shall be accessible and distributed to any employee who is a victim of domestic violence and/or who reports an incident of domestic violence.

Employees who are victims of domestic violence shall be notified of their entitlements under the New Jersey Security and Financial Empowerment Act (the Safe Act) including up to 20 days of unpaid leave in a 12-month period when the employee or his or her child, parent, spouse, domestic or civil union partner has been the victim of a domestic violence incident or a sexually violent offense so long as the employee has been employed by the employer for at least 12 months and has worked 1,000 hours during the 12-month period immediately preceding the leave.

The director of human resources shall develop a plan to identify, respond to, and correct employee performance issues that may be caused by a domestic violence incident.

Implementation and Dissemination

The chief school administrator in consultation with the district medical inspector shall prepare regulations to implement this policy in compliance with law and code. All employees shall receive this policy and be made aware of all requirements for health examinations.

EMPLOYEE HEALTH (continued)**FIRST READING: March 15, 2018**Key Words

Physical Examinations, Health Examinations, Employee Physicals, Nondiscrimination, Psychological Examinations, Bloodborne Pathogens

Legal References: N.J.S.A. 2C:35-1 et seq. Comprehensive Drug Reform Act of 1987
N.J.S.A. 18A:16-2 Physical examinations; requirement
N.J.S.A. 18A:16-3 Character of examinations
N.J.S.A. 18A:16-4 Sick leave; dismissal
N.J.S.A. 18A:16-5 Records of examinations
N.J.S.A. 18A:40-10 Exclusion of teachers and pupils exposed to disease
N.J.S.A. 18A:66-39 Disability retirement
N.J.S.A. 26:4-1 "Communicable disease" defined
N.J.S.A. 26:4-6 Prohibiting attendance of teachers or pupils
N.J.S.A. 26:4-15 Reporting of communicable diseases by physicians
N.J.S.A. 26:5c-1 et seq. AIDS Assistance Act
N.J.A.C. 6A:16-2.1 et seq. Health services policy and procedure requirements
N.J.A.C. 6A:32-6.2 School Employee Physical Examinations
N.J.A.C. 8:61-1.1 et seq. Participation and Attendance at School by Individuals with HIV Infection
N.J.A.C. 12:100-4.2 Safety and Health Standards for Public Employees (Adoption by reference)

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

29 CFR 1910.1030 - Bloodborne Pathogens Standard

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

Elizabeth v. Elizabeth Fire Officers Association, 10 NJPER 15022

HIV Policy and Practice: Regulatory Requirements for New Jersey Public Schools, SDOE Division of Student Services, Sept. 1996, Doc. #P101400-31

Resources: New Jersey State Police, Domestic Violence, see:
<http://www.njsp.org/division/operations/domestic-violence-info.shtml>

Domestic Violence Hotline: <http://www.thehotline.org/>

Possible

Cross References: *4111 Recruitment, selection and hiring
 *4112.6/4212.6 Personnel records
 4117.50 Standards for staff discipline
 4117.52 Dismissal/suspension
 *4119.23/4219.23 Employee substance abuse
 4150/4250 Leaves
 *4211 Recruitment, selection and hiring

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 4115

 X **Monitored**

 X **Mandated**

 X **Other Reasons**

Policy

SUPERVISION

The Woodbridge Township Board of Education ~~acknowledges~~ **believes** that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the ~~Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts literacy.~~ **New Jersey Student Learning Standards.**

Each teacher employed in this district as of the effective date specified in code shall be responsible for fulfilling requirements for continuing education and for making annual progress toward the goal of 20 clock hours of state-approved professional development annually. Each teacher's individual professional development plan (PDP) shall incorporate appropriate steps toward this goal and shall be designed to assist teachers in obtaining and maintaining the knowledge and skills essential to student achievement of the state's ~~Core Curriculum Content Standards including the Common Core State Standards~~ **New Jersey Student Learning Standards.** The professional development plan shall describe specific activities designed to provide guidance for that teacher in improving his/her performance. Such activities may include, but are not limited to, seminars, course work, day-long workshops, and classes on certain instructional approaches.

Although supervisors shall develop professional development plans in collaboration with teachers, the superintendent shall maintain final authority in determining their appropriate content. The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. Supervisory assistance and support in achieving the ~~100~~ **20** clock hours of state-approved continuing education shall be offered in the context of the district's evaluation process, negotiated agreements, other policies, student safety and well-being, continuity of instruction, and budgetary constraints.

The superintendent shall develop procedures for supervision of the teaching and administrative staff in performance of their duties that shall not be limited to the observations required for evaluation. Such supervision may include, but need not be limited to, review of lesson plans and teacher-made examinations; regularly scheduled curriculum conferences; and brief, informal classroom observations. The supervisor shall note the teacher's satisfactory fulfillment or non-fulfillment of continuing education requirements identified in the professional development plan.

~~This policy shall be distributed to each teaching staff member at the beginning of his/her employment.~~

Adopted: August 19, 1982
NJSBA Review/Update: November 2011,
Readopted: August 21, 2014, July 16, 2015

FIRST READING: February 22, 2018
SECOND READING: March 15, 2018

Key Words

Continuing Education, Professional Development Plans, Personnel Supervision, Supervision

Legal References: N.J.S.A. 18A:4-15 General rule-making power
N.J.S.A. 18A:4-16 Incidental powers conferred

SUPERVISION (continued)

<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system...
<u>N.J.S.A. 18A:6-117 et seq.</u> Children See particularly: <u>N.J.S.A. 18A:6-128</u>	Teacher Effectiveness and Accountability for the Ongoing professional development; corrective action plan\ General mandatory powers and duties
<u>N.J.S.A. 18A:11-1</u> <u>N.J.S.A. 18A:27-3.1</u> through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
<u>N.J.S.A. 18A:28-5</u> <u>N.J.S.A. 18A:29-14</u> <u>N.J.A.C. 6A:9-3</u> <u>N.J.A.C. 6A:9C-3.1 et seq.</u> See particularly: <u>N.J.A.C. 6A:9C-3.9 (c-d)</u> <u>N.J.A.C. 6A:9C-4.4</u>	Tenure of teaching staff members Withholding increments; causes; notice of appeals Standards for Professional Learning Professional development for teachers and school leaders Requirements for and implementation of teachers' individual professional development plans
<u>N.J.A.C. 6A:10-1.1 et seq.</u> <u>N.J.A.C. 6:30-2.1(a)8</u> <u>N.J.A.C. 6A:9-15.1 et seq.</u>	Educator effectiveness Purpose and program descriptions Required Professional Development for Teachers

Possible

<u>Cross References:</u>	2130	Administrative staff
	*2131	Chief school administrator
	4000	Concepts and roles in personnel
	4010	Goals and objectives
	*4112.6	Personnel records
	*4116	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

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

EVALUATION OF TEACHING STAFF MEMBERS

The board of education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the Common Core State Standards for mathematics and language arts and literacy and 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 teaching staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

- A. Continual improvement of 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 board policy on teacher evaluation the following definitions shall apply:

"Corrective action plan" means a written plan developed by a teaching staff member serving in a supervisory capacity in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member "and the school district for implementing the plan, and specific support that the district shall provide.

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

"Teaching staff member" means a member of the professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position, or employment of such character that the qualifications for such office, position, or employment require him or her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

- A. An instructional certificate (holders of this certificate are referred to in this chapter as "teachers");

EVALUATION (continued)

B. Administrative certificate; and

C. Educational services certificate (~~N.J.A.C. 6A:10-1.2~~). (**N.J.A.C. 6A:9B-14.1 et seq.**).

This definition of teaching staff member includes certified staff positions that have instructional responsibilities as well as certified staff positions that have no instructional responsibilities. Some examples of teaching staff member positions without instructional responsibilities include supervisor, director, school nurse, athletic trainer, principal, vice-principal, student assistance counselor, school psychologist, and guidance 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 classroom teachers and the training, observation and observation conferences of certified staff members who have no instructional responsibilities. This also includes differences in the educational rubrics adopted by the board and approved by the commissioner. The requirements of this policy and law for other aspects of teacher evaluation apply to staff with and without instructional responsibilities (teaching staff members) including reports, personnel records, professional development plans and corrective action plans.

“Teacher” is defined as a “teaching staff member” who holds the appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners and who is assigned a class roster of students for a particular course.

Board Responsibilities

The board shall:

- ~~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 rubrics and policies and procedures developed by the chief school administrator that pertain to the evaluation of district staff;~~
- ~~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.~~
- A. Ensure that evaluation rubrics are submitted to the commissioner by June 1 for approval by August 1. The board shall annually adopt evaluation rubrics for all teaching staff members that have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubric that has been approved by the Commissioner of Education shall not be subject to collective negotiations. No collective bargaining agreement or other contract entered adopted after July 1, 2013, shall conflict with the district's educator evaluation system;**
- B. Annually adopt policies and procedures developed by the chief school administrator on the evaluation of all teaching staff members.**
- C. Annually adopt, by June 1, Commissioner-approved educator practice instruments and notify the New Jersey Department of Education which instruments will be used as part of the school district's evaluation rubrics;**
- D. Ensure the principal of each school within the school district has established a School Improvement Panel. The panel shall be established annually by August 31 and shall carry out the duties and functions described below and in N.J.A.C. 6A:10-3.2;**
- E. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of**

EVALUATION (continued)

evaluation and student growth objective data; and

- F. Ensure that the chief school administrator or his or her designee certifies to the New Jersey Department of Education that any observer who conducts an observation of a teaching staff member for the purpose of evaluation meets the statutory observation requirements as described below and in accordance with N.J.S.A. 18A:6-119, N.J.S.A. 18A:6-123.b(8), and N.J.S.A. 18A:27-3.1. Additionally the chief school administrator or his or her designee shall certify that a teacher member of the School Improvement Panel conducting observations for the purposes of evaluation has the agreement of the majority representative, has the appropriate supervisory certification and has the approval of the principal who supervises the teacher being observed. A teacher member of the School Improvement Panel who participates in the evaluation process shall not serve concurrently as a mentor.
- G. Ensure that the chief school administrator annually notifies all teaching staff members of the adopted policies and procedures by October 1. The board shall also notify each teaching staff members at the beginning upon commencement of employment.
- H. Prior to the 2018-19 school year, the board shall establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the board's evaluation policies and procedures. Beginning with the 2018-19 school year, the District Evaluation Advisory Committee shall no longer be required.

Responsibilities of the Chief School Administrator

The board shall ensure through the chief school administrator or his or her designee(s) that the following requirements are met:

- A. The chief school administrator directs the development of and oversees the district evaluation policies and procedures requiring the annual evaluation of all teaching staff members. The chief school administrator may consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels. The chief school administrator shall direct the development and oversee:
 - 1. The implementation of board approved evaluation rubrics for all teaching staff members;
 - 2. The assignment of roles and responsibilities for implementation of evaluation policies and procedures;
 - 3. The development of job descriptions and evaluation criteria that are based upon school district goals, student achievement, instructional priorities, and the evaluation regulations promulgated by the Department of Education set forth in N.J.A.C. 6A:10-1.1 et seq;
 - 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 the teaching staff member's supervisor, or his or her designee;
 - 5. **Process for developing and scoring student growth objectives;**
 - 6. The preparation of individual professional development plans; and
 - 7. The preparation of an annual written performance report by the teaching staff member's supervisor, or his or her designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the supervisor's designee.
- B. The chief school administrator notifies all teaching staff members annually of the adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, he/she shall be notified of the 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 school district has established a School Improvement Panel. The panel shall be established annually by August 31;

EVALUATION (continued)

- D. Data elements shall be collected from the implementation of the teaching and principal practice instruments and the data shall be stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and
- E. Each principal in the district shall certify that any observer who conducts an observation of a teaching staff member meets the statutory observation requirements (N.J.S.A. 18A:6-119, 18A:6-123.b(8), and 18A:27-3.1) and certifies that the teacher member of the School Improvement Panel meets the requirements detailed below and according to law (N.J.A.C. 6A:10-3.2).
- F. **The chief school administrator shall develop policies and procedures that ensure student performance data on the Statewide assessment, is, upon receipt, promptly disseminated to teaching staff members who were primarily responsible for instructing applicable students in the year the assessment was administered, as well as to teachers who will be primarily responsible to instructing applicable students in the upcoming school year.**

Training for Teaching Staff Members and Supervisors

The board of education shall ensure, through the chief school administrator or his or her designee(s) 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 shall be provided for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

B. Supervisors of Classroom Teachers

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

- ~~1. Training on the teacher practice instruments shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
- ~~2. Any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers shall be provided annual updates and refresher training on the teacher practice instruments;~~
- 1. **Annually provide updates and refresher training for supervisors who are conducting evaluations in the district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member;**
- 2. Each supervisor who will conduct observations for the purpose of evaluation of a teacher shall complete two co-observations annually, during the academic year:
 - a. At least one co-observation shall be completed by December 1;
 - b. Co-observers shall use the ~~double~~ **co-observation** to ~~calibrate teacher practice instruments,~~ promote accuracy in scoring, and ~~to continually train themselves on the instrument~~ **consistency in scoring;**

EVALUATION (continued)

- c. A co-observation ~~shall~~ **may** count as a **one** required observation **for the purpose of evaluation** as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below). ~~A co-observation shall count as one of the required teacher observations~~ **The co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.**

The chief school administrators shall annually certify to the Department of Education that all supervisors of teaching staff members in the school district who are utilizing ~~educator practice instruments~~ **evaluation rubrics** have completed training on ~~the instrument and its application~~ and have demonstrated competency in applying the ~~educator practice instruments~~ **evaluation rubrics**.

District Evaluation Advisory Committee

The board of education shall establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the district's evaluation policies and procedures. Members of the District Evaluation Advisory Committee shall include representation from the following groups:

- A. Teachers from each school level represented in the school 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 also shall include the chief school administrator, a special education administrator, a parent, and a member of the district board of education. The chief school administrator may extend membership on the District Evaluation Advisory Committee to representatives of other groups (N.J.A.C. 6A:10-2.3). (Note: the District Evaluation Advisory Committee is not required after the beginning of the 2017-2018 school year but may be continued at the discretion of the district.)

School Improvement Panel

~~Each school shall convene a School Improvement Panel. The panel shall include the principal, or his or her designee, an assistant or vice principal, and a teacher. The principal's designee shall be an individual employed in the district in a supervisory role and capacity who possesses a school administrator, principal, or supervisor endorsement. In the event that an assistant or vice principal is not available to serve on the panel, the principal shall appoint an additional member to the panel, who is employed in the district in a supervisory role and capacity and who possesses a school administrator certificate, principal certificate, or supervisor certificate.~~

The principal of each school shall establish a School Improvement Panel. The panel shall include the principal, a vice-principal, and a teacher who is chosen by the principal in consultation with the majority representative. If an assistant principal or vice principal is not available to serve on the panel, the principal shall appoint an additional member who is employed in the district in a supervisory role and capacity. The principal may appoint additional members to the panel as long as all members meet the following criteria and teachers on the panel represent at least one-third of its total membership.

~~Any district that has entered a shared services agreement for the functions of the school improvement panel may provide services under that shared services agreement.~~

~~The chief school administrator shall ensure that each school has established a School Improvement Panel that~~

EVALUATION (continued)

~~shall include the principal, a vice principal, and a teacher who is chosen by the building principal in consultation with the majority representative. The principal shall establish the panel annually by August 31. The principal may appoint additional members to the School Improvement Panel as long as all members meet the following criteria and the teacher(s) on the panel represents at least one-third of its total membership:~~

The building principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

- A. The teacher member shall be a person with a demonstrated record of success in the classroom and who has demonstrated ~~(beginning in academic year 2015-2016)~~ a record of success with an evaluation rating of effective or highly effective in the most recent available annual summative rating;
- B. ~~The teacher member shall be selected in consultation with the majority representative. The majority representative may submit to the principal teacher member nominees for consideration~~ **The majority representative may submit to the principal teacher member nominees for consideration;**
- C. The principal shall have final decision making authority and is not bound by the majority representative's list of nominees.

The teacher member shall serve a full academic year, except in case of illness or authorized leave, but may not be appointed more than three consecutive years. All members of the School Improvement Panel shall be chosen by August 31 of each year.

Duties of the School Improvement Panel

The School Improvement Panel shall (N.J.A.C. 6A:10-3.2):

- A. Oversee the mentoring of teachers according to board policy 4112.2 Certification, ~~the State requirements for instructional certification as detailed in N.J.A.C. 6A:9-8, and support the implementation of the school district mentoring plan. Mentoring activities shall be developed in consultation with the school improvement panel;~~
- B. Conduct evaluations of teachers according to board policy and law (N.J.A.C. 6A:10-2.4 and 4.4);
- C. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j) 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 school, 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 described in N.J.A.C. 6A:9-15.5 **6A:9C-4.2 (see board policy 4131/4131.1 Staff Development);**
 - 1. ~~The teacher member may participate in the conduct of observations for the purpose of evaluation. In order to participate,~~ **To conduct observations for the purpose of evaluation,** the teacher member shall have:
 - a. Agreement of the majority representative;
 - b. An appropriate supervisory certificate; and
 - c. Approval of the 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 **6A:9C-5.2(a)3).**

Components of Teacher Evaluation

EVALUATION (continued)

The components of teacher evaluation shall include the following:

- A. **Evaluation rubrics for all teaching staff members shall be adopted by the board annually. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubrics for teachers, principals, vice principals, and assistant principals shall include all other relevant minimum standards as stated in board policy and law (N.J.S.A. 18A:6-123). Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.**
- B. ~~Board approved evaluation rubrics that include~~ **adopted practice instruments for teaching staff members;**
 - 1. ~~Student achievement components as described in N.J.A.C. 6A:10-4.2:~~
 - 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;~~
- C. **Observations for the purposes of evaluation and post observation conferences by the supervisor;**
- D. A professional development plan (PDP);
- E. An annual summary conference between **designated** supervisors and teaching staff members shall be held before the written performance report is filed. **The conference shall be held on or before June 30 of each year and include:**
 - 1. **The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable, the educator's practice instrument and available indicators or student achievement measures such as student growth objective scores and student growth percentile scores;**
 - 2. **The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan;**
 - 3. **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.
- F. An annual performance report that is a written appraisal of the teaching staff member's performance prepared by a supervisor based on the evaluation rubric for his or her position.
 - 1. **A summative rating based on the evaluation rubric, including, when applicable, a total score for each component;**
 - 2. **Performance area(s) of strength and area(s) needing improvement based upon the job description, and components of the teaching staff member's evaluation rubric;**
 - 3. **The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.**

The teaching staff member and the designated supervisor shall sign the report within five working days of the review.

EVALUATION (continued)

The board shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part the teaching staff member's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act (N.J.S.A. 47:1A-1 et seq.)

~~The teacher shall submit his or her written objections of the evaluation within 10 teaching staff member working days following the conference. The objections shall be attached to each party's copy of the annual written performance report.~~

Evaluation Rubrics for Teaching Staff Members

~~The board shall annually adopt evaluation rubrics approved by the commissioner for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubric is a set of criteria, measures, and processes used to evaluate all teaching staff members in the district. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes.~~

~~The board shall adopt an evaluation rubric specifically for teachers and evaluation rubrics for other categories of teaching staff members (N.J.A.C. 6A:10-2.1).~~

~~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 law (N.J.S.A. 18A:6-123) and has four defined annual ratings: ineffective, partially effective, effective, and highly effective.~~

~~All evaluation rubrics for teaching staff members shall be submitted to the Commissioner by June 1 for approval by August 1 of each year (N.J.A.C. 6A:10-2.1c).~~

~~The chief school administrator shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the board for approval.~~

Evaluation Rubric and Practice Instrument for Teachers**A. Teacher Evaluation Rubric**

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

A. Measures of student achievement:

1. Median student growth percentile for teachers who:
 - a. Teach at least one course or group within a course that falls within a standardized-tested grade or subject; and
 - b. **Teach the course or group within the course for at least 60 percent of the time from the beginning of the course to the day of the standardized assessment; and**
 - c. **Have at least 20 individual student growth percentile scores attributed to his or her name during the academic year of the evaluation. If a teacher does not have at least 20**

EVALUATION (continued)

individual student growth percentile scores in a given academic year, the student growth percentile scores attributed to a teacher during the two academic years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the academic year of the evaluation.

2. ~~Student growth objectives for all teachers developed in consultation with their principal or his or her designee. Student growth objectives which are academic goals that teachers and designated supervisors set for groups of students. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within 25 working days of the teacher's start date if the teacher begins work after October 1;~~
- B. Measures of teacher practice determined through a teacher practice instrument and other measures including teacher practice components, observation and observation conferences and summary reports. component rating which shall be based on the measurement of the teacher's performance according to the district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement;**

C. Teacher observation.**Teacher Practice Instrument**

The teacher practice instrument shall be approved by the ~~Commissioner~~ **Department of Education** and shall:

- A. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3);
- B. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:
 1. Clearly define the expectations for each rating category;
 2. Provide a conversion to the four rating categories: highly effective, effective, partially effective, and ineffective;
 3. Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and
 4. Use clear and precise language that facilitates common understanding among teachers and administrators;
- C. Rely, to the extent possible, on specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and
- D. Include descriptions of specific training and implementation details required for the instrument to be effective.

~~For commissioner approval of a teacher practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the district may choose to use as a measure of competency.~~

Observation: Tenured and Nontenured Classroom Teachers

Each teacher shall be observed at least three times during each school year but not less than once during each semester.

EVALUATION (continued)

- A. ~~“Long observation” means an observation for the purpose of evaluation that is conducted for a minimum duration of 40 minutes or one class period, whichever is shorter.~~
- B. ~~“Short observation” means an observation for the purpose of evaluation that is conducted for at least 20 minutes.~~
- C. ~~Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:~~
- ~~1. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation;~~
 - ~~2. A nontenured teacher who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations;~~
 - ~~3. A tenured teacher shall receive at least three short observations.~~
- D. ~~Each teacher shall be observed at least three times during each school year but not less than once during each semester. For 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 chief school administrator shall 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.~~
- E. ~~For nontenured teachers specifically:~~

~~In addition to the requirements as stated above in “D” for all teachers, the following shall apply to nontenured teaching staff member observation (nontenured teaching staff members include all nontenured 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, either simultaneously or separately, by multiple observers, with the following provisions:~~
 - ~~a. A co-observation shall fulfill the requirement for multiple observers.~~
 - ~~b. One co-observation shall count as one required observation as described in “A” above.~~

~~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 (as detailed below under Corrective Action Plans):~~

For all teachers, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The chief school administrator shall decide whether additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:

- A. Each observation required for the purpose of evaluation shall be conducted for at least 20 minutes;**
- B. Nontenured teachers shall be observed at least three times each school year but not less than once each semester. Evaluations shall take place before April 30 each year. The evaluations may cover that period between April 30 of one year and April 30 of the succeeding year. In the case of the first**

EVALUATION (continued)

year of employment all three evaluations must be completed prior to April 30. The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year. Each evaluation shall be followed by a conference between that teaching staff member and his or her superior or superiors. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for their correction and improve professional competence:

1. To earn a teacher practice score, a nontenured teacher shall receive at least three observations;
 2. If a nontenured teacher is present for less than 40 percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score;
- C. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year;
- D. If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with this section;
- E. Teachers on a corrective action plan shall receive one additional observation, including a post-observation conference.
- F. Upon receiving a final summative evaluation that necessitates a corrective action plan any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized;
- G. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed;
- H. The teacher shall submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan.

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. The pre-conference shall occur within seven teaching staff member working days prior to the observation, not including the day of the observation;~~
- ~~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 15 teaching staff member working days following each observation;~~
- ~~D. A supervisor who was present at the observation shall conduct a post-observation conference with the teacher being observed;~~

EVALUATION (continued)

~~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.~~

~~One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required 15 teaching staff member working days 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 or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.~~

- A. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;**
- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the 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;**
- C. If agreed to by the teacher, one required post-observation conference and any pre-conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic;**
- D. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required 15 teaching staff member working days following the observation for the purpose of evaluation; and**
- E. A pre-conference, when required, shall occur at least one but not more than seven teaching staff member working days prior to the observation.**

Annual Written Performance Report for Teachers

The annual written performance report shall 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 shall be prepared by the teacher's principal, or his or her designee, and shall 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;**

EVALUATION (continued)

- 3. Partially effective;
 - 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~~ **and components of the teaching staff member's evaluation rubric; and ;**
- C. ~~An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and~~ **The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.**
- D. A summary of student achievement or growth indicators, when applicable.

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

Annual Summary Conference for Teachers

The annual summary conference between supervisors and teaching staff members shall be held before the ~~written performance report~~ **annual performance report** is filed. The conference shall **occur on or before June 30 of each year and** 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~~ **and available indicators of student achievement measures such as student growth objective scores and student growth percentile scores;**
- B. The progress of the teaching staff member toward meeting the ~~objectives~~ **goals** 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.

Teaching Staff Members other than Teachers, Principals, Vice Principals and Assistant Principals

Some examples of teaching staff member positions without instructional responsibilities may include supervisor, director, school nurse, athletic trainer, student assistance counselor, school psychologist, and guidance counselor.

The components of the teacher evaluation rubric shall apply to teaching staff members other than a teacher, principals, vice principals and assistant principals and the district shall determine the components of the board adopted rubric that apply to staff without instructional responsibilities.

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

- A. Be at least 20 minutes in length;

EVALUATION (continued)

- B. Be followed within 15 teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;**
- C. Be followed by both parties to the conference signing the written or electronic evaluation report and each retaining a copy for his or her records; and**
- D. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan.**

All tenured teaching staff members shall receive at least one observation per school year. All nontenured teaching staff members shall receive at least three observations.

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

~~The chief school administrator shall determine the duration of the observations required for other nontenured teaching staff members who hold a valid and effective standard, provisional or emergency certificate including the school nurse and athletic trainer. Observations for nontenured 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. The observation shall:~~

- ~~A. Be followed within 15 working days by a conference between the administrative or supervisory staff member who has made the observation and written evaluation, and the nontenured 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 or her records; and~~
- ~~C. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.~~

~~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 (as detailed below under Corrective Action Plans).~~

Personnel Records of Teaching Staff Members

~~The board shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for a teaching staff member as part of his or her personnel file. written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. .The records shall be confidential and shall not be subject to public inspection or copying according to the Open Public Records Act and board policy 4112.6/4212.6 Personnel Records.~~

Teacher Professional Development Plans

~~To meet the state professional development requirements, each teacher whose position requires possession of the instructional or education services certificate shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be reduced by a pro rata share reflecting the use of family or medical leave. It is the individual~~

EVALUATION (continued)

~~teacher's responsibility in accordance with district policies, to assure that a teacher meets the professional development requirement. There is no mandated financial obligation on the part of the district.~~

Each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9-15.3.3. The PDP shall be effective for one year and shall specify, at a minimum:

- A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;
- B. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.**

Progress on the individual PDP shall be discussed at the annual summary conference as detailed in board policy 4116 Evaluation of Teaching Staff Members and law (N.J.A.C. 6A:10-2.4). Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her supervisor, and shall be reviewed as part of each annual summary conference.

~~C. 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~~

~~D. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement plans and goals; and~~

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

~~The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district process for teacher evaluation. Progress on the PDP must be discussed during a minimum of one annual conference between the teacher and his or her supervisor. Each teacher shall provide evidence of progress toward meeting the requirements of his or her individual PDP, and this evidence must be reviewed as part of each conference. The PDP shall be revised at a minimum annually but may be adjusted as necessary to support the teacher's progress. All teachers shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments.~~

~~A teacher's individual PDP goals may necessitate more than the recommended minimum requirements. The PDP shall accommodate additional professional development as necessary. Additional hours of qualifying activities may be required for teachers in low-performing schools, as determined by the commissioner.~~

Each teacher's individual PDP shall be updated annually no later than October 31. If the teacher is hired after October 1, the PDP shall be developed within 25 working days of his or her hire. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements of 20 hours of professional development annually. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner.

EVALUATION (continued)

The board of education shall 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 PDPs.

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 shall be developed by the teaching staff member and the chief school administrator or the teaching staff member's supervisor.

A corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor when the teaching staff member is rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make the final determination

~~When the summative evaluation rating is calculated before the end of the school year, the teacher and supervisor shall 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 15 teaching staff member working days following the district's receipt of the summative rating.~~

The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation. However, if the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within 25 teaching staff member working days following the school district's receipt of the teaching staff member's 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.

The content of the corrective action plan shall:

- 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 school district for the plan's implementation; and
- D. Include timelines for meeting the goal(s).

The teaching staff member's **designated** supervisor, ~~or his or her designee~~, and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each post-observation conference ~~that is required by the district evaluation policies and procedures.~~ **The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.**

EVALUATION (continued)

Progress toward the teaching staff member's goals outlined in the corrective action plan, ~~and data and evidence collected by the supervisor and/or the teaching staff member to determine progress between the time the corrective action plan began and the next annual summary conference,~~ shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference or the mid-year evaluation, ~~when applicable.~~ **Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals.**

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

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 shall 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 shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating.** The mid-year evaluation of teachers on a corrective action plan, shall include, at a minimum **a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.**

~~A. One observation, the length of which shall be determined by the chief school administrator or the principal;~~

~~B. One post-observation conference during which progress toward the teacher's goals outlined in the corrective action plan shall be reviewed;~~

The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required as part of the teaching staff member evaluation process.

Tenured teachers with a corrective action plan shall be observed by multiple observers.

Implementation

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before readoption by the board.

~~Nothing in this policy shall override any conflicting provision of the collective bargaining agreement. No bargaining agreement entered into after July 2013 shall conflict with the education evaluation system established pursuant to administrative code.~~

The board shall ensure that the chief school administrator notifies each teaching staff member of the board adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, the teaching staff member shall be notified of the evaluation policies and procedures 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.

EVALUATION (continued)

Adopted: August 21, 2014
 NJSBA Review/Update:
 Readopted:

FIRST READING: February 22, 2018
SECOND READING: March 15, 2018

Key Words

Evaluation, Teacher Evaluation, Personnel Evaluation, Evaluation Advisory Committee, School Improvement Panel; Evaluation Rubric

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) ACT
See particularly:
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. Nontenured 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
See particularly:
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 Administrative staff
 *2131 Chief school administrator
 4000 Concepts and roles in personnel
 4010 Goals and objectives
 *4112.6/4212.6 Personnel records
 *4115 Supervision

EVALUATION (continued)

*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*6143.1	Lesson plans
*6200	Adult/community education

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

WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 4131/4131.1

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

The Woodbridge Township Board of Education recognizes its legal obligation to provide inservice activities to further the ability of the teaching staff to progress toward achievement of district goals and objectives. It is of particular concern to the board that continuing education for teaching staff provides demonstrable contributions toward student achievement of the New Jersey Student Learning Standards.

The superintendent shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings. Professional learning shall incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

District-Level Professional Development Plans

The chief school administrator or his or her designee shall oversee the development and implementation of a plan to address districts' professional development needs. The school district professional development plan shall be reviewed on an annual basis to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders. When overseeing and annually reviewing the school district plan, the chief school administrator or designee shall:

- A. Review school-level professional development plans;
- B. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;
- C. Plan, support, and implement professional learning that addresses the New Jersey Student Learning Standards, and that align with the standards for professional learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3;
- D. Develop and update, as necessary, the district mentoring plan for nontenured teachers, including novice provisional teachers who hold a certificate of eligibility (CE) or a certificate of eligibility with advanced standing (CEAS);
- E. Present the plan to the district board of education to review for fiscal impact; and
- F. Certify annually to the New Jersey Department of Education, through a statement of assurance, that the school district is meeting the requirements for the school district plan and that it includes requirements of the district mentoring plan.

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

School-Level Professional Development Plans

The principal shall oversee the development and implementation of a plan for school-level professional

STAFF DEVELOPMENT; INSERVICE EDUCATION/
VISITATIONS/CONFERENCES (continued)

development that shall ensure:

- A. The school level plan includes:
 1. A description of school-level and team-based professional learning aligned with identified school goals; and
 2. Teacher and student learning needs; and
- B. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements of N.J.A.C. 6A:9C-4.4(s) that at least 20 hours per year of qualifying professional development experiences are provided. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

Professional Development for School Leaders

"School leader" means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

All active school leaders serving on a permanent or interim basis shall complete training on issues of school law, ethics, governance, and harassment, intimidation and bullying (N.J.S.A. 18A:26-8.2); and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.

A. School Leaders

Each school leader shall create, implement, and complete an individual professional development plan that:

1. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning;
2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principals, or supervisors;
3. Identifies professional goals that address specific individual, school, or district goals; and
4. 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.
5. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety, bullying and harassment, and well-being.

Each school leader's individual PDP shall be developed by October 31. However, when the school leader is hired after October 1, the PDP shall be developed within 25 working days of his or her hire.

B. Professional Development for the Chief School Administrator

~~Each~~ **The** chief school administrator shall develop an individual PDP for review by his or her district board of education. In developing the individual PDP, the following process shall be followed:

1. ~~Each district board of education~~ **The board** shall review ~~each the~~ chief school administrator's individual PDP, including the individual training needs and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development;
2. The chief school administrator shall submit annually to the board evidence of progress toward completion of the individual PDP. The chief school administrator also shall submit every three to five years, depending on the length of his or her contract with the board, summative evidence of

STAFF DEVELOPMENT; INSERVICE EDUCATION/
VISITATIONS/CONFERENCES (continued)

- plan completion;
 - 3. The chief school administrator may appeal to the executive county superintendent if he or she disagrees with the ~~district board of education~~ **board** regarding PDP contents or progress toward completion. The executive county superintendent shall have final decision-making authority on all such matters.
- C. Professional Development for ~~School Leaders~~ **Positions Requiring a Principal, Supervisor, or Chief School Administrator Endorsement**

Leaders whose positions require a principal or supervisor endorsement or whose positions require a chief school administrator's endorsement but who do not serve as a chief school administrator of the district shall develop an individual PDP in collaboration with ~~the chief school administrator, or designee~~ **designated supervisor**.

Leaders shall provide evidence of progress toward fulfillment of his or her plan. The chief school administrator or designee shall:

- 1. Review each principal's, supervisor's, or other school leader's individual PDP, including individual training needs and shall ensure it aligns to school and school district goals and the school district's plan for professional development;
 - 2. Meet with the principal, supervisor, or other school leader at mid-year to assess progress toward his or her PDP's completion or modification; and
 - 3. Review the individual PDP's status as part of the principal's, supervisor's, or other school leader's annual performance evaluation.
- D. Evidence of Progress and Maintaining Record

The school leader's designated supervisor, or the board in the case of the chief school administrator, shall:

- 1. Use the performance evaluation process and professional development planning process to monitor the school leader's progress in meeting the professional development requirements. If a school leader's progress is found to be inadequate, the school leader's designated supervisor or the board in the case of the chief school administrator shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and
 - 2. Maintain accurate records of each school leader's progress in meeting the individual professional development requirements. Such records shall include a copy of each school leader's current PDP and timeline, as well as any documentation and evidence showing the school leader's progress toward meeting the plan's requirements.
- E. If a school leader leaves the employ of one New Jersey school district and is hired by another, the school leader's designated supervisor, or the board in the case of the chief school administrator, shall ensure a revised individual PDP appropriate to the new ~~assignment~~ **employment** is developed in collaboration with the school leader.

Professional Development for Teachers

Each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.-

STAFF DEVELOPMENT; INSERVICE EDUCATION/
VISITATIONS/CONFERENCES (continued)

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be effective for one year and shall specify, at a minimum:

- A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;
- B. One area for development of professional practice derived from individual collaborative or school district improvement goals.

Each teacher's individual PDP shall be updated annually no later than October 31. However, when the teacher is hired after October 1, the PDP shall be developed within 25 working days of his or her hire.

Progress on the individual PDP shall be discussed at the annual summary conference as detailed in board policy 4116 Evaluation of Teaching Staff Members and law (N.J.A.C. 6A:10-2.4) **but may occur more frequently throughout the year**. Evidence of progress toward meeting the requirements of the teacher's individual PDP, may be provided by the teacher and /or his or her supervisor, and shall be reviewed as part of each annual summary conference.

~~All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements of 20 hours of professional development annually. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner.~~

~~A teacher's individual PDP goals may necessitate more than the recommended minimum requirements. The PDP shall accommodate additional professional development as necessary. Additional hours of qualifying activities may be required for teachers placed on a corrective action plan or teachers in low performing schools, as determined by the Commissioner.~~

The board of education shall 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 PDPs.

Supervisor Responsibilities in the Development of Profession Development Plans (PDP)

The teacher's designated supervisor shall:

- A. Use the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements. The designated supervisor shall take appropriate steps to assure such progress. If a teacher's progress is found to be inadequate, the teacher's designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and
- B. Maintain accurate records of each teacher's progress in meeting the individual professional development requirements. Such records shall include a copy of each teacher's current PDP and timeline, as well as any documentation and evidence showing the teacher's progress toward meeting the plan's requirements

If a teacher leaves the employ of one New Jersey school district and is hired by another, the former district of employment shall share the teacher's individual PDP and all supporting documentation with the new employing school district. If the current individual PDP is found to be unsuitable to the teacher's new

STAFF DEVELOPMENT; INSERVICE EDUCATION/
VISITATIONS/CONFERENCES (continued)

assignment, the new employing school district shall ensure a revised individual PDP and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.

Achievement Gap and Inequity

The board shall on a continuing basis, provide professional development training for all school personnel (certified and noncertified) to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of protected status. Parents/guardians and other community members shall be invited to participate in the professional development training. Newly hired certified and noncertified staff shall be provided professional development training on educational equity issues within the first year of employment.

Mandated In-service Programs

The superintendent shall arrange development of appropriate inservice presentations, seminars and/or workshops on equity issues, special education, ~~child~~ **missing**, abused and neglected children, suicide prevention, drug/alcohol abuse awareness, **suicide awareness**, handling blood and body fluids, possible hazardous substances in the workplace, crises response, school violence and other topics specifically required by federal or New Jersey law. These required presentations, seminars and/or workshops shall not count automatically toward the required ~~400~~ **annual 20** clock hours of continuing education ~~every five years~~. **The chief school administrator, or his or her designee, shall determine when required presentations, seminars, and/or workshops shall count towards the teaching staff member's completion of the required annual 20 hours of continuing education.**

NJSBA Review/Update: November 2011
Adopted: August 21, 2014
Readopted: September 22, 2016

FIRST READING: February 22, 2018
SECOND READING: March 15, 2018

Key Words

Staff Development, Professional Inservice, Visitations, Conferences, Continuing Education

<u>Legal References:</u>	N.J.S.A. 18A:6-111 et seq.	Instruction in Suicide Prevention
	See particularly:	
	<u>N.J.S.A. 18A:6-112</u>	Instruction in suicide prevention for public school teaching staff
	<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability for the Children
	<u>N.J.S.A. 18A:6-128</u>	Ongoing professional development; corrective action plan
	<u>N.J.S.A. 18A:6-130 et seq.</u>	Professional development
	<u>N.J.S.A. 18A:7A-11</u>	Reports be school districts, commissioner; interim review
	<u>N.J.S.A. 18A:17-46</u>	Act of violence; report by school employee; notice of action taken; annual report
	<u>N.J.S.A. 18A:26-8.2</u>	"School leader" defined training as part of professional development
	<u>N.J.S.A. 18A:27-4</u>	Power of boards of education to make rules governing employment of teacher, etc.
	<u>N.J.S.A. 18A:30-7</u>	Power of boards of education to pay salaries

STAFF DEVELOPMENT; INSERVICE EDUCATION/
VISITATIONS/CONFERENCES (continued)

<u>N.J.S.A.</u> 18A:31-2	Attendance at conventions of New Jersey Education
<u>N.J.S.A.</u> 18A:37-17	Establishment of Bullying Prevention Programs and Approaches
<u>N.J.S.A.</u> 18A:37-21	School Safety Team
<u>N.J.S.A.</u> 18A:40A-3	Initial inservice training programs; curriculum; availability
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:40A-3a, -18c	
<u>N.J.S.A.</u> 34:5A-10	Retention of workplace surveys
<u>N.J.S.A.</u> 34:5A-13	Employee education and training program; certification of instructors
<u>N.J.A.C.</u> 6A:7-1.6	Professional development
<u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u>	Professional standards
<u>N.J.A.C.</u> 6A:9C-1.1 <u>et seq.</u>	Required professional development for teachers and school leaders
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:9C-4.1 through -4.4	
<u>N.J.A.C.</u> 6A:10-2.4	Evaluation of all teaching staff
<u>N.J.A.C.</u> 6A:10-2.5	Corrective action plans for all teaching staff
<u>N.J.A.C.</u> 6A:10-4.1 <u>et seq.</u>	Components of teacher evaluation
<u>N.J.A.C.</u> 6A:14-1.2(b)13	District eligibility for assistance under <u>IDEA</u> Part B
<u>N.J.A.C.</u> 6A:15-1.8	In service training
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-3.1(a)4, -5.1(d) 6.2(b)12	In service training, alcohol, tobacco, drug prevention, safety and security, cooperation with law enforcement
<u>N.J.A.C.</u> 6A:16-7.7	Harassment, Intimidation and Bullying
<u>N.J.A.C.</u> 6A:16-11.1 <u>et seq.</u>	Reporting potentially missing, abused or neglected Children or attempted or completed suicide
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff
<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of non-tenured teaching staff members

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

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*4115	Supervision
	*4116	Evaluation
	4133	Travel/reimbursement
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.4	Child abuse and neglect
	*6142.2	English as a second language; bilingual/bicultural
	*6171.3	At-risk and Title 1
	*6171.4	Special education

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

WOODBRIAGE TOWNSHIP BOARD OF EDUCATION
Woodbridge, New Jersey

FILE CODE: 6145.1/6145.2

Policy

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Woodbridge Township Board of Education considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

Competitive activities and artistic expression can provide students with valuable experiences and opportunities. In this district, the emphasis in any competition or artistic expression shall be on providing inclusion in such experiences and opportunities rather than on producing winning teams or providing entertainment. Practice for or performance in any competitive event shall not interfere with the regular educational program.

The board shall approve all proposed interscholastic competitions, either via schedule or as a discrete event, whichever is appropriate. The board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the superintendent.

The board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the superintendent. The superintendent shall also ensure that training programs/regulations are developed for all extracurricular athletic activities and that all physical facilities involved in any competition in which district schools take part shall be adequate, safe and sanitary.

Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which students officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

No student may participate in a school-sponsored physical or artistic activity outside the general education curriculum without a signed consent form from a parent/guardian naming the activity and acknowledging that the activity may be hazardous.

Academic Eligibility

Academic standards for eligibility shall be those established by policy 6145 Extracurricular Activities.

Attendance Standards

Attendance standards shall be those set in policy 5113 Attendance, Absences and Excuses. In particular, a student shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness.

Disciplinary Standards

Disciplinary standards are based on board policies 5114 Suspension and Expulsion and 5131 Conduct/Discipline. Students on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The superintendent and the building principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above and the physical eligibility requirements. Reasonable modifications must be provided to each qualified student seeking to participate in an extra-curricular activity. However, a modification may be denied if, based on an individualized assessment, the modification presents an objective health or safety risk to the student or to others, or where the modification would result in a fundamental alteration to the nature of the program. A fundamental alteration is a modification that provides an objective advantage or disadvantage or requires a change in the rules of competition.

Charter School Students

A district resident student enrolled as a full-time student in grades 9-12 at a charter school who wishes to participate in a particular sport that is not offered by the charter school may participate in the sport if offered by this district upon agreement of both principals. The number of sports programs offered at the charter school shall not factor into the agreement to allow the student to participate.

Charter school students shall be subject to the eligibility requirements and rules for participation for the sport and the district code of student conduct.

Equality and Equity in Athletic Programs

The district athletic programs shall be operated equitably with regard to the male and female teams including:

- A. Relatively equal numbers of varsity and sub-varsity teams for male and female students;
- B. Equitable scheduling of night games, practice times, locations and number of games for male and female teams;
- C. Equitable treatment that includes staff salaries, purchase and maintenance of equipment and supplies;
- D. Comparable facilities for male and female teams.

Academic Eligibility Requirements for Participation in High School Interscholastic Athletic and Co-Curricular Programs

The Woodbridge Township Board of Education recognizes that a primary mission of the schools is to enable students to reach their highest possible levels of accomplishment and strengthen their self-concept by successful achievement of challenging objectives in preparation for the next stage in life.

Great concern exists regarding the academic performance of high school students. Therefore, all students who participate in athletic programs and co-curricular activities will be required to maintain a standard of academic performance that is consistent with the primary mission of the schools. In order to be eligible to participate in these activities, acceptable standards of student performance will be established for such participation.

The superintendent or his/her designee shall be responsible for preparing regulations to implement this policy.

Physical Eligibility

All students in grades six through 12 participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health Examinations and Immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of education.

The parents/guardians shall be sent written notification signed by the examining physician testifying to the student's physical fitness to participate in athletics. The reason for the physician's disapproval of the student's participation shall be included in the notification. The health findings of the medical examination for participation in athletics shall be made part of the general health examination record.

The superintendent shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a student to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

The medical examination to determine the fitness of a student to participate in athletics shall include, as a minimum, the following:

- A. A medical history questionnaire, completed by the parent/guardian of the student, to determine if the student:
 1. Has been medically advised not to participate in any sport, and the reason for such advice;
 2. Is under a physician's care and the reasons for such care;
 3. Has experienced loss of consciousness after an injury;
 4. Has experienced a fracture or dislocation;
 5. Has undergone any surgery;
 6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
 7. Has allergies including hives, asthma and reaction to bee stings;
 8. Has experienced frequent chest pains or palpitations;
 9. Has a recent history of fatigue and undue tiredness;
 10. Has a history of fainting with exercise;
 11. Has a history of family members dying suddenly.
- B. A physical examination which shall include, as a minimum, no less than:
 1. Measurement of weight, height, and blood pressure;
 2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
 3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
 4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
 5. Examination of the nose to assess the presence of deformity which may affect endurance;
 6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
 7. Examination of chest contour;
 8. Auscultation and percussion of the lungs;
 9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
 10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Varsity Letters

A student enrolled in grades 9-12 who participates in any school-sponsored, interscholastic extracurricular activity that includes competitions in which the student competes against students enrolled in schools outside of the district may be eligible to earn a varsity letter awarded by the district. The activity leader or athletic coach may as he or she deems appropriate, submit criteria for awarding varsity letters to the chief school administrator or his or her designee for approval. The chief school administrator or his or her designee shall approve the criteria for each school-sponsored, interscholastic extracurricular activity that includes competitions prior to varsity letters being awarded.

The activity leader or the athletic coach shall be responsible for development of the criteria for determining outstanding performance that qualifies a student to earn a varsity letter in the activity. The criteria shall apply to all participants in the activity and may include but are not limited to:

- A. The number of participants in the activity;
- B. The length of time the student has participated;
- C. The percentage of competitions the student has participated in;
- D. Attendance at practices and competitions;
- E. Indicators of outstanding effort, performance and teamwork.

The district shall not be required to award a varsity letter or to establish any school-sponsored, interscholastic extracurricular activity.

Insurance

The board will cover each participant in an extra-curricular activity with insurance coverage in consultation with the current insurance carrier.

Parents/guardians shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the board.

Fact Sheet on the Use and Misuse of Opioid Drugs

Once each school year, the chief school administrator or designee shall distribute to parents/guardians of students participating in the interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education in consultation with the Commissioner of Health that provides information concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader is prescribed an opioid for a sports-related injury. The district shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his/her parent or guardian.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Good Sportsmanship

The board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the athletic director and coaches accept the responsibility for encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The superintendent shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

Adopted: December 21, 1978; June 28, 1984; July 23, 1985; October 19, 2017
 NJSBA Review/Update: December 2011
 Readopted: August 21, 2014; July 16, 2015; April 27, 2017; October 19, 2017

FIRST READING: February 22, 2018
SECOND READING: March 15, 2018

Key Words

Extracurricular Activities, Cocurricular Activities, Competition, Intramural Competition, Interscholastic Competition

<p><u>Legal References:</u> <u>N.J.S.A. 5:17-1 et seq.</u> <u>N.J.S.A. 18A:11-3</u> <u>N.J.S.A. 18A:26-2.1 et al.</u> <u>N.J.S.A. 18A:36-20</u> <u>N.J.S.A. 18A:40-41</u> <u>N.J.S.A. 18A:40A-1 et seq.</u> <u>See particularly:</u> <u>N.J.S.A. 18A:40A-9, -10, -11</u> <u>N.J.S.A. 18A:42-2</u> <u>N.J.S.A. 18A:42-7</u> <u>N.J.S.A. 18A:43-1</u> <u>N.J.A.C. 6A:7-1.4</u> <u>N.J.A.C. 6A:7-1.7</u></p>	<p>Athletic code of conduct permitted; "youth sports event" defined... Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals Certification of director of athletics Discrimination; prohibition Pamphlet on sudden cardiac death Substance abuse School orchestra not to compete with civilian musicians; exceptions Participants in certain interscholastic extracurricular activities may earn varsity letter Accident insurance for students authorized Responsibilities of the district board of education Equality in school and classroom practices</p>
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INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

<u>N.J.A.C.</u> 6A:16-1.4(a)8	District policies and procedures
<u>N.J.A.C.</u> 6A:9B-5.17	Persons employed to coach for swimming or diving programs
<u>N.J.A.C.</u> 6A:9B-5.15	Persons employed to coach for swimming or diving programs
<u>N.J.A.C.</u> 6A:9B-5.16	Athletics personnel
<u>N.J.A.C.</u> 6A:11-4.14	Sports programs
<u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u>	General Provisions for School Health Services
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-2.2	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-9.1 <u>et seq.</u>	Athletic Procedures
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-9.1(c), -9.1(d-e),	

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

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

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	
*1322	Contests for students
1500	Relations between area, county, state, regional and national associations and the district
*3250	Income from fees, fines, charges
*3453	School activity funds
3530	Insurance management
*3541.31	Privately owned vehicles
4143	Extra pay for extra work
*5125	Student records
*5126	Awards for achievement
*5131	Conduct/discipline
*5141.1	Accidents
*5141.3	Health examinations and immunizations
5143	Insurance
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6142.4	Physical education and health
*6145	Extracurricular activities
6145.4	Public performances and exhibitions
*6146	Graduation requirements
*6147.1	Evaluation of individual student performance

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

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

USE AND MISUSE OF OPIOID DRUGS FACT SHEET
STUDENT-ATHLETE AND PARENT/GUARDIAN SIGN-OFF



In accordance with N.J.S.A. 18A:40-41.10, public school districts, approved private schools for students with disabilities, and nonpublic schools participating in an interscholastic sports program must distribute this [Opioid Use and Misuse Educational Fact Sheet](#) to all student-athletes and cheerleaders. In addition, schools and districts must obtain a signed acknowledgement of receipt of the fact sheet from each student-athlete and cheerleader, and for students under age 18, the parent or guardian must also sign.

This sign-off sheet is due to the **appropriate school personnel** prior to the first official practice session of the spring season annually and prior to the student-athlete's or cheerleader's first official practice of the school year.

Name of Athlete: _____

Type of Sport: _____

I/We acknowledge that we received and reviewed the Educational Fact Sheet on the Use and Misuse of Opioid Drugs.

Student Signature: _____ DATE: _____

Parent/Guardian Signature: _____ DATE: _____
(also needed if student is under age 18):

*Does not include athletic clubs or intramural events.

Fact Sheet: <http://www.nj.gov/education/students/safety/behavior/atd/opioid/FactSheet.pdf>

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

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Fact Sheet: <http://www.nj.gov/education/students/safety/behavior/atd/opioid/FactSheet.pdf>



OPIOID USE AND MISUSE EDUCATIONAL FACT SHEET

Keeping Student-Athletes Safe

School athletics can serve an integral role in students' development. In addition to providing healthy forms of exercise, school athletics foster friendships and camaraderie, promote sportsmanship and fair play, and instill the value of competition.

Unfortunately, sports activities may also lead to injury and, in rare cases, result in pain that is severe or long-lasting enough to require a prescription opioid painkiller.¹ It is important to understand that overdoses from opioids are on the rise and are killing Americans of all ages and backgrounds. Families and communities across the country are coping with the health, emotional and economic effects of this epidemic.²

This educational fact sheet, created by the New Jersey Department of Education as required by state law (*N.J.S.A. 18A:40-41.10*), provides information concerning the use and misuse of opioid drugs in the event that a health care provider prescribes a student-athlete or cheerleader an opioid for a sports-related injury. Student-athletes and cheerleaders participating in an interscholastic sports program (and their parent or guardian, if the student is under age 18) must provide their school district written acknowledgment of their receipt of this fact sheet.

How Do Athletes Obtain Opioids?

In some cases, student-athletes are prescribed these medications. According to research, about a third of young people studied obtained pills from their own previous prescriptions (i.e., an unfinished prescription used outside of a physician's supervision), and 83 percent of adolescents had unsupervised access to their prescription medications.³ It is important for parents to understand the possible hazard of having unsecured prescription medications in their households. Parents should also understand the importance of proper storage and disposal of medications, even if they believe their child would not engage in non-medical use or diversion of prescription medications.

What Are Signs of Opioid Use?

According to the National Council on Alcoholism and Drug Dependence, 12 percent of male athletes and 8 percent of female athletes had used prescription opioids in the 12-month period studied.³ In the early stages of abuse, the athlete may exhibit unprovoked nausea and/or vomiting. However, as he or she develops a tolerance to the drug, those signs will diminish. Constipation is not uncommon, but may not be reported. One of the most significant indications of a possible opioid addiction is an athlete's decrease in academic or athletic performance, or a lack of interest in his or her sport. If these warning signs are noticed, best practices call for the student to be referred to the appropriate professional for screening,⁴ such as provided through an evidence-based practice to identify problematic use, abuse and dependence on illicit drugs (e.g., Screening, Brief Intervention, and Referral to Treatment (SBIRT)) offered through the [New Jersey Department of Health](#).

What Are Some Ways Opioid Use and Misuse Can Be Prevented?

According to the New Jersey State Interscholastic Athletic Association (NJSIAA) Sports Medical Advisory Committee chair, John P. Kripsak, D.O., "Studies indicate that about 80 percent of heroin users started out by abusing narcotic painkillers."

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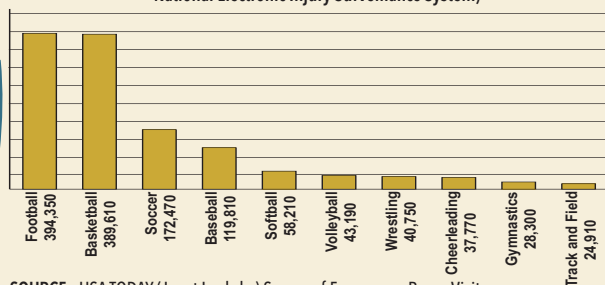
The Sports Medical Advisory Committee, which includes representatives of NJSIAA member schools as well as experts in the field of healthcare and medicine, recommends the following:

- The pain from most sports-related injuries can be managed with non-narcotic medications such as acetaminophen, non-steroidal anti-inflammatory medications like ibuprofen, naproxen or aspirin. Read the label carefully and always take the recommended dose, or follow your doctor's instructions. More is not necessarily better when taking an over-the-counter (OTC) pain medication, and it can lead to dangerous side effects.⁴
- Ice therapy can be utilized appropriately as an anesthetic.
- Always discuss with your physician exactly what is being prescribed for pain and request to avoid narcotics.
- In extreme cases, such as severe trauma or post-surgical pain, opioid pain medication should not be prescribed for more than five days at a time;
- Parents or guardians should always control the dispensing of pain medications and keep them in a safe, non-accessible location; and
- Unused medications should be disposed of immediately upon cessation of use. Ask your pharmacist about drop-off locations or home disposal kits like Deterra or Medsaway.



Number of Injuries Nationally in 2012 Among Athletes 19 and Under from 10 Popular Sports

(Based on data from U.S. Consumer Product Safety Commission's National Electronic Injury Surveillance System)



SOURCE: USA TODAY (Janet Loehrke) Survey of Emergency Room Visits

Even With Proper Training and Prevention, Sports Injuries May Occur

There are two kinds of sports injuries. Acute injuries happen suddenly, such as a sprained ankle or strained back. Chronic injuries may happen after someone plays a sport or exercises over a long period of time, even when applying overuse-preventative techniques.⁵

Athletes should be encouraged to speak up about injuries, coaches should be supported in injury-prevention decisions, and parents and young athletes are encouraged to become better educated about sports safety.⁶

What Are Some Ways to Reduce the Risk of Injury?

Half of all sports medicine injuries in children and teens are from overuse. An overuse injury is damage to a bone, muscle, ligament, or tendon caused by repetitive stress without allowing time for the body to heal. Children and teens are at increased risk for overuse injuries because growing bones are less resilient to stress. Also, young athletes may not know that certain symptoms are signs of overuse.

The best way to deal with sports injuries is to keep them from happening in the first place. Here are some recommendations to consider:



PREPARE Obtain the preparticipation physical evaluation prior to participation on a school-sponsored interscholastic or intramural athletic team or squad.



CONDITIONING Maintain a good fitness level during the season and offseason. Also important are proper warm-up and cooldown exercises.



PLAY SMART Try a variety of sports and consider specializing in one sport before late adolescence to help avoid overuse injuries.



ADEQUATE HYDRATION Keep the body hydrated to help the heart more easily pump blood to muscles, which helps muscles work efficiently.



TRAINING Increase weekly training time, mileage or repetitions no more than 10 percent per week. For example, if running 10 miles one week, increase to 11 miles the following week. Athletes should also cross-train and perform sport-specific drills in different ways, such as running in a swimming pool instead of only running on the road.



REST UP Take at least one day off per week from organized activity to recover physically and mentally. Athletes should take a combined three months off per year from a specific sport (may be divided throughout the year in one-month increments). Athletes may remain physically active during rest periods through alternative low-stress activities such as stretching, yoga or walking.



PROPER EQUIPMENT Wear appropriate and properly fitted protective equipment such as pads (neck, shoulder, elbow, chest, knee, and shin), helmets, mouthpieces, face guards, protective cups, and eyewear. Do not assume that protective gear will prevent all injuries while performing more dangerous or risky activities.

Resources for Parents and Students on Preventing Substance Misuse and Abuse

The following list provides some examples of resources:

National Council on Alcoholism and Drug Dependence – NJ promotes addiction treatment and recovery.

New Jersey Department of Health, Division of Mental Health and Addiction Services is committed to providing consumers and families with a wellness and recovery-oriented model of care.

New Jersey Prevention Network includes a [parent's quiz](#) on the effects of opioids.

Operation Prevention Parent Toolkit is designed to help parents learn more about the opioid epidemic, recognize warning signs, and open lines of communication with their children and those in the community.

Parent to Parent NJ is a grassroots coalition for families and children struggling with alcohol and drug addiction.

Partnership for a Drug Free New Jersey is New Jersey's anti-drug alliance created to localize and strengthen drug-prevention media efforts to prevent unlawful drug use, especially among young people.

The Science of Addiction: The Stories of Teens shares common misconceptions about opioids through the voices of teens.

Youth IMPACTING NJ is made up of youth representatives from coalitions across the state of New Jersey who have been impacting their communities and peers by spreading the word about the dangers of underage drinking, marijuana use, and other substance misuse.

References
¹ Massachusetts Technical Assistance Partnership for Prevention
² Centers for Disease Control and Prevention
³ New Jersey State Interscholastic Athletic

Association (NJSIAA) Sports Medical Advisory Committee (SMAC)
⁴ Athletic Management, David Csillan, athletic trainer, Ewing High School, NJSIAA SMAC

⁵ National Institute of Arthritis and Musculoskeletal and Skin Diseases
⁶ USA TODAY
⁷ American Academy of Pediatrics

WOODBIDGE TOWNSHIP SCHOOL DISTRICT

STUDENT CALENDAR

2017-2018 SCHOOL YEAR

**Revised 03/15/18

No School

S	M	T	W	T	F	S
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30	31					

No School

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31						

Sep-2017

6 First Day of School
21 Rosh Hashanah

Oct-2017

9 Employee Inservices
 (No School for Students)
24-27 Elem. Parent/Tchr Conferences

Nov-2017

6-10 Fall Recess
23-24 Thanksgiving Recess

Dec-2017

25-29 Winter Recess

Jan-2018

1 Winter Recess (Continued)
15 M.L.King's Birthday

Feb-2018

19 Presidents' Birthdays

Apr-2018

2-6 Spring Recess


May-2018


28 Memorial Day


Jun-2018


21 Last Day of School


 Holiday/Schools Closed

******  Early Dismissal - All Students/Staff
 (Minimum of 4 hours instruction for students)

 Early Dismissal Students Only
 (PM-Professional Development for Staff)

 Early Dismissal - Elementary Only
 Parent Teacher Conferences

 Early Dismissal - High School Students
 Testing Finals -Feb 1 & 2

 Non-School Day / Students
 Work Day / Employees

Marking Period Ends

 Inclement Weather Day

S	M	T	W	T	F	S
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17	18	19	20	#21	22	23
24	25	26	27	28	29	30

Scheduled Instructional Days: 180 - 3 Storm Days have been built in. 4 Days Used

Additional inclement weather days will be made up in the following order: 3/30; 4/6; 4/5; 4/4; 4/3; 4/2

Unused and additional inclement weather days will be made up at the discretion of the Board.

Adopted: 01/26/17

Revised: 03/15/18

March 15, 2018

The Curriculum Committee, on recommendation of the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction, presents the following:

1. That the Board of Education approve the submission of amended funding application for the Every Student Succeeds Act (ESEA/ESSA) Consolidated Grant in the amount of \$3,069,487.(Title I - \$1,723,479; Title I SIA - \$571,173; Title IIA - \$486,543; Title III - \$179,930; Title III Immigrant - \$86,562; Title IV - \$21,800) to the New Jersey Department of Education for the period of July 1, 2017 to June 30, 2018.
2. That the Board of Education approve First In Math professional development for one half day session for select elementary and middle school representatives during the 2017-2018 school year at no cost to the district.
3. That the Board of Education approve for two teachers from each high school to attend the AMTNJ-DIMACS workshop, "Good Ideas in Teaching PreCalculus," at Rutgers University on March 16th at no cost to the district.
4. That the Board of Education approve the internship program partnership between the Chamber of Commerce and our three high schools at no cost to the District.
5. That the Board of Education approve as a pilot IXL Science for grades 4 and 5 at Mawbey Street School #1, Port Reading Avenue School #9, Kennedy Park School #24, and grades 6-8 at Fords Middle School and Iselin Middle School for the remainder of the 2017-18 school year at no cost to the district.
6. That the Board of Education approve a dual enrollment partnership with Rutgers University and Woodbridge Township School District for Colonia High School students during the 2018-2019 school year for Expository Writing.
7. That the Board of Education approve the movement of Chinese Level 4R to Chinese Level 4H to be consistent with all Level 4 language courses.
8. That the Board of Education approve payment not to exceed \$52,240 to Institute for Multi-Sensory Education for Intermediate Orton Gillingham 30 hours training for no more than 64 teachers. This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)5). (Payment will be from Account # 20-271-200-300-00-F-00-00.) *(Supersedes Curriculum 2/22/18 Agenda, Item #4.)
9. That the Board of Education approve payment not to exceed \$5,980 to EdTechTeam, 5405 Alton Parkway, Irvine, CA 92604 for two days of Google Level 1 professional development during the 2017-2018 school year for Mathematics and Language Arts teachers. This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)5). (Payment will be from Account # 20-271-200-300-00-F-00-00.) *(Supersedes Curriculum 2/22/18 Agenda, Item #5.)
10. That the Board of Education approve payment not to exceed \$3,980 to EdTechTeam, 5405 Alton Parkway, Irvine, CA 92604 for one day of Google Level 2 professional development during the 2017-2018 school year for Mathematics and Language Arts teachers. This contract is awarded without competitive bidding as an "Educational Service" under the provisions of the Public School Contract Law (N.J.S.A. 18A:18A-5(a)5). (Payment will be from Account # 20-271-200-300-00-F-00-00.) *(Supersedes Curriculum 2/22/18 Agenda, Item #6.)
11. That the Board of Education approve the Extended School Year Program, (P.A.C.E.) for the summer of 2018 at Matthew Jago #28 to commence on Monday, July 2, 2018 and conclude on Friday, August 3, 2018. (No classes on Wednesday, July 4) (Supersedes Curriculum 2/22/18, Item #7)

March 15, 2018

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

March 15, 2018

The **Finance and Insurance Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approves payment of the bills in the amount of \$19,702,895.66, capital projects bills in the amount of \$188,121.53 and food service bills in the amount of \$580,145.80.
2. That the amount of district taxes needed to meet the obligations of this Board for the next thirty-one day period, beginning April 1, 2018 is:

Requisition for Taxes for the General Fund in the amount of \$14,700,000.00 and for the Debt Service in the amount of \$432,200.00 totaling \$15,132,200.00, and that the Township Council is hereby requested to place in the hands of the Treasurer of School Monies that amount by April 10, 2018.
3. That the Board of Education accept the previously submitted Report of the Secretary for the month of February 2018.
4. That the bookkeeping transfers pertaining to the 2017-18 budgetary accounts be approved as per the attached list.
5. That a note be made in the minutes that the Report of the Treasurer for the month of February 2018 has not yet been received.
6. That the members of the Board of Education certify that to the best of their knowledge no major account or fund has been overexpended in violation of N.J.A.C. 6A:23A-16.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.
7. That the Board of Education approve the following dates for special meetings as follows:

March 26, 2018	7:00 p.m.	Tentative Budget Adoption Avenel middle School
May 1, 2018	7:00 p.m.	Open Public Hearing Avenel Middle School
May 3, 2018	7:00 p.m.	Public Budget Hearing and Final Budget Adoption Avenel Middle School
8. That the Board of Education readopt the 2017-2018 School Year Budget changing the total from \$233,351,349.61 to \$233,383,740.85 reflect the following:

Lafayette Estates School #25 Grant	\$135.00
JROTC Grant	\$6,172.19
Mentoring	\$4,661.05
MCEA Grant	\$21,423.00

9. That the Board of Education approve the following resolution regarding travel and expense reimbursement for the 2018-19 school year.

WHEREAS, School District Policy #9250, Reimbursement of Travel Related Expenses, and N.J.S.A. 18A:11-12(p) provides that the Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for such travel and expense reimbursement for the 2017-18 school year; and

March 15, 2018

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education, Township of Woodbridge, County of Middlesex, New Jersey, that the Woodbridge Township Board of Education hereby establishes the school district travel maximum for the 2017-18 school year at the sum of \$300,000.00.

BE IT FURTHER RESOLVED, that the School Business Administrator shall track and record these costs to ensure that the maximum amount is not exceeded.

10. That the Board of Education approve the following resolution.

WHEREAS, N.J.S.A. 40A:11-11(5) and N.J.S.A. 18A:18A-11 authorizes contracting units to establish a Cooperative Pricing System and to enter into Cooperative Pricing Agreements for its administration; and

WHEREAS, the Camden County Educational Services Commission, hereinafter referred to as the "Lead Agency" has offered voluntary participation in a Cooperative Pricing System for the purchase of goods and services;

WHEREAS, the Woodbridge Township School District in the county of Middlesex, State of New Jersey, duly considered participation in a Cooperative Pricing System for the provision and performance of goods and services;

NOW THEREFORE, BE IT RESOLVED Pursuant to the provisions of N.J.S.A. 40A:11-11(5) and N.J.S.A. 18A:18A-11, the Business Administrator/Board Secretary is hereby authorized to enter into the "Cooperative Pricing Resolution of the Woodbridge Township School District with the Lead Agency. The Lead Agency shall be responsible for complying with the provisions of the Local Public contracts Law (N.J.S.A. 40A:11-1 et seq.) and I Public Contracts Law, (N.J.S.A. 18A:18A-1 et seq. and all other provisions of the revised statues of the State of New Jersey.

This resolution shall take effect immediately.

11. **WHEREAS**, the Hunterdon County Educational Services Commission ("HCESC"), as Lead Agency for the HCESC cooperative pricing system (system identifier 34HUNCCP), has awarded a contract for proprietary Apple technology products (bid number HCESC-TECH-16-01), effective March 25, 2016 and renewed effective March 25, 2017 through March 24, 2018 following the public solicitation of sealed bids pursuant to N.J.S.A. 18A:18A-15, N.J.S.A. 40A:11-13 and N.J.A.C. 5:34-9.1; and

WHEREAS, the Woodbridge Township Board of Education is a member of the HCESC cooperative pricing system and is authorized to make purchases from contracts awarded by the HCESC pursuant to N.J.A.C. 5:34-7.1 et seq.; and

WHEREAS, the Apple technology products covered by the HCESC contract sought by the Woodbridge Township Board of Education are of such a specialized nature that only such products will meet the needs of the Woodbridge Township Public School District and

WHEREAS, the Woodbridge Township Board of Education has gone to great lengths to ensure that students and staff were provided with a uniform system of technology in each classroom in order to foster a more efficient and cohesive learning environment, the disruption of which would have negative impacts on student education and district resources;

WHEREAS, the use of non-Apple products would require either the wholesale replacement of the technology currently used by the Woodbridge Township Public School District or an unsupportable level of training, support and maintenance services that would utterly defeat the purpose of the public contracting laws;

NOW, THEREFORE, BE IT RESOLVED that the Woodbridge Township Board of Education hereby authorizes the purchase of proprietary Apple technology products through HCESC Contract (HCESC-TECH-16-01) from *Apple, Inc. 5505 W. Parmer Lane, MS 578-ROA Austin, TX 78727-6524*, for the following items:

March 15, 2018

Package 1: 1 (one) iPad Wi-Fi 32GB – Space Gray, Part # MP2F2LL/A, \$299.00 each; 1 (one) 3-Year AppleCare+ for iPad, Part # S5193LL/A, \$99.00 each; 1 (one) JAMF Pro iOS/tvOS (EDU) Subscription License (1 Year), Part # HLRY2LL/A, \$9.00 each; 1 (one) Volume Purchase Program Credit for Education, Part # D6701Z/A, \$299.99 each

Requested for: Special Services student as per Special Services Dept., Total Package cost = \$706.99

12. That the Board approve payment to Wilentz, Goldman & Spitzer, P.A., for professional bond counsel services in connection with the Series 2018 School Bonds dated January 4, 2018 in the amount of \$45,118.62.

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

2017-2018
Agenda Transfers
March 15, 2018

[illegible]

MONTHLY INTEREST AND INVESTMENT REPORT

For February 2018

2017-18 Budget Amount

500,000.00

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
2/15/2018	TD Bank	41,334.37
2/28/2018	BCB Bank	8,128.99
2/28/2018	Northfield Bank	4,062.99
	Total Interest	53,526.35
	Prior Months' Interest	162,350.94
	Year to Date	215,877.29

INVESTMENTS OUTSTANDING:

<u>BANK</u>	<u>INVESTMENT</u>	<u>MATURITY</u>	<u>RATE</u>	<u>ESTIMATED INTEREST</u>
BCB Bank	10,455,769.25	Liquid	1.02%	8,887.40
Chase	5,000,000.00	CD		
Northfield Bank	4,241,177.09	Liquid	1.26%	4,453.24
	<u>19,696,946.34</u>			<u>13,340.64</u>
	10-111			

March 15, 2018

The **Security and School Safety Committee**, on recommendation of the Superintendent of Schools, presents the following:

1. That the Board of Education approve the purchase of the items listed below for St. James School, 341 Amboy Avenue, Woodbridge, NJ 07095. Customer P.O. #10182017, dated February 23, 2018, totaling \$6,867.84: Payment has been paid to Educational Services Commission from the Nonpublic Security Account #20-511-100-640-00-S-00-93 to Ackerson Drapery, 500 James Street, Unit 14, Lakewood, NJ 08701:

Qty.	Description	Unit Price	Total Amount
24	39x72 Window Shades	\$78.84	\$1,892.16
15	37x72	70.08	\$1,051.20
28	36x63	70.08	\$1,962.24
4905.6	Material	.40	\$1,962.24

TOTAL: \$6,867.84

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____

March 15, 2018

The **Transportation Committee**, on recommendation of the Superintendent of Schools and the Business Administrator/Board Secretary, presents the following:

1. That the Board of Education approve the following temporary route for the 2017-2018 school year to the vendor with the lowest quote, whose quote also met specifications, as follows:

Woodbridge Checker
674 Amboy Ave.
Woodbridge, NJ 07095

Rt. FASS	Avenel St. School From New Brunswick, NJ 90 days @ \$122.00 Effective 3/5/18	Total \$10,980.00
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2. That the Board of Education approve the award of PD18-18 for special education transportation routes for the 2017-2018 school year to the vendor with the lowest bid, whose proposals also met specifications, as follows: (Bids read 3/13/18, 1 bid received)

BRB Trans, LLC
26 Cambridge Dr.
Colonia, NJ 07067

Rt. FWNL	Lafayette Estate School #25 From New Brunswick 44 days @ \$249.00 Effective 4/19/18-6/21/18	Total \$10,956.00
----------	------------------------------------------------------------------------------------------------------	-------------------

Rt. FFRE	Fords Middle School/Ross St. School #11 From Edison, NJ 55 days @ \$239.00 Effective 3/28/18-6/21/18	Total \$13,145.00
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Rt. FLSR4	Lakeview School, Roosevelt Park From Iselin 45 days @ \$200.00 Effective 4/19/18-6/21/18	Total \$ 9,000.00
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3. That the Board of Education approve the extension of the following routes, due to no bidder responses on these routes on Bid D18-18 opened March 13, 2018:

Woodbridge Checker
674 Amboy Ave.
Woodbridge, NJ 07095

Rt. FWEB	Dr. Antonio Pantoja School #27, Elizabeth From Woodbridge, NJ 73 days @ \$132.00 Effective 3/2/18-6/21/18 (10/19/17 Agenda, Item 1)	Total \$ 9,636.00
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Rt. FPRP	Pennsylvania Ave School #27 From Roselle Park, NJ 74 days @ \$102.00 Effective 2/28/18-6/21,18 (10/19/17 Agenda, Item 1)	Total \$ 7,548.00
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WOODBIDGE TOWNSHIP BOARD OF EDUCATION

AGENDA

March 15, 2018

Personnel Committee Recommendations

March 15, 2018

The Personnel Committee, on recommendation of the Superintendent of Schools and the Director of Personnel Services, presents the following:

1. That the following resignation be accepted with regret:

<u>Name</u>	<u>Assignment</u>	<u>Years/Service</u>	<u>Effective</u>
Leidner, Ronald	Field Support Tech., Evergreen	10 yrs, 2 mos.	3/13/18

2. That the following retirements be accepted with regret:

<u>Name</u>	<u>Assignment</u>	<u>Years/Service</u>	<u>Effective</u>
Pirillo, Mildred	Bus Attendant, Transportation	30 yrs.	2/28/18
Sequine, Janet	Bus Attendant, Transportation	11 yrs.	6/30/18
Solomon, Rhondi	Teacher, #27	40 yrs.	6/30/18

3. That the following resolutions of retirement be approved:

<u>Name</u>	<u>Years/Service</u>	<u>Position</u>
Pirillo, Mildred	30 years	Bus Attendant, Transportation

"WHEREAS, the above employees are retiring from active service in the public schools of Woodbridge Township after the number of years listed; and

WHEREAS, it is the desire of the members of the Board of Education of the Township of Woodbridge to express their appreciation for loyal and unselfish service during those years; therefore be it

RESOLVED, that the gratitude and best wishes of the members of the Board of Education of the Township of Woodbridge are hereby tendered to the employees in acknowledgment of the service they so faithfully and conscientiously rendered; and be it further

RESOLVED, that a copy of this resolution be spread on the minutes of the Board of Education, and a copy be sent to the above employees."

4. That the Board of Education has been informed of the death of Raphaele Germinario, a retired Teacher, who served faithfully and rendered valuable service to the Board of Education and to the children of the community. The sympathy of the board of Education and the Administration is extended to the family of Raphaele Germinario, and a note of passing shall be made in the minutes.

5. That the Board approve the following military leave of absence:

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Reason</u>
Bonventure, Anthony	Teacher, JFK	3/9/18	Military
Smith, Nicholas	Teacher, Ross St. #11	2/27/18	Military

6. That the following employees be approved at the salaries listed, due to level movement on the salary guide as per the negotiated agreement:

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>	<u>Rate/Hour</u>	<u>Annual Salary</u>
McNeil, Don	Bus Attendant	3/20/18	16.04	11,612.96#
Morrison, Phyllis	Chief II Secretary (12), FMS	3/31/18	N/A	51,298.00

#Salary for information purpose only.

7. That the following personnel be appointed for the 2017-2018 school year at the salary rates:

NON-CERTIFIED

<u>Name</u>	<u>Effective</u>	<u>Assignment</u>	<u>Hourly Rate</u>	<u>Total Annual Salary Rate</u>
% Kharva, Hetal	3/16/18	School Aide #14	14.88	5,356.80#

% Annual salaries to be prorated from the effective date through 6/30/18

Salary for information purpose only

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8. That the following be granted an unpaid personal leave of absence and/or maternity leave of absence pursuant to the conditions of the negotiated agreement and/or family leave of absence pursuant to New Jersey Family Leave Act No. N.J.S.A. 34:11,B-1 et.seq. or Federal Family Leave Act No. 29 U.S.C., Section 2601 et.seq.:

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
# Cano, Tara	Teacher, WHS	3/18/18-1/31/19
* Iftikhar, Huma	School Aide, #4/5	3/26/18-3/30/18
@ Jordon, Jodi	Teacher, AMS	2/27/18-3/6/18
& Prusicki, Lindsay	Teacher, JFK	2/20/18-6/30/18
& Rich, Lauren	Guidance Counselor, WHS	½ day 3/23/18-6/30/18
# Short, Beth	Guidance Counselor, JFK	4/20/18-6/30/19

& Mat/FMLA/NJFL (exact dates TBD)

@ FMLA/NJFL

Mat/FMLA/NJFL/Unpaid Personal (exact dates TBD)

* Unpaid Personal

9. That the Board approve the following transfer for the 2017-2018 school year:

TRANSFERS

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Connolly, Dawn	Special Ed., #25	Special Ed., #21	3/5/18

10. That a note be made in the minutes adjusting the start date for Deanna Hennig to March 12, 2018, (Personnel Agenda 2/22/18, Item #7).
11. That a note be made in the minutes adjusting the start date for Justin Kukoly, to March 1, 2018, (Personnel Agenda 2/22/18, Item #7).
12. That a note be made in the minutes adjusting the start date for Stephanie Ciccone, to March 19, 2018, (Personnel Agenda 2/22/18, Item #13).
13. That a note be made in the minutes adjusting the start date for Anthony Nyers to April 9, 2018, (Personnel Agenda 2/22/18, Item #14).
14. That the Board of Education approve payment to the staff member listed below who was appointed to sub for the afterschool program at the Title I school listed below during the 2017-2018 school year. (Payment will be upon voucher submitted from Title I funded account #20-231-100-101-00-F-00-00)

<u>School</u>	<u>Teacher</u>	<u>Rate/Hr.</u>
Matthew Jago	Morris, Nicole	35.00

15. That the following home instructor be appointed at the rate of \$35.00 per hour for the 2017-2018 school year. (Payment will be upon voucher submitted.)

<u>Name</u>	<u>Effective Date</u>
Bonanno, Zachary	3/16/2018
McNulla, Amy	3/2/2018
Panko, Mary	3/2/2018
Savoia, Paul	3/16/2018

16. That the following adjustments/corrections be made to the Extra-Curricular and Interest Club Activities 2017-2018 (Personnel Agenda 10/19/17, Item #23)

<u>School</u>	<u>Name</u>	<u>Position</u>	<u>Adjustment</u>	<u>Salary</u>
Woodbine Ave.	Caggiano, Nicole	Book Club Advisor	Add	350.00

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17. That the following adjustments/corrections be made to the After School Activity appointments 2017-2018 (Personnel Agenda 10/19/17, Item #24)

<u>School</u>	<u>Name</u>	<u>Activity</u>	<u>Adjustment</u>	<u>Salary</u>
Colonia High	DonDiego, Ryan	Spring Conditioning AM	Add	780.90
Colonia High	LaSala, Joseph	Spring Conditioning AM	Remove	780.90

18. That a note be made in the minutes that the following coaches resigned for the 2017-2018 school year: (Personnel Agenda 6/15/17, Item #28)

<u>Name of Coach</u>	<u>School</u>	<u>Position</u>
Alvarez, Shane	CHS	Co-Asst. Coach–Baseball
LaSala, Joseph	CHS	Co-Asst. Coach–Boys’ Spring Track

19. That the Board of Education approve the following coach for the 2018-2019 school year:

<u>Name of Coach</u>	<u>School</u>	<u>Position</u>	<u>Salary</u>
LaSala, Joseph	WHS	Head Coach-Football	\$9,720.00*

*Adjustments agreed to during the currently pending collective bargaining negotiations shall be processed as soon as possible following the signing of said agreement.

20. That the Board of Education approve the following coach for the 2017-2018 school year:

<u>Name of Coach</u>	<u>School</u>	<u>Position</u>	<u>Salary</u>
Hall, Brandon	CHS	Asst. Coach–Baseball	\$4,559.00

21. That a note be made in the minutes that Ryan DonDiego will replace Shane Alvarez as Baseball Coach at CHS for the 2017-2018 school year. This reflects a status change from Co-Assistant Coach to Assistant Coach with a yearly salary rate of \$4,559.00. (6/15/17 Personnel Agenda, Item #28)

22. That the Board of Education approve Kevin Gilsenan to be paid as an Event Manager for a Cheer Competition at Woodbridge High School retroactively from February 24, 2018.

23. That the following temporary employees be approved for the 2017-2018 school year:

Sub School Aide

Kharva, Janakiben
Martin, Amber
Shah, Roshani
Smith, Dulce

Sub Paraprofessional

Francis, Stephanie

Sub Secretary

Baldassarre, Anna

Sub Bus Attendant

Maire, Bridgette
Rodriguez, Judith

Event Manager

Gilsenan, Kevin
Bukowski, Walter

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24. That the Board of Education approve the suspension, with pay, of Gina Frazier, effective retroactively from February 23, 2018, and continue pending further action of the Board.
25. That the Board of Education approve the suspension with pay, of Cherie Creighton, effective retroactively from February 23, 2018, and continue pending further action of the Board.
26. That the Board of Education approve the suspension with pay, of Jasmin Luzio, effective retroactively from February 23, 2018, and continue pending further action of the Board.

I move for the adoption of the foregoing.

Motion by _____

Seconded by _____