

**WOODBRIIDGE TOWNSHIP BOARD OF EDUCATION**  
**Woodbridge, New Jersey**

**Policy Manual**

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**Policy**

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CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

The Woodbridge Township Board of Education shall establish policies that govern all aspects of district operations. The board expects the educational administration to direct, coordinate and supervise students and staff in their efforts to reach goals and objectives adopted by the board.

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

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

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

Key Words

Administrative Role

<b>Legal References:</b>	<u>N.J.S.A. 18A:7A-3 et al.</u>	<u>Public School Education Act of 1975</u>
	<u>N.J.S.A. 18A:7F-43 et seq.</u>	<u>School Funding Reform Act of 2008</u>
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-21 et seq.</u>	<u>School Ethics Act</u>
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
	<u>N.J.A.C. 6A:28-1.1 et seq.</u>	School Ethics Commission
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:32-1.1 et seq.</u>	School District Operations
	<u>See particularly</u>	
	<u>N.J.A.C. 6A:32-4.4,-4.5</u>	

**Possible**

**Cross References:** \*2131 Chief school administrator  
\*2210 Administrative leeway in absence of board policy

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

- 3293.1 Signatures/facsimiles
- \*4111 Recruitment, selection and hiring
- \*4115 Supervision
- \*4116 Evaluation
- \*4211 Recruitment, selection and hiring
- \*4215 Evaluation
- \*9000 Role of the board
- \*9313 Formulation, adoption, amendment of administrative regulations

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

**Policy**

LINE OF RESPONSIBILITY

The Woodbridge Township Board of Education shall operate under a unit control system headed by the superintendent.

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

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

Adopted: April 18, 1973  
Revised: December 21, 1978  
NJSBA Review/Update: October 2011  
Readopted: August 21, 2014

Key Words

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

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:17-5 through -14.3	Secretaries, Assistant Secretaries and School Business Administrators
	<u>N.J.S.A.</u> 18A:17-15 through -23	Superintendents and Assistant Superintendent of Schools
	<u>N.J.S.A.</u> 18A:17-24.1 <u>et seq.</u>	Shared Administrators, Superintendents
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:9-12.3	Authorization
	<u>N.J.A.C.</u> 6A:9-12.4	School administrator
	<u>N.J.A.C.</u> 6A:9-12.7	School business administrator
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions (superintendent)

**Possible**

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

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

**Policy**

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PRINCIPAL EVALUATION

The board of education believes that the evaluation of effective leadership and administration practices improves success in 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 board shall implement an effective system for the evaluation of principals, assistant principals, and vice-principals. The purpose of this evaluation shall be to promote professional excellence and improve the skills of principals, assistant principals and vice-principals; improve pupil learning and growth; and provide a basis for the review of performance. The board is committed to establishing educator evaluation rubrics for the evaluation of administrative 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 leadership and instruction;
- B. Meaningful differentiation of performance using four performance levels;
- C. Use of multiple valid measures in determining performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of principals, assistant principals and vice-principals on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

Training

Principals, assistant principals and vice principals shall be provided:

- A. Training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
- B. Annual updates and refresher training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will observe teaching and/or principal practice for the purpose of increasing accuracy and consistency among observers.

Principal Evaluation

Principals, vice principals, or assistant principals shall be evaluated according to an evaluation rubric. The evaluation rubric shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the principal evaluation rubric shall apply to teaching staff members holding the position of principal, vice principal, or assistant principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

PRINCIPAL EVALUATION (continued)A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:

1. The median school wide student growth percentile measure; and/or
2. The measure of the average student growth objective for all teachers; and
3. The measure of the administrator goals which shall be developed in consultation with their supervisor and specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 of the school year.

## B. Measures of principal practice including the following components:

1. A measure determined through a Commissioner-approved principal practice instrument; and
2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating shall be based on the measurement of the principal, assistant principal, or vice principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice shall be determined by a score on a leadership rubric, which will assess the principal, vice-principal, or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department of Education's website and annually maintained.

Principal, Assistant Principal, and Vice Principal Observations

The chief school administrator, or his or her designee, shall conduct observations for the evaluation of principals. The chief school administrator shall be trained according to law on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

A principal, or a chief school administrator or his or her designee, shall conduct observations for the evaluation of assistant principals and vice principals.

For the purpose of collecting data for the evaluation of a principal, assistant principal, or vice principal, an observation may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

Each tenured principal, assistant principal, and vice principal shall be observed at least two times during each school year. Each nontenured principal, assistant principal, and vice principal shall be observed at least three times during each school year, as required by N.J.S.A. 18A:27-3.1.

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

Post-observation conferences shall include the following procedures:

- A. The supervisor who is present at the observation shall conduct a post-observation conference with the principal, assistant principal, or vice principal 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 principal practice instrument and the principal, assistant principal, or vice principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;
- C. With the consent of the observed principal, assistant principal, or vice principal, post-observation

PRINCIPAL EVALUATION (continued)

conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication;

- D. One post-observation conference may be combined with the principal, assistant principal, or vice principal's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;
- F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

An additional observation and post-observation conference shall be required as part of the corrective action plan for any principal, assistant principal or vice-principal who has been rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics.

Professional Development Plans

The chief school administrator shall oversee and review for each principal and supervisor, professional development that links to individual, school, and district professional development goals and the school district's professional development plan.

The principals and supervisors shall fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

- A. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (N.J.A.C. 6A:9-15.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principals, or supervisors;
- C. Identifies professional goals that address specific individual, school, or district goals; and
- D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

If a principal, assistant principal or vice-principal has a corrective action plan, the corrective action plan shall replace content of the individual professional development plan until the next annual summary conference.

*Note: see board policy 4131/4131.1 Staff Development*

Corrective Action Plans

A corrective action plan shall be developed for each principal, assistant principal or vice-principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the principal, assistant principal or vice-principal evaluated and the chief school administrator or principal's, assistant principal's or vice-principal's supervisor.

A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any principal, assistant principal, or vice principal who is evaluated as ineffective or partially effective in his/her most recent annual summative evaluation. If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum:

PRINCIPAL EVALUATION (continued)

- A. One observation in addition to the observations required for the regular evaluation process;
- B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the principal's, assistant principal's or vice principal's goals outlined in the corrective action plan shall be reviewed.

The content of the corrective action plan shall replace the content of the individual professional development plan until the next annual summary conference.

Records

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the district for the purposes of conducting the educator evaluation process pursuant to this chapter shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in this section shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

NJSBA Review/Update:

Adopted: August 21, 2014

Key Words

Evaluation, Principal Evaluation, Personnel Evaluation, Principal, Assistant Principal, Vice-Principal Evaluation Rubric

<b>Legal References:</b>	<u>N.J.S.A. 18A:4-15</u>	General rule-making power
	<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
	<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>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	<u>See particularly:</u>	Definitions relative to the TEACHNJ Act
	<u>N.J.S.A. 18A:6-119</u>	School improvement panel
	<u>N.J.S.A. 18A:6-120</u>	Evaluation of principal, assistant principal, vice-principal
	<u>N.J.S.A. 18A:6-121</u>	Annual submission of evaluation rubrics
	<u>N.J.S.A. 18A:6-122</u>	Review, approval of evaluation rubrics
	<u>N.J.S.A. 18A:6-123</u>	Non-tenured teaching staff; observation and evaluation; conference; purpose
	<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
	<u>N.J.S.A. 18A:27-10 et seq.</u>	Tenure of teaching staff members
	<u>N.J.S.A. 18A:28-5</u>	Withholding increments; causes; notice of appeals
	<u>N.J.S.A. 18A:29-14</u>	Purpose and program descriptions
	<u>N.J.A.C. 6:30-2.1(a)8</u>	Required professional development for teachers and school leaders
	<u>N.J.A.C. 6A:9-15.1 et seq.</u>	Implementation of professional development requirement for school leaders
	<u>See particularly:</u>	Requirements for school leader professional development in ethics, law and governance
	<u>N.J.A.C. 6A:9-15.7</u>	Educator effectiveness
	<u>N.J.A.C. 6A:9-15.8</u>	Definitions
	<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Duties of district boards of education
	<u>See particularly:</u>	Components of principal evaluation
	<u>N.J.A.C. 6A:10-1.2</u>	
	<u>N.J.A.C. 6A:10-2.2</u>	
	<u>N.J.A.C. 6A:10-5.1 et seq.</u>	
	<u>See particularly:</u>	

PRINCIPAL EVALUATION (continued)

<u>N.J.A.C.</u> 6A:10-5.1 through -5.3	Components of principal evaluation rubrics
<u>N.J.A.C.</u> 6A:10-5.4	Principal, assistant principal and vice-principals observations
<u>N.J.A.C.</u> 6A:32-5.1 <u>et seq.</u>	Standards for determining seniority

**Possible**

<b><u>Cross References:</u></b>	*2131	Chief school administrator
	*4112.6/4212.6	Personnel records
	*4115	Supervision
	*4116	Evaluation
	*4117.41	Nonrenewal
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4215	Supervision
	*4216	Evaluation
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*6143.1	Lesson plans

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

**Policy**

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SELECTION OF ADMINISTRATIVE STAFF

A major factor in maintaining a high level of performance on the part of the district employees is effective supervision. Therefore, the process for securing administrative personnel must be designed to insure the greatest possible chance of securing the most qualified individual for each position and doing so in such a way as to indicate support and confidence in the person hired. No action shall be taken in the selection of certificated personnel for supervisory or administrative positions until notice has been posted in all of the schools of the Township setting forth the duties of the position to be created or vacancy to be filled. To insure this level of competence and confidence, the superintendent shall prepare guidelines for the selection of administrative personnel by means of an interviewing committee, and members of the board of education shall have the right to submit written questions to be asked by members of the interviewing committee.

After all members of the administrative interviewing committee have completed questioning the candidate, any board member present at the interviews may ask questions of the candidate prior to the interviewing process beginning for the next candidate being interviewed by the administration. At the completion of the interviewing process the interviewing committee will arrive at a decision concerning a candidate to be recommended to the superintendent.

The personnel committee of the board of education, at its discretion, may choose to interview the recommended candidate of the superintendent for the positions of vice principal and principal, director, or assistant superintendent before the full board of education is required to vote on the recommendation.

A vote of the full board of education shall be taken on the candidate recommended by the superintendent. If the first candidate is not acceptable to the board, candidates recommended by the interviewing committee and approved by the superintendent in successive order shall be voted on by the board of education. If no candidate is acceptable to the board of education, the interviewing process shall be repeated.

Since it is the district's desire to have the best possible pool of candidates for each position and since inservice professional growth activity should be related to the specific needs of the employee, individuals working for the district who applied for and were not considered successful candidates by the personnel interviewing committee shall receive, if requested, an explanation of the areas that appear to need improvement.

Adopted: December 21, 1978  
Revised: September 21, 1989  
NJSBA Review/Update: October 2011  
Readopted: August 21, 2014

Key Words

Evaluation, Administrative Staff

**Legal References:** N.J.A.C. 6A:32-4.4 Evaluation of tenured teaching staff members;  
N.J.A.C. 6A:32-4.5 Evaluation of nontenured teaching staff members;

**Possible**

**Cross Reference:** 4116 Evaluation of teaching staff members  
4216 Evaluation of noncertified staff members

**Policy**

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EVALUATION OF ADMINISTRATIVE STAFF

The continuing evaluation of administrative staff members is necessary to enable the Woodbridge Township Board of Education to monitor the effectiveness and competence of such staff members and to assist them in the improvement of their professional performance.

For purposes of this policy, "administrative staff members" shall include personnel holding the following positions: Business Administrator/Board Secretary, Board Attorney, Custodian of School Monies, Superintendent, Associate Superintendent, Assistant Superintendent, Directors, and all positions covered by the Woodbridge Township Administrators Association.

The board directs that evaluations of all tenured administrative personnel be performed at least once annually and non-tenured personnel at least three times annually.

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

Key Words

Evaluation, Administrative Staff

**Legal References:** N.J.A.C. 6A:32-4.4 Evaluation of tenured teaching staff members;  
N.J.A.C. 6A:32-4.5 Evaluation of nontenured teaching staff members;

**Possible**

**Cross Reference:** 4116 Evaluation of teaching staff members  
4216 Evaluation of noncertified staff members

**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 the evaluation of the superintendent of schools shall be:

- A. 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. After consultation with the superintendent of schools, to determine the roles and responsibilities for the implementation of this policy and attendant procedures;
- C. 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 a majority of the total membership of the board and the superintendent of schools. The annual summary conference shall be held before the written performance report is filed. The conference shall be held in private executive session, 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.

SUPERINTENDENT OF SCHOOLS (continued)

- F. To prepare, by July 1, subsequent to the annual summary conference, an annual written performance report. The annual performance report shall be prepared 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. An option for the superintendent of schools, within 10 days of receipt of the report, to include performance data which has not been included in the report prepared by the board of education to be entered into the record by the superintendent of schools.

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 roles and responsibilities of the superintendent of schools in consultation with the superintendent of schools. The superintendent of schools shall provide information and propose procedures for:

- A. 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 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.

SUPERINTENDENT OF SCHOOLS (continued)

Adopted: December 21, 1978; March 15, 2018  
 NJSBA Review/Update: October 2011  
 Readopted: August 21, 2014; 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>N.J.S.A.</u> 18A:17-15 through -21	<u>School Ethics Act</u> 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

**Possible**

**Cross References:**

*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.

**Exhibit, Job Description**

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**TITLE:** SUPERINTENDENT OF SCHOOLS

**QUALIFICATIONS:**

1. Valid New Jersey School Administrator Certificate or eligibility
2. Central office, school administration and teaching experience as determined by the board
3. Demonstrated success with curriculum, personnel management, school finance and strategic planning
4. Strong leadership and communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Board of education

**SUPERVISES:** Every district employee

**JOB GOAL:** To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education.

**SCOPE OF RESPONSIBILITY:** Leadership and management responsibilities of the superintendent of schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the board. The superintendent of schools may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

**PERFORMANCE RESPONSIBILITIES:**

A. Instructional Leadership:

1. Ensures that a system of thorough and efficient education, as defined in state law and code is available to all students.
2. Ensures that the goals of the school system are reflected in its educational program and operations.
3. Provides for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives, and a quality assurance report to the public.
4. Reviews with staff all curriculum guides and courses of study annually in accordance with a board adopted evaluation schedule. Recommends, for board adoption, curricula, courses, textbooks and time schedules.
5. Ensures implementation and evaluation of all board-approved written curriculum for all subjects and inclusion of mandated programs and state core curriculum content standards.
6. Provides for curriculum articulation among grades and schools in the district and between/among constituent districts in a regional school system or sending-receiving agreement.
7. Encourages staff to develop programs, services and projects that reflect instructional diversity, alternatives and flexibility, while assuring an articulated, consistent education for all students.
8. Ensures the effectiveness of the instructional program by measuring student achievement against

SUPERINTENDENT, EXHIBIT (continued)

state and local standards. Initiates program changes as necessary.

9. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.
10. Seeks out available sources for grant funding to support programs and projects.
11. Keeps professionally current and informed on research-based educational practices.

## B. Personnel Administration:

1. Mentors staff and demands high performance. Implements sound personnel practices.
2. Directs and supervises the administrative staff and through them all district staff.
3. Develops recruitment and retention procedures to assure well-qualified applicants for professional and nonprofessional positions. Participates in final candidate interviews, as appropriate, and recommends appointment, transfer, renewal and dismissal of all certified and noncertified staff to the board.
4. Ensures that all staff is observed and evaluated annually in accordance with law and established procedures. Recommends certified and noncertified employees for contract renewal and/or tenure appointment.
5. Provides direction and serves as a resource for management representatives in negotiating with employee bargaining units. Supervises administration of collective bargaining agreements.
6. Recommends and implements the district's professional development plan.
7. Ensures that all teaching staff members fulfill continuing professional development and receive inservice training required by state/federal laws. Assumes responsibility for the maintenance of appropriate documentation in a central file and timely submission of all required reports.

## C. Financial Management:

1. Ensures that the budget implements the district's goals.
2. Ensures implementation of board financial policies and district procedures. Provides direction to and supervision of school business functions. Encourages development and implementation of sound business practices.
3. Initiates and supervises development of the annual budget, providing opportunity for staff input. Recommends budget and budget priorities for board approval and communicates the educational and monetary impact of the budget to the community.
4. Ensures that the district develops and implements a multi-year (3-5 years) comprehensive maintenance plan.
5. Oversees school facility management to provide safe, efficient and attractive buildings, with strong emphasis on preventative maintenance and custodial care. Ensures annual inspections of each school building for adherence to health and safety codes.
6. Continually assesses business management practices to achieve efficiency.
7. Ensures funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

## D. Student Services:

1. Ensures that a system of free appropriate special education and/or related services is available to all pupils with educational disabilities.
2. Develops and oversees the delivery of the district's intervention and referral services for pupils who are experiencing difficulties in their classes and who have not been classified as in need of special education.
3. Develops, in consultation with the school physician, a plan for the provision of school nursing services to be adopted by the board.
4. Confers annually with the administrator of each nonpublic school located in the district to plan for nursing services that which may be made available pursuant to law and submits an annual written report to the executive county superintendent of schools.

SUPERINTENDENT, EXHIBIT (continued)

5. Develops and implements policies and procedures related to missing children and the reporting of allegations of child abuse and neglect.
  6. Implements a board-approved program of guidance and counseling services.
  7. Ensures access to public education for homeless students in accordance with state and federal law and administrative code.
- E. School/Community Relations:
1. Promotes community support of the schools. Interprets district programs and services, reports plans, events and activities of interest, and solicits community opinions regarding school and education issues.
  2. Identifies available community resources and linkages to social service agencies that support education and healthy child development.
  3. Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction.
  4. Maintains contact and good relations with local media.
  5. Ensures that district interests will be represented in meetings and activities of municipal and other governmental agencies.
  6. Represents the school system and its interests in community organizations, activities and projects.
- F. Superintendent of Schools-Board Responsibilities:
1. Provides leadership in the implementation of the district's vision, mission, and goals.
  2. Prepares and recommends short- and long-range plans for board approval and implements those plans when approved.
  3. Attends all regular and special meetings of the board, and participates in a professional leadership role. Designates an administrative staff member to serve in his/her absence, when appropriate.
  4. Knows board policy and respects the policymaking authority and responsibility of the board.
  5. Recommends drafts of new policies or changes to the board. Establishes guidelines and processes for monitoring implementation of board policies.
  6. Collects adequate and reliable information before making recommendations and decisions.
  7. Prepares, in conjunction with the board president, agenda recommendations relative to all matters requiring board action, including all facts, information, options and reports needed to assure informed decisions. Provides advice and counsel to the board on matters before it.
  8. Provides a communication system to keep the board informed of district issues and critical information needed for decision-making.
  9. Anticipates potential problems. Recommends policies or courses of staff action.
  10. Keeps the board informed regarding development in other districts or at state and national levels that would be helpful to the district.
  11. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
  12. Fulfills all statutory obligations and implements the education law of the State of New Jersey and the administrative code of the New Jersey Department of Education.
  13. Advises the board of its responsibilities under the School Code of Ethics Act. Ensures the adoption of policies and procedures regarding required training for board members and the annual distribution, public discussion, and documentation of the act and the code of ethics for school board members.

SUPERINTENDENT, EXHIBIT (continued)**TERMS OF**

**EMPLOYMENT:** Twelve months. Appointed for a period of 3-5 years. Serves in accordance with the terms of the contract between the board and the superintendent of schools. Salary to be determined by the board.

**EVALUATION:** Performance of this job will be evaluated annually by April 30 in accordance with state law, administrative code, and the board's policy on evaluation of the superintendent of schools.

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

**Legal References:**

<u>N.J.S.A.</u> 13:1f-19 et seq.	School Integrated Pest Management Act
<u>N.J.S.A.</u> 18A:6-7.1 through -7.5	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
<u>N.J.S.A.</u> 18A:7A-11	Annual report of local school district; contents; annual report of commissioner; report of improvement of basic skills
<u>N.J.S.A.</u> 18A:7A-14.3 through -14.5	Alternate program of evaluation and monitoring
<u>N.J.S.A.</u> 18A:7E	School report card and efficiency programs
<u>N.J.S.A.</u> 18A:7F	Comprehensive Educational Improvement and Financing Act
<u>N.J.S.A.</u> 18A:12-21	School Ethics Act
<u>N.J.S.A.</u> 18A:12-24	School officials; prohibited conduct
<u>N.J.S.A.</u> 18A:16-1	Officers and employees in general
<u>N.J.S.A.</u> 18A:16-1.3	Notification of dismissal for cause of non-tenured certificated employee
<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.S.A.</u> 18A:17-15 through -21	Appointment of superintendent of schools; terms
<u>N.J.S.A.</u> 18A:17-24.1 through -24.9	Superintendent of schools and school business administrators shared by two or more districts; approval
<u>N.J.S.A.</u> 18A:17-46	Act of violence; report by school employee; notice of action taken; annual report
<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:36-24 et seq.	Missing and abused children
<u>N.J.S.A.</u> 18A:37	Discipline of pupils
<u>N.J.S.A.</u> 34:5A	N. J. Worker and Community Right to Know Act
<u>N.J.S.A.</u> 52:17B-9.8a, -9.8c et al.	Missing child defined; marking of missing child's record; notification of requests for marked records; marking of missing child's birth certificate; notification of requests for copy of marked certificate
<u>N.J.A.C.</u> 6A:5	Regulatory equivalency and waiver
<u>N.J.A.C.</u> 6A:7	Managing for equality and equity in education
<u>N.J.A.C.</u> 6A:8	Standards and assessment

SUPERINTENDENT, EXHIBIT (continued)

<u>N.J.A.C. 6A:9</u> See particularly: <u>N.J.A.C. 6A:9-3</u>	Professional licensure and standards
<u>N.J.A.C. 6A:9-8</u> <u>N.J.A.C. 6A:9-12</u> <u>N.J.A.C. 6A:9-15</u> <u>N.J.A.C. 6A:9-16</u>	Professional standards for teachers and school leaders Requirements for instructional certificate Requirements for administrative certification Required professional development for teachers Required professional development for school leaders
<u>N.J.A.C. 6A:9-17.4</u> <u>N.J.A.C. 6A:14</u> <u>N.J.A.C. 6A:15</u> <u>N.J.A.C. 6A:16</u> <u>N.J.A.C. 6A:17</u> <u>N.J.A.C. 6A:23</u> <u>N.J.A.C. 6A:24</u> <u>N.J.A.C. 6A:26</u> <u>N.J.A.C. 6A:26-2</u> <u>N.J.A.C. 6A:26-3</u> <u>N.J.A.C. 6A:27</u> <u>N.J.A.C. 6A:30</u> <u>N.J.A.C. 6A:32</u> <u>N.J.A.C. 6A:32-3.2</u>	District reporting responsibility Special education Bilingual education Programs to support student development Students at risk of not receiving a public education Finance and business services Urban education reform in the Abbott districts Educational facilities Educational facilities; long range facilities plan Educational facilities; capital project review Transportation Evaluation of the performance of school districts School operations Requirements for the code of ethics for school board members and charter school board of trustee members
<u>N.J.A.C. 6A:32-4.4</u> <u>N.J.A.C. 6A:32-4.5</u>	Evaluation of tenured teaching staff members Supervision of instruction, observation and evaluation of nontenured teaching staff members
<u>N.J.A.C. 6A:32-7.3</u> <u>N.J.A.C. 12:100-4.2</u>	Pupil records Occupational Safety & Health Standards Adoption by reference
42 <u>U.S.C. 12101 et seq</u>	<u>Americans with Disabilities Act</u> (ADA)
29 CFR 1910.1030	Blood borne Pathogens Standard,
20 <u>U.S.C. 1400 et seq.</u>	<u>Individuals With Disabilities Education Act</u> (IDEA), reauthorized 1997, P.L. 105-17 (formerly the <u>Education for All Handicapped Act</u> )
Manual for the Evaluation of Local School Districts (Revised September 2002)	
20 <u>U.S.C.A. 6301 et seq.</u>	<u>No Child Left Behind Act of 2001</u> , P. L. 107-110,
29 <u>CFR</u> 1910.1450	Occupational Exposure to Hazardous Chemicals in Laboratories Standard,

**Policy**

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

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

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

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

Key Words

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

**Legal References:** N.J.S.A. 18A:11- 1   General mandatory powers and duties  
N.J.S.A. 18A:17-20   Tenured and non-tenured superintendents; general powers and duties  
N.J.S.A. 18A:54-20   Powers of board (county vocational schools)

**Possible**

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

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

**Policy**

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

The Woodbridge Township Board of Education will continue to support its Affirmative Action Resolution, and to implement the district's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

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

Affirmative Action Officer and Team

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

The affirmative action officer shall:

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

The affirmative action team shall:

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

Comprehensive Equity Plan

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

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

Harassment

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

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

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

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

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

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

School and Classroom Practices

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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

These topics are included in the pupil and instruction policies of the district at #5145.4 Equal educational opportunity, #6121 Nondiscrimination/affirmative action, and #6145 Extracurricular activities.

Contract/Employment Practices

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

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

These topics are included in the business and noninstructional operations, and the personnel policies of the district at #3320, #3327, #4111.1 and #4211.1.

Disabled

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

Report on Implementation

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

Adopted: August 21, 2014

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

NJSBA Review/Update:

Readopted: September 22, 2016

Key Words

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

Legal References: N.J.S.A. 2C:16-1 Bias intimidation  
N.J.S.A. 2C:33-4 Harassment  
N.J.S.A. 10:5-1 et seq. Law Against Discrimination  
N.J.S.A. 18A:6-5 Inquiry as to religion and religious tests prohibited  
N.J.S.A. 18A:6-6 No sex discrimination  
N.J.S.A. 18A:18A-17 Facilities for handicapped persons  
N.J.S.A. 18A:26-1 Citizenship of teachers, etc.  
N.J.S.A. 18A:26-1.1 Residence requirements prohibited  
N.J.S.A. 18A:29-2 Equality of compensation for male and female teachers  
N.J.S.A. 18A:35-1 et seq. Curriculum and courses  
N.J.S.A. 18A:37-14  
through -19 Harassment, intimidation, and bullying defined; definitions  
N.J.S.A. 18A:38-5.1 et seq. Attendance at school  
N.J.S.A. 18A:36-20 Discrimination; prohibition  
N.J.S.A. 26:8A-1 et seq. Domestic Partnership Act  
N.J.A.C. 5:23-1.1 et seq. Uniform construction code  
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education  
See particularly:  
N.J.A.C. 6A:7-1.4,  
-1.5, -1.6, -1.7, -1.8  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Executive Order 11246 as amended

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

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

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

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

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

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

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

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

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

**Policy**

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RESEARCH, EVALUATION AND PLANNING

As required by law, the superintendent shall annually direct development or review of district long- and short-range goals and the plan of action to attain them. Objectives shall be developed with community participation and approved by the board of education; the plan of action shall be prepared in consultation with teaching staff members. The district's plans shall be discussed at a public meeting before the date required by law.

Further, the superintendent shall coordinate continual research and evaluation of programs and facilities. The master plan shall be studied and revised periodically to keep it in accord with the changing circumstances and aspirations of the district.

State Monitoring

The superintendent shall ensure and coordinate the District Performance Review every three years, in compliance with New Jersey Quality Single Accountability Continuum (NJQSAC). Upon completion of the district's conduct of the District Performance Review, the board shall fix a date, place and time for the holding of a public meeting for approval by board resolution. The board shall comply with meeting procedures specified in N.J.A.C. 6A:30-3.2.

Planning at the School Level

The principal of each school in the district shall coordinate development and implementation of a school-level plan based on school report card data. This plan shall include student performance objectives, a review of progress by teaching and administrative staff, and the involvement of parents.

The performance objectives shall be based on student achievement and behavior standards as defined in the administrative code.

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

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

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

Adopted: September 23, 1993  
NJSBA Review/Update: October 2011  
Readopted: August 21, 2014, October 20, 2016

RESEARCH, EVALUATION AND PLANNING (continued)

Key Words

Research, Evaluation, Planning, Long-range Plan, Multi-year Maintenance, School Level Plan

<b><u>Legal References:</u></b>	<p><u>N.J.S.A.</u> 10:4-6 <u>et seq.</u>  <u>N.J.S.A.</u> 18A:7A-10  <u>N.J.S.A.</u> 18A:7A-11</p> <p><u>N.J.S.A.</u> 18A:7A-14  <u>N.J.S.A.</u> 18A:7F-6  <u>N.J.S.A.</u> 18A:7F-46</p> <p><u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>  <u>N.J.A.C.</u> 6A:30-1.1<u>et seq.</u>  <u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>  <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>  <u>N.J.A.C.</u> 6A:32-2.1  <u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u></p>	<p><u>Open Public Meetings Act</u>  Evaluation of performance of each school  Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills  Review of evaluation of district performance  Approval of budget by Commissioner  Review, update of core curriculum content standards; Educational Adequacy Report  Standards and Assessments  Evaluation of the Performance of School Districts  Long-Range Facilities Plans  Evaluation of the Performance of School Districts  Definitions  Student Behavior</p>
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Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

**Possible**

<b><u>Cross References:</u></b>	<p>*1120 Board of education meetings  *1220 <u>Ad hoc</u> advisory committees  *2255 Action planning for NJQSAC  *3510 Operation and maintenance of plant  *5020 Role of parents/guardians  *6142.2 English as a second language; bilingual/bicultural  *6171.4 Special education  *7110 Long-range facilities planning  *9130 Committees</p>
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\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

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ACTION PLANNING FOR STATE MONITORING NJQSAC  
NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM

The Woodbridge Township Board of Education recognizes that it has important functions under the New Jersey state monitoring system: Quality Single Accountability Continuum (NJQSAC). The board shall comply with the requirements of the Department of Education's three year monitoring system by completing the District Performance Review (DPR). The district shall be assessed in the following five key areas:

- A. Operations;
- B. Instruction and Program;
- C. Governance;
- D. Fiscal Management;
- E. Personnel.

The superintendent shall take the following steps to oversee the efficient completion of the District Performance Review every three years as required by law:

- A. District Performance Review form shall be completed by the district committee. The superintendent shall determine the total number of people that will serve on the committee. The superintendent shall appoint the following persons to the committee, and, in his or her discretion, may include other persons on the committee with the approval of the board of education:
  - 1. Chief school administrator;
  - 2. One or more members of the administrative staff;
  - 3. One or more teaching personnel, representative of different grade levels and/or;
  - 4. The business administrator and assistant superintendent for curriculum and instruction, as well as other appropriate personnel;
  - 5. One or more member representatives of the local collective bargaining unit of the educational staff selected by the local collective bargaining unit; which may include the teaching personnel otherwise appointed in "3" above; and
  - 6. One or more members of the board selected by the board.
- B. The superintendent shall:
  - 1. Ensure that the process used by the committee in completing the District Performance Review provides for participation and input by all committee members;
  - 2. Consult with the committee in formulating a response to all weighted quality performance indicators of each component of school district effectiveness;
  - 3. Ensure that the responses in District Performance Review encompass and reflect the circumstances that exist in the school district; and
  - 4. Ensure that all responses to the District Performance Review can be verified by data and supporting documentation or otherwise and provide this verification to the department upon request. (N.J.A.C. 6A:30-3.2 District Performance Review)

Additionally, the superintendent shall ensure the district's compliance with all indicators when it is within his/her power to do so. He/she shall inform the board in a timely fashion of any areas in which board action is required to bring the district into compliance, and suggest to the board feasible plans of action.

ACTION PLANNING FOR NJQSAC (continued)

Upon completion of the proposed responses to the District Performance Review, the board of education shall fix a date, place and time for the holding of a public meeting, which may be a regularly scheduled meeting of the district board of education. The proposed responses to the District Performance Review and statement of assurance shall be presented to the board for approval by resolution.

The board shall ensure that:

- A. The proposed responses to the District Performance Review and statement of assurance shall be posted on its internet site, if one exists, at least five working days prior to the date fixed for the meeting, and shall make it available for examination by the public at the district board offices or another reasonable location;
- B. Notice of the meeting shall be published as required by the Open Public Meetings Act and this notice shall inform the public that the District Performance Review and statement of assurance will be discussed at the meeting and the times and manner in which members of the public may view the proposed responses to the District Performance Review; and
- C. At the public meeting the public shall have the opportunity to comment and be heard with respect to the proposed responses to the District Performance Review. The public shall have the opportunity to submit written comments prior to the meeting, as well (N.J.A.C. 6A:30-3.2 District Performance Review).

If the school district fails to satisfy the evaluation criteria, the board of education shall cooperate in undertaking corrective action plans indicated by the executive county superintendent and pursuant to the New Jersey administrative code.

Certification requirements for teaching staff members shall not be violated.

Equivalency and Waiver Procedures

The board may apply to the commissioner for a waiver of a specific rule or an equivalent means of implementing a rule through alternate procedures so long as the following criteria are met:

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

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

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

Key Words

Action Planning, NJQSAC, Quality Single Accountability Continuum, Planning, Certification, Equivalency, Waivers

**Legal References:** N.J.S.A. 18A:7A-10 Evaluation of performance of each school  
N.J.S.A. 18A:7A-14 Review of evaluation of district performance  
N.J.S.A. 18A:7F-43 et al. School Funding Reform Act of 2008  
N.J.S.A. 18A:26-2 Certificates required; exception  
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments  
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the Core Curricular Content Standards

ACTION PLANNING FOR NJQSAC (continued)

<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>See Particularly:</u>	
<u>N.J.A.C. 6A:30-2.1, -3.2</u>	NJQSAC components of school district effectiveness and indicators
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-12.2</u>	School-level planning
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

**Possible**

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

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