

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

**Regulations Manual**

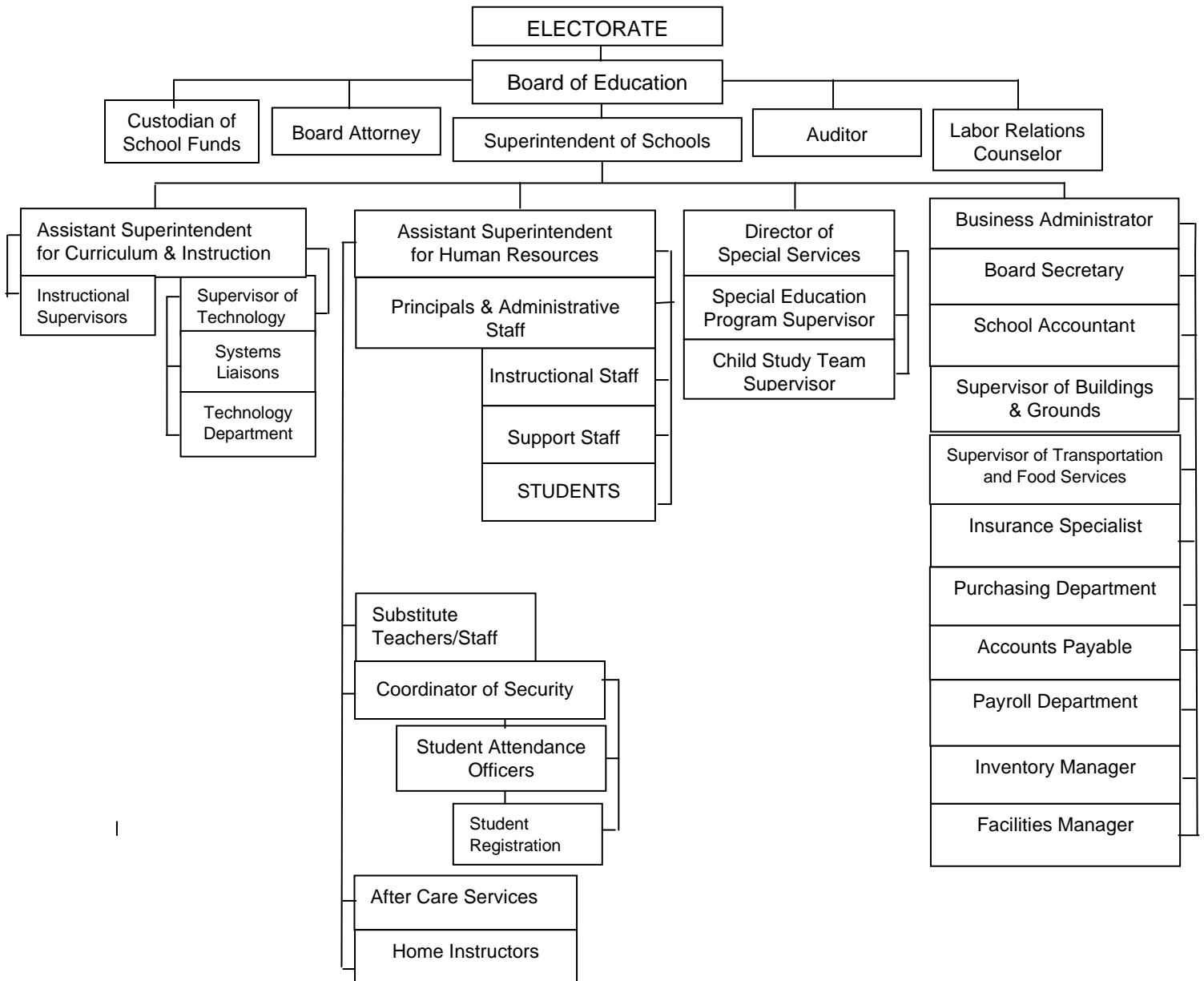
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**2000 Administration**

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**Regulation**

**WOODBRIAGE TOWNSHIP SCHOOL DISTRICT**  
TABLE OF ORGANIZATION



Adopted: 4/23/2015

Revised: 6/28/2018

**Regulation**

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**LINES OF AUTHORITY CERTIFIED PERSONNEL**

- A. Each school shall develop an educational program that will best meet the needs of the pupils attending the school within the educational goals of the district.
- B. All employees are required to follow the lines of authority shown on the organizational chart.
- C. All classroom teachers, special teachers, department heads, and other special personnel in each school shall be primarily responsible to the principal of the school to which they have been assigned. Special personnel assigned to more than one school shall be subject to the administrative authority of the principal of the school in which they are working at any particular time.
- D. Supervisors are staff officers under the direction and authority of the Assistant Superintendent for Curriculum and Instruction. A staff officer, when visiting any building, shall first report to the principal to discuss with him/her the nature of his/her business. When visiting a particular school, staff officers shall be subject to the authority of the principal. They shall have no administrative authority over personnel assigned to the school except as each principal specifically delegates authority to them.
- E. The organizational chart shows line of primary responsibility only. All personnel are expected to realize that there are many lines of secondary responsibility and communication which are essential in the development of a desirable educational program.
- F. All grievances shall follow procedures established in the grievance procedure of the employee contract or district policy for employees not covered by contract.

Adopted: 01/07  
Readopted: 08/14

**Regulation**

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**LINES OF AUTHORITY SUPPORT PERSONNEL**

- A. All support personnel assigned to a particular building shall be primarily responsible to the principal of the building to which they have been assigned.
- B. Support personnel assigned to work in more than one building shall be responsible to the principal of the school in which they are working at a particular time.
- C. All employees are required to follow the lines of authority shown by the organization chart.
- D. Supervisory personnel of the support staff shall be primarily responsible to the Superintendent of Schools. When visiting any building, they shall first report to the office of the principal.
- E. When schools are not in session, or closed because of vacation periods, support personnel shall be under the jurisdiction of the supervisor of the department to which they have been assigned.
- F. Support personnel, whose normal duties cease when schools are not in session, shall be assigned during said periods to such duties as the supervisor may direct.
- G. All grievances shall follow procedures established in the grievance procedures of the appropriate employees' contract or district policy for employees not covered by contract.
- H. Support personnel not assigned to a regular duty station shall be responsible to the supervisor of the department concerned.

Adopted: 08/14

**Regulation**

PRINCIPAL EVALUATION

Teaching and Principal Evaluation Rubrics

The teaching and principal evaluation rubrics selected by the district shall meet the following minimum standards (N.J.S.A. 18A:6-123):

- A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
- B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth over a period of time;
- C. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
- D. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;
- E. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;
- F. The rubric is based on the professional standards for that employee;
- G. The performance measures used in the rubric are linked to student achievement;
- H. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
- I. At each observation of a teacher, either the principal, his designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present. The staff member who will be observing shall receive training on the use of the teaching practice observation instrument. The training shall be completed before the evaluator conducts the observation;
- J. An opportunity for the employee to improve his effectiveness from evaluation feedback;
- K. Guidelines for staff training on the use of the educator practice evaluation instrument to support its implementation, and guidelines for the demonstration of competence in the use and implementation of the educator practice evaluation instrument;
- L. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
- M. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources; and
- N. A process for ensuring that the results of the evaluation help to inform instructional development.

As part of the teacher evaluation rubric and the principal evaluation rubric, the board shall approve and adopt both teacher and principal practice evaluation instruments that appear on an approved list provided by the Department of Education.

PRINCIPAL EVALUATION (regulation continued)Measurements of the Principal Evaluation RubricA. Measures of student achievement (N.J.A.C. 6A:10-5.2)

1. The school-wide student growth percentile, where applicable, of all students assigned to the principal;
2. The average of the student growth objective scores of every teacher assigned to the principal; and
3. Administrator goals set by principals, vice principals, and assistant principals in consultation with their supervisor which shall be specific and measurable, based on student growth and/or achievement data.

## B. Measures of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument.

Each measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric shall apply. The Department of Education shall provide on its website the required percentage weight of each measure. All components shall be worth the percentage weights or fall within the ranges specified in law (N.J.A.C. 6A:10-5.1c) and board regulation 2130 Principal Evaluation.

Student Growth Percentiles

The student growth percentile (SGP) is a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Student growth percentile can only be calculated in schools that have grades 4 through 8 which are subject to the New Jersey Statewide assessments (see 4116 Teacher Evaluation, Regulation for more specific information on SGP).

The median of all qualifying student growth percentile (SGP) scores in a principal's school will be used in principal evaluation. Principals will be broken into 3 categories:

- A. Multi-Grade SGP Schools – 2 or more SGP grades in school
- B. Single-Grade SGP Schools – 1 SGP grade in school
- C. Non-SGP Schools – No SGP grades in school

Average Student Growth Objective Scores

The average student growth objective (SGO) scores of all teachers, as described in law and board policy and regulation (N.J.A.C. 6A:10-4.2(e)); see 4116 Teacher Evaluation, policy and regulation for more specific information on SGO) shall be a component of the principal's annual summative rating. The average student growth objective scores for assistant principals or vice principals shall be determined according to the following procedures:

- A. The principal, in consultation with the assistant principal or vice principal, shall determine prior to the start of the year, which teachers, if not all teachers in the school, shall be linked to the assistant principal and vice principal's average student growth objective score.
- B. If the assistant principal or vice principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the principal shall make the final determination.

Administrator Goals for Principals, Assistant Principals, or Vice Principals

Administrator goals for principals, assistant principals, or vice principals shall be developed and measured according to the following procedures:

PRINCIPAL EVALUATION (regulation continued)

- A. The chief school administrator shall determine for all principals, assistant principals, or vice principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By April 15 prior to the school year the evaluation rubric applies, the Department of Education shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals;
- B. Principals, assistant principals, or vice principals shall develop in consultation with their supervisor, each administrator goal. Vice principals and assistant principals shall set goals specific to his or her job description or adopt the same goals as his or her principal. If the principal, assistant principal, or vice principal and his or her supervisor do not agree upon the student growth objectives, the supervisor shall make the final determination;
- C. 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 annually;
- D. The administrator goal score shall be calculated by the supervisor of the principal, vice principal or assistant principal. The principal, vice principal, or assistant principal's administrator goal score, if available, shall be discussed at his or her annual summary conference;
- 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.

Percentage Weight Range of Evaluation Rubric Components

Each measure of student growth shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each measure. All components shall be worth the following percentage weights or fall within the following ranges:

- A. The median student growth percentile (SGP), where applicable (principals, vice principals, and assistant principals with administrative responsibilities for grades 4-8) shall be at least 20 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- B. Measure of average student growth objective (SGO) for all teachers shall be at least 10 percent and no greater than 20 percent of evaluation rubric rating as determined by the Department of Education;
- C. Measure of administrator goal, as described above, shall be no less than 10 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- D. Measure of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument, shall be 30 percent of evaluation rubric rating;
- E. Measure of leadership practice, shall be 20 percent of evaluation rubric rating. Leadership practice shall be determined by a score on the Department of Education created leadership rubric and will assess the principal's, vice principal's or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behavior.

Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a principal's annual summative rating.

The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited

PRINCIPAL EVALUATION (regulation continued)

to, component-level scores and annual summative ratings.

Adopted: 08/14



**Regulation**

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**SELECTION OF ADMINISTRATIVE PERSONNEL**

The following procedures shall be utilized in the selection of administrative personnel.

- A. Each administrative position shall have a job description approved by the Board of Education. Such job description shall include, but not be limited to, the following information relative to each position:
  - 1. The job title;
  - 2. Its function;
  - 3. A description of the reporting relationships of that position;
  - 4. A listing of the responsibilities and authorities assigned to the position;
  - 5. A listing of the requirements established by the Board of Education.
    - a. The requirements shall deal with education, certification, experience, and personal characteristics.
    - b. Each of the requirements shall be defensible in terms of law, New Jersey Department of Education regulation, or a responsibility of the job.
- B. The Superintendent shall recommend to the Personnel Committee of the Board of Education the names of persons for appointment to all administrative positions in the district with the exception of the Secretary, the personnel in the office of the Secretary, the Treasurer of School Monies, the attorney and the auditors.
- C. The Superintendent shall only nominate those candidates who meet the position qualifications established by law, the New Jersey Department of Education, and the Woodbridge Township Board of Education.
- D. The announcement of openings for certificated personnel shall follow the agreed upon procedures included in the contracts currently in force or Board of Education policy at the time of the vacancy.
- E. Prior to the announcement of the vacancy, the Assistant Superintendent for Personnel shall submit for approval the following items to the Personnel Committee of the Board of Education:
  - 1. A listing of the criteria that are deemed to be appropriate for that position at that time. These criteria shall be limited to items included in the job description and related policies;
  - 2. A listing of the administrators who will serve on the screening and interviewing committees;
  - 3. A listing of the candidates and a listing of those to be interviewed.
- F. Applications received in response to the announcement of vacancy shall be reviewed by the administrative screening committee according to the criteria previously established and approved.
- G. All qualified candidates meeting the criteria may be invited for a personal interview.
- H. The questions selected by each committee participant shall be chosen prior to committee members receiving a list of candidates to be interviewed. Board members wishing to have specific questions asked

should submit them to the Assistant Superintendent for Personnel prior to the interview for inclusion on the list prepared for the interview.

- I. The members of the interviewing committee shall be given a copy of the candidate's application immediately prior to the interview. Members of the Personnel Committee of the Board of Education and other members of the Board of Education selected by the Chairperson of the Personnel Committee, not to exceed four in number, will also be given copies of the candidates' applications and all other pertinent information. The Board of Education shall be notified in writing at least five (5) days in advance of the date, time, and place of the interviews. The Board members may be present at the interview, and shall limit their participation to observation of the interaction, listening, asking questions and analyzing candidate responses to the questions asked.
- J. After each interview, the interviewing committee will rate each candidate on a form provided by the Assistant Superintendent.
- K. Following all interviews, the interviewing committee will discuss their reactions to and impressions of each of the candidates. The committee members shall then agree upon the most qualified candidate whom they wish to recommend to the Superintendent of Schools and the alternate candidates they can recommend.

Adopted: 07/00  
Readopted: 08/14

**Regulation**

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**EVALUATION OF THE SUPERINTENDENT**

In order to effectively implement the Board of Education policy on evaluation of the Superintendent, the following regulations shall be followed.

- A. Each year, prior to July 1st, the Board of Education and the superintendent shall agree upon:
  - 1. The district goals, program objectives, policies and priorities that will be emphasized for the coming year.
  - 2. The indicators of pupil progress and growth that will be used to assess progress towards the goals, program objectives, policies and priorities for the coming year.
  - 3. The data collection procedures to be used for the coming school year.
- B. Based upon the data collected, following the agreed upon procedures, the Board of Education shall prepare a written performance report prior to April 30th of the year. It shall be prepared by a majority of the total membership of the Board of Education.
- C. The report shall include, but not be limited to:
  - 1. A summary of the indicators of pupil progress and growth.
  - 2. A statement of how these indicators relate to the effectiveness of the overall program and the performance of the superintendent.
  - 3. Performance areas of strength as they relate to the job description and the evaluative criteria.
  - 4. Performance areas needing improvement based upon the job description and evaluative criteria.
- D. Following a discussion of this report between a majority of the members of the Board of Education and the superintendent in a private meeting, the Board of Education and the superintendent will agree upon a professional improvement program which will be noted in the final copy of the annual written performance report.
- E. The superintendent is granted ten working days following the discussion of the report to provide performance data which, in his/her opinion, has not been included in the report prepared by the Board of Education. Such information shall be considered part of the record.

Adopted: 09/80  
Readopted: 08/14

**Policy**

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RESEARCH

Educational Research in District Schools

A screening committee, consisting of individuals named by the superintendent, will assist in the process of determining the suitability and appropriateness of all research requests. Such determination will depend upon the applicant satisfactorily addressing the "Criteria for Research Approval" (see below), as well as any other recommendations for modification or clarification that are suggested by the screening committee.

It is expected that all applicants, both from within the system and from without, will admit a written request for permission to conduct research, along with an explicit proposal addressing the "Criteria," and all materials to be used in the research project. An interview with the applicant also may be required.

All requests for permission to conduct educational research must be approved prior to the commencement of the project.

In-System Requests for Project Approval

A staff member who wishes to conduct a research project involving no cost to the system will usually be restricted to the member's assigned school. It is presumed that the applicant will have secured the permission of the building Principal prior to submitting the required documents mentioned above. Modifications to the instructional program, if any, required by staff member research projects, should be minor.

System-wide research efforts, initiated by central administration or other individuals within the district, involving broader based data collection efforts, and undertaken for internal use only, will be bound by the same application procedures mentioned above. The superintendent or his designee, may make a specific request of the screening committee and the school committee to waive these requirements.

Out-of-System Requests for Project Approval

Individuals or groups who seek permission to conduct research projects within the school district, and who are not part of the professional staff, must adhere to the application requirements outlined above. Moreover, while the School Committee wishes to cooperate with reasonable requests to conduct research, its primary obligation is to protect the rights of students who may be requested to participate.

Proposals and collateral materials will be reviewed by the superintendent, as well as the system research screening committee. Approval will be based upon the acceptability of projects and their congruence with the following "Criteria for Research Approval." Proposed projects should:

- A. Offer promise of improving educational practice;
- B. Be organized so that there are few, if any, interruptions to the regular school programs;
- C. Pertain to relevant education problem;
- D. Contain an appropriate research design;
- E. Spell out procedures clearly;
- F. Respect the rights of individuals, including the confidentiality of personal data about students and employees;

RESEARCH (regulation continued)

- G. Obtain "informed consent" from the parents of all participating students.

Performance Expectations for Approved Studies

Once a project proposal has been approved, the investigator will be obligated to fulfill the following:

- A. Respond to any concerns that are raised in the course of the research by participants, parents, teachers, or others who become involved;
- B. Whenever possible make any necessary adjustments which do not compromise the integrity or validity of the study;
- C. Secure approval for any publication of outcomes, enabling the superintendent to determine if identification of the school or system will be in the best interest of the school district;
- D. Submit copies of all documents and any other materials developed as a consequence of the study, including, but not restricted to, theses, videotapes, summary reports, booklets, and any other account of project outcomes;
- E. Provide, if feasible, opportunities for professional staff and others to learn from the research findings and to utilize the results to improve instruction for children.

Performance Expectations for the District Public Schools

Upon receipt of a written request for permission to conduct research and supporting documentation, the system agrees to do the following:

- A. Carefully consider the application at one of the regularly scheduled meetings of the proposal screening committee;
- B. Interview the applicant, if necessary, to gather additional information about the proposed project;
- C. Assist in modifying the design or procedures if a proposal is deemed to have merit, but deficient in some minor way;
- D. Inform each applicant of the decision of the screening committee, and when permission is denied, offer a thorough explanation of why approval has not been granted;
- E. Provide any reasonable assistance to those investigators whose proposals have been approved.

Adopted: 08/14