

1240 EVALUATION OF SUPERINTENDENT

~~The Board of Education will annually evaluate the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the district with the best possible leadership.~~

~~The objective of the Board's evaluation will be to promote professional excellence and improve the skills of the Superintendent, to improve the quality of education received by the pupils of this district, and to provide a basis for the review of the Superintendent's performance.~~

~~The Superintendent shall be evaluated annually by the Board. The Board may choose to be assisted or advised by a consultant. The evaluation will be based on the job description for the position of Superintendent and this policy. The evaluation procedures in this policy and the job description and any revisions thereto will be adopted by the Board after consultation with the Superintendent.~~

~~This policy will be delivered to the Superintendent upon its adoption, and any amendment to this policy will be developed and adopted by the Board after consultation with the Superintendent. This policy and/or any amendments to this policy will be delivered to the Superintendent within ten working days after its adoption.~~

Evaluation Criteria

~~Criteria for the evaluation of the Superintendent will be based upon the Superintendent's job description and will relate directly to each of the tasks described. Each criteria will be brief and will focus on a major function of the position, be based on observable information rather than on factors requiring subjective judgment, and be written in a consistent format.~~

~~The Board shall develop and approve criteria for the evaluation of the Superintendent. Evaluation criteria will be reviewed as necessary and as requested by the Superintendent, but not less than annually and upon any revision of the Superintendent's job description. Evaluation criteria will be adopted before July 1 of each year. Any proposed revision of the evaluation criteria will be provided to the Superintendent for his/her comments before its adoption, and a copy of the adopted revision shall be provided the Superintendent within ten working days of its adoption.~~



Collection and Reporting of Evaluation Data

~~Data for the evaluation of the Superintendent will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of the Superintendent's assigned duties; interviews with the Superintendent regarding his/her knowledge of assigned duties; paper and pencil instruments (such as competency tests, staff surveys, and the like); audio visual monitoring of the Superintendent in the performance of his/her assigned duties; and reference to previous performance reports.~~

~~The Superintendent shall be observed in the performance of his/her assigned duties at least once annually.~~

Preparation Plan for Professional Growth and Development

~~An individual plan for professional growth and development shall be prepared annually, and before July 1 of each year in cooperation with the Superintendent and will include areas of required growth, methods of achieving that growth, a schedule for implementation, and the responsibility of the Superintendent and Board for implementing the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.~~

~~A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the Superintendent achieved the requirements of the previous plan will be a measure of his/her annual performance evaluation.~~

~~It will be the duty of the Superintendent to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including certification of tenure charges.~~

Conduct of Annual Performance Conference

~~An annual summary conference shall be conducted between the Board, with a majority of the total membership of the Board and the Superintendent before the annual performance report is filed. The conference will be held in private, unless the Superintendent requests that it be held in public.~~

~~The conference shall include but need not be limited to a review of the performance of the Superintendent based upon the job description; a review of the Superintendent's progress in achieving and implementing the district's goals, program objectives, policies, instructional priorities, and statutory requirements; and a review of available indicators of pupil progress and growth toward the program objectives.~~



~~The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary, and to recognize achievement and good practice. Adequate time will be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.~~

~~Preparation of Annual Performance Report~~

~~An annual written performance report shall be prepared, no later than April 30, by a majority of the full membership of the Board. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement based on the job description and evaluation criteria; the plan for professional growth and development prepared by the Superintendent and the Board; a summary of available indicators of pupil progress and growth and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the Superintendent; and provision for performance data that have not been included in the report prepared by the Board to be entered into the record by the Superintendent within ten working days after the completion of the report.~~

~~The annual performance report will be signed by the Board President at the time of the conference and by the Superintendent within five working days of the conference. It will be filed in the Superintendent's personnel file, and a copy will be provided to the Superintendent.~~

N.J.A.C. 6A:32-4.3



1240 EVALUATION OF SUPERINTENDENT

The purpose of the annual evaluation is to promote professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, and provide a basis for the review of the Superintendent's performance.

This Policy and Regulation 1240 shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;
2. Development of a job description and evaluation criteria based upon the Board of Education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent;
3. Specification of data collection and reporting methods appropriate to the job description;
4. Provisions for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the Board of Education and the Superintendent; and
5. Preparation of an annual written performance report by a majority of the full membership of the Board of Education and an annual summary conference between a majority of the total membership of the Board of Education and the Superintendent.

There shall be an annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent which shall be held before a written performance report is filed. The conference shall be held in executive session, unless the Superintendent 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 based upon the Board approved job description;
2. Progress of the Superintendent 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.

The annual written performance report shall be prepared by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-7.1(c)2;
3. Recommendations for professional growth and development;
4. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten working days after the report's completion.

The evaluation procedure for a nontenured Superintendent shall be completed by July 1 each year.

Each newly appointed or elected Board of Education member shall complete a New Jersey School Boards Association training program on the evaluation of the Superintendent within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of a collective bargaining agreement or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013 shall conflict with the educator evaluation system established pursuant to N.J.A.C.



6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to collective bargaining involve matters of educational policy or managerial prerogatives.

The Board of Education shall add to the Superintendent's personnel file all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the New Jersey 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.

The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

Policy and Regulation 1240 shall be distributed to the Superintendent upon adoption by the Board. Amendments to this Policy and Regulation shall be distributed within ten working days after adoption.

The provisions of this Policy, Regulation, and N.J.A.C. 6A:10-7.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

**N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129
N.J.A.C. 6A:10-1.1 et seq.; 6A:10-7.1 et seq.**

Adopted: 17 July 2012
Revised:



R 1240 EVALUATION OF SUPERINTENDENT

A. ~~Frequency of Evaluation~~

~~The Superintendent shall be evaluated annually.~~

B. ~~Evaluation Criteria~~

1. ~~Job description;~~

2. ~~Annual goals;~~

3. ~~The following criteria as enumerated by the N.J.S.B.A. shall also be used:~~

a. ~~Ability to manage;~~

b. ~~Ability to lead;~~

c. ~~Ability to make decisions;~~

d. ~~Ability to communicate;~~

e. ~~Supervision and staff development;~~

f. ~~Responsiveness to others;~~

g. ~~Creativity;~~

h. ~~Ability to maintain an effective educational climate;~~

i. ~~Effective implementation of Board policies and procedures;~~

j. ~~Use of physical and financial resources of the district in a judicious manner; and~~

k. ~~Demonstration of a broad knowledge of matters that will aid in effectively managing the school district.~~



REGULATION

RANDOLPH BOARD OF EDUCATION

ADMINISTRATION
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Evaluation of Superintendent

C. ~~Collection and Reporting of Evaluation Data~~

- ~~1. The Board shall collect appropriate data to properly evaluate the Superintendent.~~
- ~~2. The Board shall appoint not more than four members to collect the data.~~
- ~~3. The Superintendent shall cooperate with members of the Board designated to collect the data.~~

D. ~~Preparation of Written Evaluation Report~~

- ~~1. The Board shall in a committee session consider all of the collected data.~~
- ~~2. The Board shall discuss the data and evaluate the Superintendent based on the evaluation criteria as described in B. above.~~
- ~~3. The Board shall designate one individual to prepare a draft of the written evaluation document.~~
- ~~4. The Board shall review the draft evaluation document and determined required revisions.~~
- ~~5. The Board shall by majority vote approve the evaluation document and have it approved by a majority vote of the Board.~~

E. ~~Conduct of Annual Performance Conference~~

- ~~1. The Board shall conduct the evaluation conference.~~
- ~~2. The Chairperson of the Board shall chair a private session of the Committee, at which the Superintendent is present.~~
- ~~3. The Superintendent shall have the right to discuss the evaluation with the Board and file any exceptions to the evaluation in writing.~~
- ~~4. Any exceptions filed by the Superintendent shall be included with any copy of the Board's evaluation.~~



R 1240 EVALUATION OF SUPERINTENDENT

- A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures**
- 1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.**
 - 2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.**
 - 3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.**
 - 4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.**
- B. Annual Summary Conference**
- 1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an Annual Written Performance Report.**
 - 2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the Annual Written Performance Report is prepared and filed.**
 - 3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.**
 - 4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.**
 - 5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:**



REGULATION

RANDOLPH BOARD OF EDUCATION

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Evaluation of Superintendent

- a. **Performance of the Superintendent based upon the Board approved job description;**
- b. **Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and**
- c. **Indicators of student progress and growth toward program objectives.**

C. Annual Written Performance Report

1. **The Annual Written Performance Report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:**
 - a. **Performance area(s) of strength;**
 - b. **Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-7.1(c)2;**
 - c. **Recommendations for professional growth and development;**
 - d. **Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and**
 - e. **Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.**
2. **The Board President, or the Board President's designee, shall prepare a draft of the Annual Written Performance Report after the annual summary conference.**
3. **The draft of the Annual Written Performance Report shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.**
 - a. **In the event a Board member believes a provision(s) of the draft of the Annual Written Performance Report is not in accord with the**



provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the Annual Written Performance Report. The draft of the Annual Written Performance Report may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.

4. The draft of the Annual Written Performance Report shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the Annual Written Performance Report from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.
 5. In the event the Superintendent does not agree with a provision(s) in the draft of the Annual Written Performance Report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).
 6. A majority of the Board's full membership shall approve the draft of the Annual Written Performance Report before presenting the final Annual Written Performance Report to the Superintendent.
 7. The Superintendent may submit a written response to the final Annual Written Performance Report, which shall be attached to the report.
- D. Nontenured Superintendent of Schools**
1. The evaluation procedure for a nontenured Superintendent shall also be completed by July 1 each year.

Issued: 4 November 2008

Adopted: 15 January 2013

Revised:



3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Education recognizes its obligation to employ only those ~~professional~~ staff members best trained and equipped to meet the educational needs of the ~~students~~ pupils of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board ~~will shall~~ renew the employment contract of a teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. **A nontenured teaching staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.**

When the nontenured teaching staff member's performance does not meet the standards of the district, the Superintendent shall recommend not to renew the teaching staff member's contract. ~~A nontenured teaching staff member who is not recommended for renewal by the Superintendent shall be deemed nonrenewed.~~ Prior to notifying the **nontenured teaching** staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the **nontenured teaching** staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the **nontenured teaching** staff member their employment will be discussed in executive session in order for the **nontenured teaching** staff member to exercise their statutory right to request a public discussion.

The Superintendent shall notify each **nontenured** teaching staff member to whom reemployment will not be offered of such nonrenewal in writing on or before May 15. Any teaching staff member who received written notice a contract will not be offered may, within fifteen days of **receiving such** notification, request in writing a statement of the reasons for nonrenewal. The Superintendent will provide a written statement of reasons within thirty days after the receipt of any such request.

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment, the nontenured teaching staff member shall have the right to an informal appearance before the Board to permit the staff member an opportunity to convince the members of the Board to offer reemployment. The staff member must request the appearance before the Board within ten calendar days of **the nontenured teaching staff member's** receipt of the statement of reasons. **The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1.**



POLICY

RANDOLPH BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Nonrenewal of Nontenured Teaching Staff Member

The Board is not required to offer reemployment or vote on reemployment after an informal ~~hearing~~ **appearance** with a nontenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the **nontenured** teaching staff member reemployment after ~~an~~ **the informal appearance before the Board hearing**. **The nontenured teaching staff member will be notified of the Board's final determination within three days following the informal appearance before the Board.**

N.J.S.A. 18A:27-3.1 ~~et seq.~~; **18A:27-3.2**; 18A:27-4.1; 18A:27-10 et seq.

N.J.A.C. ~~6A:32-4.5; 6A:32-4.6~~ **6A:10-8.1**

Adopted: 17 July 2012

Revised:



3144 CERTIFICATION OF TENURE CHARGES

Tenure charges may be instituted against a tenured ~~teaching~~ staff member of the district in accordance with the provisions of N.J.A.C. 6A:3-5.1 et seq. In all instances of the filing and certification of tenure charges, **except charges filed against a teacher, Principal, Assistant Principal, or Vice Principal** ~~other than~~ for reasons of inefficiency **pursuant to N.J.S.A. 18A:6-17.3**, the procedures and timelines outlined in N.J.A.C. 6A:3-5.1(b) shall be observed. In the event the tenure charges are charges of inefficiency **pursuant to N.J.S.A. 18A:6-17.3**, except in the case of ~~Building~~ Principals, **Assistant Principals**, and Vice Principals in school districts under full State intervention, where procedures are governed by the provisions of N.J.S.A. 18A:7A-45 and such rules as may be promulgated to implement it, the procedures and timelines outlined in N.J.A.C. 6A:3-5.1(c) shall be observed.

Filing and service of petition of appeal as outlined in N.J.A.C. 6A:3-1.3, shall not apply in a case of charges **filed with preferred before** the Commissioner of Education against an employee of a Board of Education or of a school district under full State intervention ~~pursuant to the Tenure Employees' Hearing Act~~. In place of the usual petition, the Board of Education or the State District Superintendent shall file ~~the~~ written charges and the required certificate of determination with the Commissioner together with the name of the attorney who is anticipated for administrative purposes will be representing the Board of Education or State District Superintendent and proof of service upon the employee and the employee's representative, if known. Such service shall be at the same time and in the same manner as the filing of charges with the Commissioner.

In accordance with N.J.S.A. 34:13A-24, fines and suspensions imposed as minor discipline shall not constitute a reduction in compensation pursuant to the provisions of N.J.S.A. 18A:6-10 where the negotiated agreement between the Board of Education and the majority representative of the employees in the appropriate collective bargaining unit provides for such discipline. In these cases, tenure charges shall not be filed ~~in order~~ to impose minor discipline on a person serving under tenure.

The Board of Education or the State District Superintendent shall determine whether there is probable cause to credit the evidence in support of the charges and whether such charges, if credited, are sufficient to warrant a dismissal or reduction of salary. Pursuant to N.J.S.A. 18A:6-11, all deliberations and actions of the Board of Education with respect to such charges shall take place at a closed/executive session meeting. In the event the Board of Education or the State District Superintendent finds ~~that such~~ probable cause exists and that the charges, if credited, are sufficient to warrant a dismissal or reduction of salary, then the Board or the State District Superintendent shall file, **within fifteen days**, ~~such~~ written charges with the Commissioner. The



charge(s) shall be stated with specificity as to the action or behavior underlying the charges or the nature of the alleged inefficiency and shall be accompanied by the required certificate of determination together with the name of the attorney who is anticipated for administrative purposes will be representing the Board of Education or State District Superintendent and proof of service upon the employee and the employee's representative, if known. Such service shall be at the same time and in the same manner as the filing of charges with the Commissioner.

The certificate of determination ~~which~~ **that** accompanies the written charges shall contain a certification **by the Board Secretary or the State District Superintendent** including that a determination was made of the charges and the evidence in support of the charges are sufficient, if true in fact, to warrant dismissal or a reduction in salary; of the date, place, and time of the meeting at which such determination was made and whether or not the employee was suspended and, if so, whether such suspension was with or without pay; that such determination was made by a majority vote of the **whole number of members of the full Board of Education** or by the State District Superintendent in accordance with N.J.S.A. 18A:7A-39; ~~and in the case of a charge of inefficiency, that the employee was given at least ninety days prior written notice of the nature and particulars of the alleged inefficiency.~~

An individual against whom tenure charges are certified shall file a written response to the charges in accordance with the provisions of N.J.A.C. 6A:3-5.3 et seq. The Commissioner shall determine whether such charge(s) are sufficient, if true, to warrant dismissal or reduction in salary in accordance with the provisions of N.J.A.C. 6A:3-5.5 ~~et seq.~~ Any withdrawal, settlement, or mooted of tenure charges shall be in accordance with the provisions of N.J.A.C. 6A:3-5.6.

Certification of tenure charges for ~~teaching staff members, janitors, and secretaries in a~~ Charter School **employees** shall be governed by N.J.A.C. 6A:11-6.1 et seq.

N.J.S.A. 18A:6-8.3; 18A:6-10; 18A:6-11; 18A:6-13; 18A:6-14; 18A:6-16;
18A:25-6; 18A:25-7

N.J.A.C. 6A:3-5.1; 6A:3-5.2; 6A:3-5.3; 6A:3-5.5; 6A:3-5.6; 6A:9-17.4; 6A:9-17.5

Adopted: 17 July 2012

Revised:



3221 EVALUATION OF NONTENURED TEACHING STAFF MEMBERS

The Board of Education recognizes the importance of implementing a program for the evaluation of nontenured teaching staff members in accordance with law for the purposes of identifying and correcting deficiencies, improving professional competence, improving the quality of instruction received by pupils of this district, and assisting the Board in determining the member's reemployment.

The program of evaluation of nontenured teaching staff members shall include the observation and evaluation of each such employee in the performance of his or her duties by an appropriate supervisor no fewer than three times during each school year, but not less than once during each semester. Evaluations are to take place before April 30 of each year. The evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations must be completed prior to April 30. The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year. Each evaluation shall be followed by a conference between the teaching staff member and his or her superior or supervisor(s). The purpose of the observation and evaluation of nontenured teaching staff members shall be to improve professional competence, identify deficiencies, extend assistance for the correction of such deficiencies, provide a basis for recommendations regarding reemployment, and improve the quality of instruction received by the pupils served by the school(s) in the district.

Supervisors shall make every effort to assist nontenured teaching staff members in the remediation of deficiencies disclosed by observation and evaluation and may conduct additional observations and evaluations. Supervisors should recognize the purposes of this policy cannot be realized by evaluations that do not record the weaknesses as well as the strengths of teaching staff members. Assessments that are less than honest and candid serve neither the professional growth of the employee nor the interest of the district in building a staff of highly competent, well-trained personnel.

This Policy shall be distributed to each teaching staff member at the beginning of his or her employment.

N.J.S.A. 18A:27-3.1 et seq.

N.J.A.C. 6A:9-8.6; 6A:32-4.5



3221 EVALUATION OF TEACHERS

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teachers which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of



N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubrics as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-6.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4

N.J.A.C. 6A:10-6.1 and 6.2

Adopted: 17 July 2012

Revised:



R 3221 EVALUATION OF NONTENURED TEACHING STAFF MEMBERS

~~The observation and evaluation of nontenured teaching staff members will be conducted by members of the administrative and supervisory staff who hold appropriate certification for the supervision of instruction. Evaluations will be conducted in accordance with the following procedures:~~

~~A. Evaluation Criteria~~

- ~~1. Evaluation criteria for each position will derive from the job description for the position and will relate directly to each of the tasks described. Wherever possible each set of evaluation criteria will be:
 - ~~a. Briefly stated and focused on major criteria of the position,~~
 - ~~b. Based on observable information rather than on factors requiring subjective judgment,~~
 - ~~c. Generic, covering a number of specific positions, and~~
 - ~~d. Written in the same format and in a direct, simple style.~~~~
- ~~2. Maintenance of job evaluation criteria will be the responsibility of the Superintendent. Evaluation criteria will be reviewed annually and
 - ~~a. Whenever the corresponding job description is revised,~~
 - ~~b. On the request of a single job holder, or~~
 - ~~c. On the request of a majority of persons holding a particular job.~~~~
- ~~3. Each nontenured teaching staff member will be sent a copy of the current evaluation criteria for his/her position by the Superintendent. Any revisions thereto shall be provided to each holder of that job within thirty working days of its adoption. Suggested revisions to evaluation criteria by job holders shall be referred initially to the job holder's immediate supervisor for review.~~



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B. — Collection of Evaluation Data

Data will be gathered by any one or more of the following evaluation methods:

1. — Direct observation of the teaching staff member in the course of performing an assigned duty;
2. — Review of a product from the teaching staff member that results from the performance of his/her assigned duties;
3. — Interviews of the teaching staff member regarding his/her knowledge of assigned duties;
4. — Paper and pencil instruments (such as competency tests, pupil surveys, and the like);
5. — Audio-visual monitoring of the teaching staff member in the performance of his/her assigned duties; and
6. — Reference to previous performance reports.

C. — Observations

1. — Nontenured teaching staff members will be evaluated no fewer than three times in every school year and at least once during each semester. A nontenured teaching staff member employed fewer than sixty days in the school year may be observed and evaluated only once during the school year, and a nontenured teaching staff member employed fewer than one hundred twenty days in the school year may be observed and evaluated only twice during the school year.
2. — Classroom instructors will be observed in the performance of their duties by a visitation to the assigned work station. The visit will not be less than one class period (secondary level) or for the duration of one complete subject lesson (elementary level). There shall be no fewer than three such observations annually and at least one in each semester.
3. — In the case of the nontenured teaching staff member who is not regularly assigned to classroom instruction, the evaluator shall confer with the employee at the beginning of each three month period, the first of such periods commencing at the



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~~beginning of the school year. They shall together determine the job performance that will be observed. The period of the observation will be appropriate to the performance to be observed and will be conducted in as few separate sessions as possible. The evaluator shall record each separate instance of observation and the activity observed.~~

- ~~4. Wherever possible, multiple observations that focus on different areas of responsibility are desirable. Multiple observations should be spread over time to allow time for improvement.~~
- ~~5. Each observation will be recorded on a separate form and a copy sent to the nontenured teaching staff member within twenty four hours prior to the observation conference.~~

D. Evaluations

- ~~1. A written evaluation of each nontenured teaching staff member in the performance of his/her duties will be prepared within ten days of each observation or before the end of each three month period during which a nontenured teaching staff member not regularly assigned to classroom instruction has been evaluated.~~
- ~~2. In addition to the evaluation following each observation or period of observation, the evaluator shall prepare an annual written evaluation of each nontenured teaching staff member's total performance as an employee of the school district. This written evaluation will be submitted to the Building Principal, if the Principal did not prepare the annual written evaluation, sufficiently in advance of the conference to provide the Building Principal input on the annual written evaluation. Any such input will be appended to the written evaluation.~~

E. Post Observation Conferences

- ~~1. No later than ten days after the observation of each classroom instructor and no later than the end of each three month period of observation of non-classroom instructors, the teaching staff member and the evaluating supervisor may hold a conference to discuss the evaluation reports prepared in accordance with paragraph D1 above.~~



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2. ~~The post observation conference may be conducted for the purpose of confirming the accuracy of the material collected, providing a forum for feedback, and providing assistance to the teaching staff member whenever the need for such aid is indicated. In addition, the evaluator must note the effects of the observation (if any) on the teaching staff member's annual evaluation. Sufficient time should be scheduled for a full discussion of the issues involved.~~
 3. ~~Two copies of the written evaluation will be prepared and both the supervisor and the nontenured teaching staff member shall sign each copy and retain one copy.~~
 4. ~~The nontenured teaching staff member shall have the right to submit his or her written disclaimer of an evaluation within ten days following the conference and such disclaimer shall be attached to each party's copy of the evaluation report.~~
 5. ~~Each observation report will be filed in the teaching staff member's personnel file. A copy will be provided to the teaching staff member within seventy two hours of the conference.~~
- F. ~~Annual Summary Conference And Written Evaluation~~
1. ~~An annual summary conference will be held with each nontenured teaching staff member by the administrator or supervisor who prepared the annual written evaluation (whenever possible) before the staff member's annual written evaluation is filed.~~
 2. ~~The annual written evaluation will include a review of the nontenured teaching staff member's total performance as an employee of the district, including, but not limited to:~~
 - a. ~~Performance areas of strength;~~
 - b. ~~Performance areas needing improvement based upon the job description;~~
 - c. ~~An individual professional development plan developed by the supervisor and the teaching staff member; and~~
 - d. ~~A summary of indicators of pupil progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member.~~



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3. — Adequate time will be allotted for the annual summary conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.
 4. — The annual written evaluation prepared by the evaluator will be signed by the evaluator at the time of the conference and by the nontenured teaching staff member within five working days of the conference. The signature of the staff member will not necessarily be construed to indicate assent with the report.
 5. — The teaching staff member shall have the right to submit a written disclaimer of such evaluation within ten days following the conference and such disclaimer shall be attached to each party's copy of the evaluation report.
 6. — Each annual written evaluation shall be filed in the teaching staff member's personnel file. A copy will be provided to the staff member within ten working days of the conference.
- G. — Review of Pupil Progress and Growth
1. — A review will be conducted, at least annually, of pupil progress and growth in each class, for the purpose of determining whether or not changes in the performance of the teacher or in the program would lead to improved results by the pupils during the subsequent school year.
 2. — The review of pupil progress and growth will be made by a supervisor who is familiar with the pupils involved and the school context against indicators previously determined by the teacher and agreed upon by his/her immediate supervisor.
 3. — A summary of the pupil progress and growth data and its implications will be placed in the teacher's annual performance report. The pupil progress and growth report will be one measure of the teacher's annual performance evaluation.
 4. — If the review of the pupil data reveals that pupils have not made the progress expected, the supervisor and staff member shall jointly determine what changes should be made to improve pupil performance. Any such changes are subject to approval of the Superintendent before being implemented.



H. ~~Individual Professional Development Plan~~

1. ~~An Individual Professional Development Plan will be prepared annually for each nontenured teaching staff member.~~
2. ~~All new teachers with standard certificates must complete 100 clock hours of State approved professional development every five years in accordance with N.J.A.C. 6A:9-15.1 et seq. and therefore, must have a Professional Development Plan within sixty days of the Board's approval of the employment contract.~~
 - a. ~~The content of each teacher's Professional Development Plan shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3.~~
 - b. ~~The activities in each teacher's Professional Development Plan shall align with the professional development standards as outlined in N.J.A.C. 6A:9-15.2(d).~~
3. ~~At the time the Professional Development Plan is prepared, a review will also be made of the staff member's efforts to achieve the prior year's plan.~~
4. ~~Copies of the Individual Professional Development Plan will be placed in the teaching staff member's annual performance report and given to the teaching staff member. The degree to which the teaching staff member achieved the requirements of the previous plan will be a measure of the staff member's annual performance evaluation.~~
5. ~~It is the duty of the teaching staff member to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.~~



R 3221 EVALUATION OF TEACHERS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

“Annual performance report” means a written appraisal of the teacher’s performance prepared by the Principal or designee based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

“Corrective Action Plan” means a written plan developed by a teaching staff member serving in a supervisory capacity in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and



the school district for implementing the plan, and specific support that the district shall provide.

“Department” means the New Jersey Department of Education.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher's evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual's professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the



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employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Long observation” means an observation for the purpose of evaluation that is conducted for a minimum duration of forty minutes or one class period, whichever is shorter.

“Observation” means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

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

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Short observation” means an observation for the purpose of evaluation that is conducted for at least twenty minutes.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and evaluators set for groups of students.

“Student growth percentile” means 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.



“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

“Teacher” means a teaching staff member holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

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

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established



pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123.b. (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).



- c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.
 - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
 - f. Ensure data elements are collected from the implementation of the teaching practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation.
 - g. Ensure each Principal in the district certifies any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instruments:
 - a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including,



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when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

- b. Provide training on the teacher practice instrument for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
- c. Annually provide updates and refresher training on the teacher practice instrument for any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers;
- d. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete two co-observations during the academic year:
 - (1) At least one co-observation shall be completed by December 1;
 - (2) Co-observers shall use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument; and
 - (3) A co-observation may count as a required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4. A co-observation shall count as one required observation under N.J.A.C. 6A:10-4.4.
- e. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who



participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
 3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.
- G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4**
1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for teachers.
 2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
 - a. Evaluation rubrics for all teachers;
 - b. Roles and responsibilities for implementation of evaluation policies and procedures;
 - c. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in this N.J.A.C. 6A:10 et seq.;
 - d. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the teacher's supervisor, or his or her designee;
 - e. The process for preparation of individual professional development plans; and



6. The teacher and the preparer of the annual written performance report shall sign the report within five teacher working days of the review.
 7. The annual summary conference and annual written performance report shall be completed prior to June 30.
 8. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for a teacher as part of his or her personnel file. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.
- H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5
1. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the Superintendent or the teacher's supervisor.
 2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the teacher and his or her supervisor shall meet to discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the teacher's annual summary conference that occurs at the end of the year of evaluation.
 3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the teacher and his or her supervisor shall meet to discuss the corrective action plan within fifteen teacher working days following the school district's receipt of the teacher's summative rating.
 4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
 5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the teacher evaluation rubric;



- c. **The teacher member shall serve a full academic year, except in case of illness or authorized leave, but may not be appointed more than three consecutive years.**
 - d. **All members of the School Improvement Panel shall be chosen by August 31 of each year.**
- 2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2**
- a. **The School Improvement Panel shall:**
 - (1) **Oversee the mentoring of teachers according to N.J.A.C. 6A:9-8 and support the implementation of the school district mentoring plan;**
 - (2) **Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;**
 - (3) **Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j); and conduct mid-year evaluations for teachers who are on a corrective action plan; and**
 - (4) **Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9-15.5.**
 - b. **To conduct observations for the purpose of evaluation, the teacher member shall have:**
 - (1) **Agreement of the majority representative;**
 - (2) **An appropriate supervisory certificate; and**
 - (3) **Approval of the Principal who supervises the teacher being observed.**
 - c. **The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9-8.4.**



J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

- 1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.**
- 2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:**
 - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and**
 - b. Measures of teacher practice determined through a teacher practice instrument and other measures described in N.J.A.C. 6A:10-4.3 and 4.4.**
- 3. 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 the 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. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least forty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.**
 - b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.**
 - c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.**
- 4. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.**



K. Student Achievement Components – N.J.A.C. 6A:10-4.2

- 1. Measures of student achievement shall be used to determine impact on student learning. The measures shall include the following components pursuant to 2. below and, when required by the Department, as described in N.J.A.C. 6A:10-4.1(c):**
 - a. The median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 3. below; and**
 - b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the Core Curriculum Content Standards, and based on growth and/or achievement.**
 - (1) For teachers who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.**
- 2. The median student growth percentile shall be included in the annual summative rating of a teacher who:**
 - a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;**
 - b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and**
 - c. Has at least twenty individual student growth percentile scores attributed to his or her name during the academic year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given academic year, a maximum of three years of student growth percentiles may be used, including the academic year of the latest summative evaluation rating.**



3. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district.
4. The Department shall periodically collect data that include, but are not limited to, component-level scores. For teachers who have a student growth percentile score:
 - a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
 - b. The Department shall then report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.
5. Student growth objectives for teachers shall be developed and measured according to the following procedures:
 - a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By April 15, prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.
 - b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.
 - c. All teachers shall develop, in consultation with their Principal or a teaching staff member appointed by the Principal, each student growth objective. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.
 - d. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined and



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recorded in the teacher's personnel file by November 15, 2013, and by October 15 of subsequent school years.

- e. Adjustments to student growth objectives may be made by the teacher or his or her supervisor only when approved by the Superintendent or designee and shall be recorded in the teacher's personnel file on or before February 15.
- f. The teacher's supervisor and/or a member of the School Improvement Panel shall calculate each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

- 1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

M. Teacher Observations – N.J.A.C. 6A:10-4.4

- 1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
- 2. Observation conferences shall include the following procedures:
 - a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teaching staff member working days following each observation. A pre-conference shall be required pursuant to 3. below.
 - b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness.



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- e. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
 - f. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.
4. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:
- a. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation.
 - b. A nontenured teacher who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations.
 - c. A tenured teacher shall receive at least three short observations.
- N. Teacher Practice Instrument – N.J.A.C. 6A:10-6.2
- 1. The teacher practice instrument approved by the Department shall meet the following criteria:
 - a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;
 - b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:
 - (1) Clearly define the expectations for each rating category;
 - (2) Provide a conversion to the four rating categories: ineffective, partially effective, effective, and highly effective;



3222 EVALUATION OF TEACHING STAFF MEMBERS

Non-Tenured Teachers

- A. ~~The Board of Education recognizes the importance of evaluating non-tenured teaching staff members for the purposes~~
1. ~~Improving the quality of instruction;~~
 2. ~~Improving professional competence;~~
 3. ~~Identifying and correcting deficiencies;~~
 4. ~~Assisting the Board in determining the member's reemployment.~~
- B. ~~The program of evaluation of non-tenured teaching staff members shall include:~~
1. ~~The observation of each such employee in the performance of assigned duties by an appropriate supervisor no fewer than three times annually and at least once each semester;~~
 2. ~~A summary, written evaluation of both the employee's performance during observations and the employee's total employment performance;~~
 3. ~~A timely conference between the employee and the evaluating supervisor during which the employee's strengths and areas for improvement are discussed;~~
 4. ~~An opportunity for the employee to record a timely written response to the evaluation.~~
- C. ~~Supervisors shall make every effort to assist non-tenured teaching staff members in the remediation of deficiencies disclosed by evaluation and may conduct additional observations and evaluations of employees who are inexperienced or marginally competent. Supervisors should recognize that the purposes of this policy cannot be realized by evaluations that do not record the improvements needed as well as the strengths of teaching staff members. Performance assessments must be honest and candid.~~



Tenured Teachers

A. ~~The Board of Education recognizes that the continuing evaluation of tenured teaching staff members is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to:~~

- ~~1. Improve pupil learning and growth,~~
- ~~2. Promote professional excellence and improve the skills of tenured teaching staff members,~~
- ~~3. Provide a basis for the review of teaching staff member performance.~~

~~Each tenured teaching staff member shall be evaluated annually by appropriately certified and trained administrators or supervisors against criteria that evolve logically from prior observations or evaluations, the instructional priorities and program objectives set forth in the teaching staff member's professional development plan or a district or school initiative.~~

~~The Superintendent shall develop procedures for the evaluation of tenured teaching staff members that include:~~

- ~~1. Collecting and reporting data about performance that is appropriate to the job description, including observation of classroom instruction,~~
- ~~2. Observation conferences between the tenured teaching staff member and the evaluating supervisor,~~
- ~~3. The preparation of individual professional improvement plans,~~
- ~~4. The preparation by the administrator of an annual written performance report, which shall include the teaching staff member's performance areas of strength and areas for improvement, an individual professional improvement plan developed by the member and the supervisor, and a summary of the results of formal and informal assessments of the member's pupils along with a statement as to how these pupil indicators relate to the effectiveness of the member's performance,~~



5. — ~~The conduct of an annual summary conference between the supervisor and the member that will include a review of the member's performance, progress toward the objectives set forth in the professional development plan prepared at the previous annual conference, pupil assessments and growth toward program objectives, and the written performance report prepared by the supervisor.~~

N.J.A.C. 6A:32-4.4

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**3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING
TEACHERS AND ADMINISTRATORS**

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, “teaching staff member” does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for teaching staff members which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall



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Evaluation of Teaching Staff Members, Excluding
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meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured teaching staff members shall be completed prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 17 July 2012

Revised:



R 3222 EVALUATION OF TENURED TEACHING STAFF MEMBERS

~~The observation and evaluation of tenured teaching staff members will be conducted by members of the administrative and supervisory staff who hold appropriate certification for the supervision of instruction and have been appointed by the Board of Education to observe and evaluate teaching staff members. Evaluation will be conducted in accordance with the following procedures.~~

A. ~~Evaluation Criteria~~

- ~~1. Evaluation criteria for each position shall derive from the job description for the position and relate directly to each of the tasks described. Wherever possible each set of evaluation criteria will be:
 - ~~a. Briefly stated and focused on major criteria of the position,~~
 - ~~b. Based on observable information rather than on factors requiring subjective judgment,~~
 - ~~c. Generic, covering a number of specific positions, and~~
 - ~~d. Written in the same format and in a direct, simple style.~~~~
- ~~2. Maintenance of job evaluation criteria shall be the responsibility of the Superintendent. Evaluation criteria will be reviewed annually, and
 - ~~a. Whenever the corresponding job description is revised,~~
 - ~~b. On the request of a single job holder, or~~
 - ~~c. On the request of a majority of persons holding a particular job.~~~~
- ~~3. Each tenured teaching staff member will be sent a copy of the current evaluation criteria for his/her position by the Superintendent. Any revisions will be provided to each holder of that job within thirty working days of its adoption. Suggested revisions to evaluation criteria by job holders will be referred initially to the job holder's immediate supervisor for review.~~



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B. ~~Collection of Evaluation Data~~

~~Data will be gathered by any one or more of the following evaluation methods:~~

- ~~1. Direct observation of the teaching staff member in the course of performing an assigned duty;~~
- ~~2. Review of a product from the teaching staff member that results from the performance of his/her assigned duties;~~
- ~~3. Interviews of the teaching staff member regarding his/her knowledge of assigned duties;~~
- ~~4. Paper and pencil instruments (such as competency tests, pupil surveys, and the like);~~
- ~~5. Audio visual monitoring of the teaching staff member in the performance of his/her assigned duties; and~~
- ~~6. Reference to previous performance reports.~~

C. ~~Observations~~

- ~~1. Tenured teaching members will be evaluated at least once during each school year.~~
- ~~2. Classroom instructors will be observed in the performance of their duties by a visitation to the classroom that will not be less than one class period (secondary level) or for the duration of one complete subject lesson (elementary level).~~
- ~~3. In the case of the tenured teaching staff member who is not regularly assigned to classroom instruction, the evaluator will confer with the employee at the beginning of each school year. They shall together determine those general duties in the performance of which the employee will be observed. Actual observation will total not less than one hour's time and will be conducted in as few separate sessions as possible. The evaluator shall record each separate instance of observation and the activity observed.~~
- ~~4. Each observation will be recorded on a separate form and a copy sent to the tenured teaching staff member within seventy two hours prior to the observation conference.~~



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Evaluation of Tenured Teaching Staff Members

D. Evaluations

- ~~1. A written evaluation of each tenured teaching staff member in the performance of his/her duties will be prepared within fifteen calendar days of each observation.~~
- ~~2. In addition to the evaluation following each observation or period of observation, the evaluator shall prepare a written evaluation of each tenured teaching staff member's total performance as an employee of the school district. This evaluation shall be submitted to the Building Principal sufficiently in advance of the conference to enable the Building Principal or the Superintendent to amend it. It will be appended to the evaluation based on performance observation and will be presented to the employee at the conference.~~

E. Post Observation Conferences

- ~~1. No later than fifteen calendar days after the observation of each classroom instructor, the teaching staff member and the evaluating supervisor may hold a conference to discuss the evaluation reports prepared in accordance with D1 and D2 above.~~
- ~~2. The post observation conference will be conducted for the purpose of confirming the accuracy of the material collected, providing a forum for feedback, and providing assistance to the teaching staff member whenever the need for such aid is indicated. In addition, the evaluator must point up the effects of the observation (if any) on the teaching staff member's annual evaluation. Sufficient time should be scheduled for a full discussion of the issues involved.~~
- ~~3. Two copies of the written evaluation will be prepared and both the supervisor and the tenured teaching staff member shall sign each copy and retain one copy.~~
- ~~4. If the tenured teaching staff member so wishes, he/she may prepare a written disclaimer to the evaluation. Any such disclaimer will be appended to the evaluation, provided it is received not more than ten calendar days after the conference.~~
- ~~5. Each observation report will be filed in the teaching staff member's personnel file. A copy will be provided to the teaching staff member within ten working days of the conference.~~



~~F. Annual Performance Conference and Report~~

- ~~1. An annual performance conference will be held with each tenured teaching staff member by the administrator or supervisor who prepared the annual performance report (whenever possible) before the staff member's annual performance report is filed.~~
- ~~2. The annual performance conference will include a review of the:
 - ~~a. Staff member's performance based upon his/her job description,~~
 - ~~b. Staff member's progress toward the objectives of his/her Individual Performance Improvement Plan developed at the previous annual conference, and~~
 - ~~c. Available indicators of pupil progress and growth toward their program objectives.~~~~
- ~~3. The purpose of the annual performance conference is to provide for a total review of the year's work, to identify strategies for improvement where necessary, and to recognize achievement and good practice. Adequate time should be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.~~
- ~~4. The annual performance report shall be signed by the evaluator at the time of the conference and by the tenured teaching staff member within five working days of the conference. The signature of the staff member shall not necessarily be construed to indicate assent with the report.~~
- ~~5. The teaching staff member will be allowed up to ten working days following the conference to add material to the report not included by the evaluator.~~
- ~~6. Each annual performance report will be filed in the teaching staff member's personnel file. A copy will be provided to the staff member within ten working days of the conference.~~

~~G. Review of Pupil Progress and Growth~~

- ~~1. A review will be made, at least annually, of pupil progress and growth in each class, for the purpose of determining whether or not changes in the performance of the teacher or in the program would lead to improved results by the pupils during the subsequent school year.~~



- ~~2. The review of pupil progress and growth will be made by a supervisor who is familiar with the pupils involved and the school context against indicators previously determined by the teacher and agreed upon by his/her immediate supervisor.~~
 - ~~3. A summary of the pupil progress and growth data and its implications are to be placed in the teacher's annual performance report. The pupil progress and growth report will be one measure of the teacher's annual performance evaluation.~~
 - ~~4. If the review of the pupil data reveals that pupils have not made the progress expected, the supervisor and staff member shall jointly determine what changes shall be made to improve pupil performance. Any such changes are subject to approval of the Superintendent before being implemented.~~
- H. Individual Professional Development Plan
- ~~1. An Individual Professional Development Plan will be prepared annually for each tenured teaching staff member to correct deficiencies and to continue professional growth. The plan will derive from the applicable evaluation criteria and focus on the most important areas of professional growth for each staff member as determined from weaknesses identified in his/her evaluation.~~
 - ~~2. The Individual Professional Development Plan will be prepared in cooperation with the teaching staff member whenever possible and shall include:
 - ~~a. Areas of required growth,~~
 - ~~b. Methods of achieving that growth,~~
 - ~~c. A schedule for implementation of those methods, and~~
 - ~~d. The responsibility of the teaching staff member and district for implementing the plan.~~~~
 - ~~3. At the time of preparation of a Professional Development Plan, a review will also be made of the effort by the staff member to achieve the prior year's plan.~~



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4. ~~Copies of the Individual Professional Development Plan will be placed in the teaching staff member's annual performance report and given to the teaching staff member. The degree to which the teaching staff member achieved the requirements of the previous plan will be a measure of the staff member's annual performance evaluation.~~
5. ~~It is the duty of the teaching staff member to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including certification of tenure charges.~~

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**R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING
TEACHERS AND ADMINISTRATORS**

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the teaching staff member of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

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

“Department” means the New Jersey Department of Education.



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“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the educator practice instrument may be components of the teaching staff member's evaluation rubrics and the scores may be included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual's professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, as applicable, and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.



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“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

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

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teaching staff members and evaluators may set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

“Teaching staff member” means a member of the professional staff of any district or regional Board of Education, or any county vocational school district Board of Education, holding office, position, or employment of such character that the qualifications for such office, position, or employment require him or her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate



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issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.

For the purposes of Policy 3222 and this Regulation, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the teaching staff member of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data



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pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).
 - c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.



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Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- e. **Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.**
 - f. **Ensure data elements are collected from the implementation of the educator practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation.**
 - g. **Ensure each Principal in the district certifies any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.**
2. **The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:**
 - a. **Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;**
 - b. **The Superintendent may be required to annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.**
- F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3**



TEACHING STAFF MEMBERS

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1. **Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.**
 2. **The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.**
 3. **Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.**
- G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4**
1. **The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for teaching staff members.**
 2. **Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:**
 - a. **Evaluation rubrics for all teaching staff members;**
 - b. **Roles and responsibilities for implementation of evaluation policies and procedures;**
 - c. **Job descriptions and applicable evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;**
 - d. **Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for**



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- observations for the purpose of evaluation and post-observation conference(s) by the teaching staff member's supervisor, or his or her designee;
- e. The process for preparation of individual professional development plans; and
 - f. The process for preparation of an annual written performance report by the teaching staff member's supervisor or designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the supervisor's designee.
3. The annual summary conference between the supervisor and the teaching staff member shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the following:
- a. The performance of the teaching staff member based upon the job description and, when applicable, the scores or evidence compiled using the teaching staff member's evaluation rubric, which may include the educator practice instrument;
 - b. The progress of the teaching staff member toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and
 - d. The preliminary annual written performance report.
4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual written performance report shall be prepared by the teaching staff member's supervisor and shall include, but not be limited to:
- a. A summative rating based on the evaluation rubric;



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3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the teaching staff member and his or her supervisor shall meet to discuss the corrective action plan within fifteen teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.
4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;
 - b. Include specific, demonstrable goals for improvement;
 - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
 - d. Include timelines for meeting the goal(s).
6. The teaching staff member's supervisor, or his or her designee, and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each post-observation conference.
7. Progress toward the teaching staff member's goals outlined in the corrective action plan, and data and evidence collected by the supervisor and/or the teaching staff member to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference.
8. Progress toward the teaching staff member's goals outlined in the corrective action plan may be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.



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9. **Responsibilities of the evaluated teaching staff member on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's supervisor.**
- I. Teaching Staff Member Observations and Evaluations**
1. **The Superintendent shall determine the duration of observations required for nontenured teaching staff members pursuant to N.J.S.A. 18A:27-3.1.**
 2. **Each nontenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least three times during each school year, but not less than once during each semester.**
 3. **Each tenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of observations.**
 4. **Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and a case-study analysis of a significant student issue.**
 5. **Each observation shall be followed within fifteen teaching staff member working days by a conference between the administrator or supervisor staff member who made the observation and written evaluation and the teaching staff member.**
 6. **The required observations for the purposes of the annual evaluation for nontenured teaching staff members shall take place before April 30 each year. These observations may cover that period between April 30 of one year and April 30 of the succeeding year excepting in the case of the first year of employment where the three observations must have been completed prior to April 30.**
 7. **The number of required observations and the annual evaluation for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.**
 8. **Evaluations for nontenured teaching staff members shall be completed prior to May 15.**



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9. Evaluations for tenured teaching staff shall be completed prior to June 30.
10. Each evaluation of nontenured and tenured teaching staff members shall be followed by a conference between that teaching staff member and the administrative or supervisory staff member who has made the observation

and written evaluation. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.
11. The teaching staff member may submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Adopted: 15 January 2013;

REVISED:



3223 EVALUATION OF ADMINISTRATORS

Definitions

- ~~1. "Administrator" as used in this policy, includes persons holding a position requiring an administrator or supervisory credential. It does not include Assistant Superintendent(s), Business Administrator or the Superintendent.~~
- ~~2. "Supervising Administrator" means an appropriately certified person holding a position that includes the duty to evaluate the performance of an administrator.~~

~~The continuing evaluation of administrators is essential to the achievement of the educational goals of this district. In order to ensure the greatest benefit to the district of a program of administrator evaluation, the district will provide adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in service training to encourage improvement in job performance.~~

Non-tenured Administrators

~~Non-tenured administrators shall be evaluated annually for the purpose of identifying and correcting deficiencies, improving professional competence, establishing a means for determining reemployment, and improving the quality of the educational program of this district.~~

~~The evaluation of non-tenured administrators shall be conducted by appropriately certified supervising administrators and shall include, as a minimum:~~

- ~~1. The observation of the administrator in the performance of duties, and~~
- ~~2. The conduct of a conference between the non-tenured administrator and the supervising administrator(s), and~~
- ~~3. The preparation of a written evaluation report of the non-tenured administrator's total performance, which shall be signed and retained by both parties to the conference and may be augmented by the written disclaimer of the non-tenured administrator, provided that such disclaimer is submitted no later than ten working days after the conference.~~

~~The Superintendent or designee shall provide each non-tenured administrator with a copy of this policy on his/her appointment.~~



Tenured Administrators

~~Tenured administrators shall be evaluated annually in order to promote professional growth and improve skills, enhance pupil learning and growth, and to provide a basis for the review of administrative performance.~~

~~Each tenured administrator shall be evaluated annually by an appropriately certified and trained supervising administrator. The Superintendent shall, in consultation with administrators, develop procedures for the evaluation of tenured administrators that include, as a minimum:~~

- ~~1. Collecting and reporting evaluation data appropriate to the job description and evaluation criteria, including observations of the administrator's performance,~~
- ~~2. Observation conferences between the administrator and the supervising administrator,~~
- ~~3. Preparing of individual professional development plans,~~
- ~~4. An annual written performance report that includes the administrator's performance areas of strengths and areas for improvement an individual professional development plan developed by the supervising administrator and the administrator, a summary of available indicators of pupil progress and growth and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual administrator, and provision for entry into the record by the administrator, within ten working days after the signing of the report, a written response from the administrator.~~
- ~~5. The summary conference between the administrator and the supervising administrator shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the administrator's performance based upon the job description and a review of the progress toward the objectives of the individual professional development plan developed at the previous annual conference and a review of available indicators of pupil progress and growth toward the program objectives.~~

~~N.J.S.A. 18A:27-3.1 et seq.~~

~~N.J.A.C. 6A:32-4.4; 6A:32-4.5~~



**3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS,
VICE PRINCIPALS, AND ASSISTANT PRINCIPALS**

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, “administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for administrators which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.



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The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall be completed prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 17 July 2012

Revised:



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R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING
PRINCIPALS, VICE PRINCIPALS, AND
ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

“Administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the administrator of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the administrator’s performance prepared by the administrator’s supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.



“Corrective Action Plan” means a written plan developed by the administrator’s supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide.

“Department” means the New Jersey Department of Education.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the educator practice instrument may be components of the administrator’s evaluation rubrics and the scores may be included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, if applicable, and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific



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individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between a Superintendent or designee who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that administrators and evaluators may set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Superintendent or designee” means the Superintendent or the authorized and appropriately certified staff member as defined in 18A:1-1, employed in the school district in a supervisory role and capacity to evaluate the administrator.

“Supervisor” means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, employed in the school district in a supervisory role and capacity, and



possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9-1.1, designated by the Superintendent of Schools to evaluate the administrator.

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

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the administrator of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).
 - c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.



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- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
 - f. Ensure data elements are collected from the implementation of the educator practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation.
 - g. Ensure each Principal in the district or the Superintendent certifies any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:
 - a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
 - b. The Superintendent may be required to annually certify to the Department that all supervisors of administrators in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.
- F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3



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1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
 2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
 3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.
- G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4
1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for administrators.
 2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
 - a. Evaluation rubrics for all administrators;
 - b. Roles and responsibilities for implementation of evaluation policies and procedures;
 - c. Job descriptions and applicable evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;



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- d. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the Superintendent or designee;
 - e. The process for preparation of individual professional development plans; and
 - f. The process for preparation of an annual written performance report by the Superintendent or designee, and an annual summary conference between the administrator and the Superintendent or designee.
3. The annual summary conference between the Superintendent or designee and the administrator shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the following:
 - a. The performance of the administrator based upon the job description and, when applicable, the scores or evidence compiled using the administrator's evaluation rubric, which may include the educator practice instrument;
 - b. The progress of the administrator toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and
 - d. The preliminary annual written performance report.
 4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
 5. The annual written performance report for the administrator shall be prepared by the Superintendent or designee and shall include, but not be limited to:



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- a. A summative rating based on the evaluation rubric;
 - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument;
 - c. An individual professional development plan developed by the Superintendent or designee and the administrator or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
 - d. A summary of student achievement or growth indicators, when applicable.
6. The administrator and the preparer of the annual written performance report shall sign the report within five administrator working days of the review.
 7. The annual summary conference and annual written performance report shall be completed prior to June 30.
 8. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for an administrator, if applicable as part of his or her personnel file. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.
- H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5
1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or designee.
 2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the administrator and the Superintendent or designee shall meet to discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the administrator's annual summary conference that occurs at the end of the year of evaluation.



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3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the administrator and the Superintendent or designee shall meet to discuss the corrective action plan within fifteen administrator working days following the school district's receipt of the administrator's summative rating.
4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the administrator evaluation rubric;
 - b. Include specific, demonstrable goals for improvement;
 - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
 - d. Include timelines for meeting the goal(s).
6. The Superintendent or designee, and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each post-observation conference.
7. Progress toward the administrator's goals outlined in the corrective action plan, and data and evidence collected by the Superintendent or designee and/or the administrator to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the administrator's personnel file and reviewed at the annual summary conference.
8. Progress toward the administrator's goals outlined in the corrective action plan may be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
9. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the Superintendent or designee.



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I. Administrator Observations and Evaluations

1. The Superintendent shall determine the duration of observations required for nontenured administrators pursuant to N.J.S.A. 18A:27-3.1.
2. Each nontenured administrator shall be observed and evaluated in the performance of his or her duties at least three times during each school year but not less than once during each semester.
3. Each tenured administrator shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of the observation.
4. Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and a case-study analysis of a significant student issue.
5. Each observation shall be followed within fifteen administrator working days by a conference between Superintendent or designee who made the observation and written evaluation and the administrator.
6. The required observations for the purposes of the annual evaluation for nontenured administrators shall take place before April 30 each year. These observations may cover that period between April 30 of one year and April 30 of the succeeding year excepting in the case of the first year of employment where the three evaluations must have been completed prior to April 30.
7. The number of required observations and the annual evaluation for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.
8. Evaluations for nontenured administrators shall be completed prior to May 15.
9. Evaluations for tenured administrators shall be completed prior to June 30.
10. Each evaluation of nontenured and tenured administrator shall be followed by a conference between that administrator and the Superintendent or designee who has made the observation and written evaluation. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to



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reemployment, identify any deficiencies, extend assistance for correction and improve professional competence.

11. The administrator may submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Adopted:



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Evaluation of Principals, Vice Principals,
and Assistant Principals

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3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and no collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees for the evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.



The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designee shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-6.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

N.J.A.C. 6A:10-5.1 through 5.4

N.J.A.C. 6A:10-6.1 and 6.3

Adopted:



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R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the Principal, Vice Principal, or Assistant Principal of the date and the time period the observation will be conducted.

“Annual performance report” means a written appraisal of the Principal’s, Vice Principal’s, or Assistant Principal’s performance prepared by the Superintendent or designee based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the Superintendent or designee in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide.

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“Department” means the New Jersey Department of Education.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards: derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

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“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a Principal’s, Vice Principal’s, and Assistant Principal’s assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between the Superintendent or designee who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and evaluators set for groups of students.

“Student growth percentile” means 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.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Superintendent or designee” means the Superintendent or the authorized and appropriately certified teaching staff member as defined in 18A:1-1, employed in the school district in a supervisory role and capacity to evaluate a Principal, Vice Principal, or Assistant Principal.

“Teaching staff member” means a member of the professional staff of any district or regional Board of Education, or any county vocational school district Board of Education,

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

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the Principal, Vice Principal, or Assistant Principal of the date or time the observation will be conducted.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. 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 N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its

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- discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.
- D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1
1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
 2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).
 3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.
- E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2
1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).
 - c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, or Assistant Principal working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c),
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notify the Department which instruments will be used as part of the school district's evaluation rubrics.

- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
 - f. Ensure data elements are collected from the implementation of the principal practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation.
 - g. Ensure each Principal in the district or the Superintendent certifies any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instrument:
- a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;
 - b. Provide training on the principal practice instrument for the Superintendent or designee who will conduct observations for the purpose of evaluation of Principals, Vice Principals, or Assistant Principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation; except the Superintendent or

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designee using the principal practice instrument for the first time in 2013-2014 shall be provided training before October 31, 2013;

- c. Annually provide updates and refresher training on the principal practice instrument for any supervisor who will observe principal practice for the purpose of increasing accuracy and consistency among observers;
- d. The Superintendent shall annually certify to the Department that all evaluators of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing principal practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the principal practice instrument.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures of Principals, Vice Principals, and Assistant Principals.

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2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
 - a. Evaluation rubrics for Principals, Vice Principals, and Assistant Principals;
 - b. Roles and responsibilities for implementation of evaluation policies and procedures;
 - c. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10-1.1 et seq.;
 - d. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the Superintendent or designee;
 - e. The process for preparation of individual professional development plans; and
 - f. The process for preparation of an annual written performance report by the Superintendent or designee, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee.
3. The annual summary conference between the Superintendent or designee and the Principal, Vice Principal, or Assistant Principal shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the following:
 - a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and, when applicable, the scores or evidence compiled using the evaluation rubric, including the principal practice instrument;

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- b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and
 - d. The preliminary annual written performance report.
 4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
 5. The annual written performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the Superintendent or designee and shall include, but not be limited to:
 - a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-5;
 - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the principal practice instrument;
 - c. An individual professional development plan developed by the Superintendent or designee and the Principal, Vice Principal, or Assistant Principal or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
 - d. A summary of student achievement scores or growth indicators.
 6. The Principal, Vice Principal, or Assistant Principal and the preparer of the annual written performance report shall sign the report within five Principal, Vice Principal, or Assistant Principal working days of the review.
 7. The annual summary conference and the annual written performance report shall be completed by June 30.
 8. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for a Principal, Vice Principal, or Assistant Principal as part of his or her personnel file.

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The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

- H. Corrective Action Plans for Principals, Vice Principals and Assistant Principals – N.J.A.C. 6A:10-2.5
1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee.
 2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee shall meet to discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference that occurs at the end of the year of evaluation.
 3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the Principal, Vice Principal, or Assistant Principal and the Superintendent or designee shall meet to discuss the corrective action plan within fifteen Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.
 4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
 5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the principal evaluation rubric;
 - b. Include specific, demonstrable goals for improvement;
 - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
 - d. Include timelines for meeting the goal(s).

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6. The Superintendent or designee and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the employee's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.
 7. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan, and data and evidence collected by the Superintendent or designee and/or the employee to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference or the mid-year evaluation.
 8. Progress toward the goals outlined in the corrective action plan may be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
 9. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the Superintendent or designee.
 10. The Superintendent, or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. 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:
 - a. One observation in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-5.4; and
 - b. One post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 as defined in N.J.A.C. 6A:10-1.2, during which progress toward the Principal, Vice Principal, or Assistant Principal's goals outlined in the corrective action plan shall be reviewed.
- I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

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1. Unless otherwise noted, the components of the principal evaluation rubrics 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.
2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
 - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and
 - b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3.
3. 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 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. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a median student growth percentile measure as described in N.J.A.C. 6A:10-5.2(c), the measure shall be at least twenty percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
 - b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.
 - c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
 - d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be thirty percent of evaluation rubric rating.
 - e. Measure of leadership practice, as described in N.J.A.C. 6A:10-5.3(c), shall be twenty percent of evaluation rubric rating.
4. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.

TEACHING STAFF MEMBERS



REGULATION

RANDOLPH BOARD OF EDUCATION

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Evaluation of Principals, Vice Principals,
and Assistant Principals

5. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.
- J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2
1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:
 - a. The school-wide student growth percentile of all students assigned to the Principal;
 - b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and
 - c. Administrator goals set by Principals, Vice Principals, and Assistant Principals in consultation with the Superintendent or designee pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.
 2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principal, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. The school district may assign Vice Principals and Assistant Principals who are employed in more than one school to the school or schools as appropriate for the percentage of time spent in each school.
 3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals, which includes school-wide mathematics and school-wide English Language Arts scores.
 4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:
 - a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the year, which teachers, if

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Evaluation of Principals, Vice Principals,
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not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.

b. If the Vice Principal or Assistant 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.

5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:

a. The Superintendent shall determine for all Principals, Vice Principals, or Assistant 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 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, Vice Principals, or Assistant Principals shall develop, in consultation with the Superintendent or designee, 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, Vice Principal, or Assistant Principal and Superintendent or designee do not agree upon the student growth objectives, the Superintendent or designee 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's, Vice Principal's, or Assistant Principal's personnel file by November 15, 2013, and by October 15 for all subsequent school years.

d. The administrator goal score shall be calculated by the Superintendent or designee of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference.

K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include the following components:

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- a. A measure determined through a Commissioner-approved principal practice instrument; and
 - b. A leadership measure determined through the Department-created leadership rubric.
2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant 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.
 3. Leadership practice shall be determined by a score on a leadership rubric, which 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 behaviors. The rubric will be posted on the Department's website and annually maintained.
- L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4
1. The Superintendent or designee shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
 2. A Principal, or the Superintendent or designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.
 3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, 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.
 4. Post-observation conferences shall include the following procedures:
 - a. A Superintendent or designee who was present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.

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- 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's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.
 - c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.
 - d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.
 - e. A written evaluation report shall be signed by the Superintendent or designee who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.
 - f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten Principal, Vice Principal, or Assistant Principal working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.
5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(l) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.
- M. Principal Practice Instrument – N.J.A.C. 6A:10-6.3
- 1. The principal practice instrument approved by the Department shall meet the following criteria:

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- a. Incorporate domains of practice and/or performance criteria that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium incorporated herein by reference, available at:

http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf;
 - b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion for the four categories: ineffective, partially effective, effective, and highly effective;
 - c. Be based on multiple sources of evidence collected throughout the year;
 - d. Incorporate an assessment of the Principal's leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards;
 - e. Incorporate an assessment of the Principal's leadership for high-quality instruction;
 - f. Include an assessment of the Principal's performance in evaluating teachers; and
 - g. Include an assessment of the Principal's support for teachers' professional growth.
2. For Commissioner-approval of a principal practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.

Adopted:



4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

The Board will renew the employment contract of a nontenured support staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A nontenured support staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured support staff member's performance does not meet the standards of the district, the Superintendent shall recommend not to renew the support staff member's contract. Prior to notifying the **nontenured** support staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the **nontenured support** staff member their employment will be discussed in executive session in order for the support staff member to exercise their statutory right to request a public discussion.

The Superintendent shall notify each **nontenured** support staff member to whom reemployment will not be offered in writing **in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties** ~~on~~ ~~or before~~ May 15. **Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school district that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.**

A ~~The~~ **nontenured** support staff member whose contract is not renewed **shall have** ~~has~~ the right to a written statement ~~of~~ ~~for~~ the reasons for nonrenewal, provided the request for the statement of reasons is made within fifteen days of the Superintendent's written notification of nonrenewal to the support staff member. The statement of reasons shall be provided to ~~a~~ ~~the~~ **nontenured support** staff member within thirty days after the receipt of the request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment, ~~t~~The nontenured support staff member shall have the right to an informal appearance before the Board to permit the **support** staff member an opportunity to convince the members of the Board to offer reemployment, provided that a request for such an appearance is received within ten days after the support staff member receives the statement of reasons provided by the Superintendent. **The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1.**



POLICY

RANDOLPH BOARD OF EDUCATION

SUPPORT STAFF MEMBERS

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Nonrenewal of Nontenured Support Staff Member

The Board is not required to offer reemployment or vote on reemployment after an informal ~~hearing~~ **appearance** with a **nontenured** support staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the **nontenured** support staff member reemployment after the **informal appearance before** ~~employee has had the opportunity to meet informally with the Board.~~ **The support staff member will be notified of the Board's final determination within three days following the informal appearance before the Board.**

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Superintendent of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This policy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. 18A:27-4.1.

Adopted: 17 July 2012

Revised:



5350 PUPIL SUICIDE PREVENTION

The Board directs all school personnel to be alert to the pupil who exhibits behavioral warning signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another pupil or staff member should be taken with the utmost seriousness and reported immediately to the Building Principal, who shall notify the pupil's parent(s) or legal guardian(s) and other professional staff members in accordance with administrative regulations.

A potentially suicidal pupil shall be referred to the ~~Child Study Team~~ **Crisis Response Team** for appropriate evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent(s) or legal guardian(s) objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the pupil, the Child Study Team may contact the New Jersey Division of ~~Youth and Family Services~~ **Child Protection and Permanency (DCP&P)** to request that agency's intervention on the pupil's behalf.

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9-15.1 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide.

The Superintendent or designee shall ~~prepare~~ **review** and disseminate regulations **and procedure manuals** for the guidance of staff members in recognizing the pupil who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a pupil commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112
N.J.A.C. 6A:9-15.1 et seq.

Adopted: 17 July 2012
Revised:



5351 PUPIL VIOLENCE PREVENTION AND RESPONSE

The Randolph Township Board of Education recognizes that school district personnel must take seriously all suggestions, demonstrations, or communications of life-threatening violence. When confronted with an actual situation in which violent and life-threatening behavior or ideation is present, commitment to pupil confidentiality is superseded by the imperative for initiating effective intervention.

It shall be the responsibility of the Superintendent to insure implementation of an awareness and prevention program and a violence response plan. District programs on the recognition, prevention and management of life-threatening violent behavior and ideation will be conducted as appropriate for staff, pupils and parent(s) or legal guardian(s).

In order to prevent violence, the district has developed a Violence Response Plan to manage the referral process, evaluation of the pupil(s) involved and crisis follow-up. The Violence Response Plan involves support for pupils, parent(s) or legal guardian(s) and staff provided by district and community resources. Failure of a parent(s) or legal guardian(s) or adult pupil to cooperate fully with the guidelines set forth in this policy and the Violence Response Plan may result in a hearing before the Board of Education and the pupil's expulsion from school.

All suggestions, demonstrations, or communications of life-threatening violence are subject to the following response:

1. Life-threatening violent behavior or ideation must be reported to the Building Principal immediately.
2. The Building Principal shall determine if it is necessary to implement the referral process and evaluation/action procedures within the established Violence Response Plan.
3. The Building Principal shall notify the Superintendent of the situation and the level of evaluation/action deemed necessary as soon as possible. Under no circumstances is the notification to exceed twenty four hours.

In no case should any staff member take it upon him/herself to counsel a pupil outside of this policy and the established Violence Response Plan.

Within twenty school days of the adoption of this policy, and annually at the beginning of the school year, the Building Principal shall hold an in-service meeting with all staff to review this Violence Prevention Policy and Response Plan.



Situations in which violent and life-threatening behavior or ideation is present require the immediate implementation of established procedures for referral, evaluation and follow-up as outlined below. Procedures within this Plan are subject to appropriate State and federal laws including the Individuals with Disabilities in Educations Act.

A. Referral Process

1. Any staff member, pupil or parent(s) or legal guardian(s) who has reason to believe that a pupil has violent or life-threatening intentions shall notify the Principal immediately.
2. The Principal or designee ~~and~~ **with** the school psychologist or school social worker **in attendance** shall conduct an interview of the pupil to determine if further evaluation/action is needed.

B. Evaluation/Action

1. If, following the interview of the pupil and consultation with the school psychologist or social worker, the Principal determines that further evaluation is not warranted, the Principal shall:
 - a. Reserve the right to discipline the pupil as appropriate.
 - b. Take any other reasonable actions warranted under the circumstances.
2. If, following the interview of the pupil and consultation with the school psychologist or social worker, the Principal determines that further evaluation and intervention is warranted, the Principal shall:
 - a. ~~Consult with pupil's guidance counselor or Vice Principal.~~
 - b. ~~Keep the pupil under continuous adult supervision by school district personnel as designated.~~
 - a. e. Notify the local police immediately of the incident and cooperate with their investigation.
 - b. ~~d.~~ Contact the parent(s) or legal guardian(s) to pick up the pupil immediately ~~and take the pupil to an appropriate medical facility or adolescent crisis unit for an evaluation at the parent(s) or legal guardian(s) expense and seek an assessment for level of risk prior to returning to school.~~



- c. e. Notify the potential victim and his/her parent(s) or legal guardian(s) if the potential victim is a minor.
- d. f. Notify the Director of Special Services, ~~Director of Pupil Personnel Services~~ **Assistant Superintendent**, and the **school – level** Crisis Response Team.
- e. g. Have the parent(s) or legal guardian(s) (or in the case of an adult pupil), have the pupil sign a two way release of information to allow district staff to speak to the pupil's treating mental health care provider.
- ~~h. Have the pupil seen by a Board selected psychiatrist at Board expense within ten school days.~~
- f. i. Take any other reasonable actions warranted under the circumstances.
- g. j. Provide an option for home instruction if appropriate.

C. Follow-up

1. At the conclusion of the evaluation process, the appropriate school personnel, the pupil's treating mental health care provider and the district's designated psychiatrist or psychologist will ~~confer~~ **hold a reentry meeting** concerning the appropriateness of the pupil's return to school. They shall make a recommendation in that regard to the Superintendent. The Superintendent shall then determine whether the pupil may return to school and shall report the outcome to the Board of Education. If the Superintendent determines not to allow the pupil to return to school, the pupil or the pupil's parent(s) or legal guardian(s) may appeal that decision to the Board. In the event of an appeal, the Board of Education will make the final determination regarding the pupil's return to school following a hearing before the Board.
2. When the pupil returns to school, the pupil's guidance counselor shall monitor the pupil's adjustment to school through meetings with the pupil and consultations with the classroom teachers. The guidance counselor shall report as needed to the Principal.
3. District and State documentation shall be done by appropriate administration. Copies of district reports shall be kept in the school nurse's secured medical file, as well as in the pupil's file. When a pupil moves from elementary to middle school and from middle school to high school, his/her report(s) shall be hand



delivered to the nurse of the receiving school.

D. Response Team

In actual situations of violence or life-threatening behavior, the district's Crisis Response Team will be ~~activated~~ **notified** by the Director of Special Services and the ~~Director of Pupil Personnel Services~~ **Superintendent will determine** appropriate **venues for communication**.

Adopted: 17 July 2012

Revised:



7510 USE OF SCHOOL FACILITIES

The Board of Education believes that the school facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational program of the schools.

The Board will permit the use of school facilities when such permission has been requested in writing and has been approved by the Chief of Buildings, except that the Board, through its administration staff, reserves the right to withdraw permission after it has been granted.

In weighing competing requests for the use of school facilities, the Board will give priority to the following uses, in the descending order given:

1. Uses and groups directly related to the schools and the operations of the schools, including pupil and teacher groups;
2. Uses and organizations indirectly related to the schools, including the PTA/PTO;
3. Departments and agencies of municipal government;
4. Governmental agencies generally;
5. Community organizations formed for charitable, civic, social, or educational purposes;
6. Community religious groups;
7. **Organizations holding charitable events in which the organization will donate all of the profits to charity or the Randolph Board of Education.**

Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by district regulations. Users shall be financially liable for damage to the facilities and for proper chaperonage. All activities must terminate by 10:00 p.m.

All security procedures established by the Randolph Board of Education must be adhered to and is the responsibility of the user. The Board of Education reserves the right to require additional security measures as it deems necessary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence.



No item of equipment may be used except by a Board of Education staff member or by a qualified operator approved by the board.

The Board shall approve annually a schedule of fees for the use of school facilities based upon the following guidelines:

1. The use of school facilities for activities directly related to the educational programs, athletic programs and district service organization shall be without cost.
2. Use of the district's buildings and/or grounds by the following organizations shall be without cost except that the user shall be responsible for additional staff services required by their use, any fees charged by a law enforcement agency in connection with the use and any additional utility costs generated by the user.
 - a. Randolph Board of Education recognized booster clubs, and service clubs;
 - b. Randolph Township;
 - c. PTA/PTO and PTSA;
 - d. Randolph Scouting Organizations.
3. All other organizations or persons granted the use of school shall pay in advance the scheduled fee and the cost of any additional staff services required by the use, any fees charged by a law enforcement agency in connection with the use and any utility costs generated by the user.
4. The district reserves the right to close its buildings to use as it deems appropriate. Any request for access by any group during these periods will be subject to all applicable costs as determined by the board.

The Superintendent shall develop regulations for the use of school facilities; such regulations shall be distributed to every user of the facilities and every applicant for the use of school facilities. Permission to use school facilities shall be granted only to persons and organizations that agree in writing to be bound by these regulations.

1. The following organization will be assessed fees only to cover, and in the amount of, any personnel charges that are the result of overtime incurred by the district.



- a. Randolph Township and its affiliated township entitles;
 - b. Randolph Board of education recognized booster clubs and service clubs;
 - c. Randolph Township scouting organizations;
 - d. PTA/PTO organizations;
 - e. PTSA organizations;
 - f. Randolph Education Foundation.
2. The following organization will not pay any facility use fee, utility charge or any associated personnel charges.
- a. PEC organization;
 - b. The Ironia Reelers.



Schedule of Charges for School Facilities
Effective 7/01/09; Revised: 10/15/13

Hourly Rental Fee	
High School	
Auditorium	\$250.00
With Air-Conditioning	\$300.00
Commons	\$100.00
With Air-condition	\$125.00
Commons/Sr. Section	\$ 40.00
With Air-conditioning	\$ 50.00
Gymnasium	\$225.00
Auxiliary Gymnasium	\$120.00
Wrestling Room	\$100.00
Library	\$100.00
With Air Conditioning	\$125.00
Dance Studio	\$ 50.00
Basic Classroom	\$ 15.00
Middle School	
Auditorium	\$175.00
Cafeteria	\$ 85.00
Basic Classroom	\$ 15.00
Gymnasium	\$150.00
Cafatorium Gymnasium	\$100.00
Elementary Schools	
Cafeteria	\$ 85.00
Basic Classroom	\$ 15.00
Gymnasium	\$100.00
Athletic Fields	
Bauer Field & Track	\$200.00
With Lights	\$250.00
DaSilva Field	\$150.00
With Lights	\$175.00
Grass Fields	\$ 25.00
Grass Field Striping	\$200.00/Event
All organizations will be charged the cost of any personnel working specifically for that event or required as outlined in this Policy. Costs will be charged as follows:	
Custodians	\$ 40.00/hr.*
Maintenance	\$ 50.00/hr.*
Special Technicians	\$ 30.00/hr.*
* Overtime rates may apply. Inquire at time of application	

Adopted: 17 July 2012
Revised: 15 October 2013;



7522 SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO STAFF MEMBERS

The Board of Education may provide technology devices to staff members for the express purpose of enhancing productivity and improving operational efficiency. The purpose of this Policy is to establish general guidelines for the issuance and utilization of any school district technology device provided to staff members. For the purposes of this Policy, "technology device" or "device" shall include, but not be limited to, portable devices such as computers, laptops, tablets, cellular telephones, or any other computing or electronic devices the school district provides to staff members to be used in their school business related responsibilities.

A technology device provided by the school district to a staff member may include pre-loaded software. A staff member shall not download additional software onto the technology device or tamper with software included on the technology device. Only school district authorized staff members may load or download software onto a school district provided technology device. A staff member(s) will be designated to administer and implement the issuance of school district technology devices to staff members.

In the event the Board of Education provides a technology device to a staff member, the staff member shall be required to sign an agreement with the Board of Education requiring the staff member to comply with certain provisions. These provisions may include, but are not limited to:

1. A technology device provided to a staff member shall be used for the sole and express purpose of conducting official school district business;
2. Use of all such devices is subject to the school district's acceptable use of technology policies and any other Board policies regarding appropriate and acceptable conduct by a staff member;
3. All technology devices are considered the personal property of the Board of Education and shall be returned upon termination of employment with the school district or immediately upon request by the Superintendent of Schools or designee;
4. Technology devices provided by the school district to staff members may include the school district's software image and pre-loaded software for specific tasks.



The installation of other software images or software on such technology devices may only be done by school district authorized staff members;

5. Staff members that are provided technology devices are expected to take all appropriate measures and precautions to prevent the loss, theft, damage, and/or unauthorized use of such technology devices. These appropriate measures and precautions for school district provided technology devices to staff members shall include, but are not limited to, the following:
 - a. Keep the technology device in a locked and secured environment when not being used;
 - b. Do not leave the technology device in a vehicle for prolonged periods of time, especially in extreme temperatures;
 - c. Keep food and drinks away from all technology devices and work areas;
 - d. Prohibit the use of any technology device by any other person except as authorized by the Superintendent or designee;
 - e. Do not leave the technology device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
 - f. Keep the technology device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.
6. Should the staff member have reason to believe the technology device may have been stolen, the staff member must:
 - a. Immediately report the incident to his/her immediate supervisor;
 - b. File an official police report documenting the theft; and
 - c. Provide a copy of the police report to his/her immediate supervisor.

If a staff member fails to adhere to these procedures, the staff member will be held legally and financially responsible for the replacement of such technology device. A staff member may be financially responsible for the loss or damage of a technology device;



7. A staff member must contact the district designated staff member in the event the technology device is not functioning properly or for repairs and/or required maintenance;
8. The Board of Education is under no legal, financial, or other obligation to provide a replacement technology device to any employee whose device is lost, stolen, or damaged;
9. Any technology device provided to a staff member is the property of the Board of Education. As such, the staff member shall have no expectation of privacy in the use of such device. The technology device may have security settings, monitoring or auditing software, tracking technology, and any other software that could monitor the use of the technology device;
10. The staff member(s) designated to administer and implement the issuance of technology devices to staff members shall:
 - a. Maintain direct oversight of the inventory of devices, service contracts, agreements, and internal controls for all school district provided technology devices provided to staff members; and
 - b. Ensure compliance with regulatory policies and procedures as applicable.
11. Any violation of Board of Education policies or procedures including, but not limited to, school district provided technology devices to staff members; acceptable use of computer networks, computers, and resources; and/or inappropriate staff conduct may result in appropriate disciplinary action.

A copy of this Policy shall be attached to the agreement that shall be signed by any staff member who receives a technology device in accordance with the provisions of this Policy.

Adopted:



7523 SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

The Board of Education may provide technology devices to pupils in the district for school district authorized use only. The purpose of this Policy is to establish general guidelines for the issuance and utilization of any school district technology device provided to pupils of this district. For the purposes of this Policy, "technology device" or "device" shall include, but not be limited to, portable devices such as computers, laptops, tablets, cellular telephones, or any other computing or electronic devices the school district provides to pupils to be used as part of their educational program.

A technology device made available to pupils will not be considered a textbook or supply, as defined in N.J.S.A. 18A:34-1, mandatory to a successful completion of the classroom curriculum. Therefore, because a technology device defined in this Policy is not mandatory to a successful completion of a pupil's classroom curriculum, a pupil will not be required to obtain a technology device provided by the school district as defined in this Policy. In the event the school district provides a technology device that is deemed mandatory to a successful completion of the classroom curriculum, the district will provide pupils with such a technology device consistent with its textbook or supply policies. Nothing in this Policy prohibits a pupil from using their personal technology device in accordance with school rules and regulations.

A technology device provided by the school district may include pre-loaded software. A pupil is prevented from downloading additional software onto the technology device or tampering with software installed on the technology device. Only school district authorized staff members may load or download software onto a school district provided technology device.

To receive a school district provided technology device, the parent and pupil must sign a School District Provided Technology Device Form requiring the parent and the pupil to comply with certain provisions. These provisions may include, but are not limited to:

1. A school district provided technology device must be used only by the pupil for school district authorized use;
2. A pupil shall comply with the school district's acceptable use of technology policies, which shall be attached to the School District Provided Technology Device Form, in their use of any school district provided technology device;



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3. Any school district provided technology device loaned to a pupil must be returned to the school district in the condition it was initially provided to the pupil considering reasonable use and care by the pupil;
4. The parent or pupil shall be responsible to reimburse the school district the cost of any technology device that is lost, damaged beyond reasonable use or beyond its value, abandoned, missing, stolen, or cannot be returned to the district in accordance with the terms of the School District Provided Technology Device Form;
5. The district may require, or offer as an option, depending on the type of technology device provided to the pupil, an insurance policy to be purchased by the parent or pupil that would cover certain losses or damage to a technology device during the time period the pupil has possession of the device. The parent or the pupil shall pay any insurance policy required deductibles in the event of a loss;
6. In the event the school district does not require the purchase of an insurance policy for a technology device or the parent or pupil elects not to purchase optional insurance, the parent and/or pupil shall be responsible for any loss or damage to the technology device in accordance with the terms of the School District Provided Technology Device Form;
7. A pupil will be required to report any hardware or software problems in the operation of the device to the school district staff member, designated on the School District Provided Technology Device Form, within two school days of the commencement of the problem;
8. A pupil must report to the school district staff member designated on the School District Provided Technology Device Form within two school days in the event the technology device has been damaged or is missing;
9. A parent or pupil is required to immediately file a police report in the event it is believed the technology device has been stolen. Within one school day after filing a police report, a parent or pupil shall complete the School District Provided Technology Device Loss Form and submit the completed Loss Form and a copy of the police report to the Principal or designee;
10. A pupil shall be required to provide routine cleaning and care of the device in accordance with school district cleaning and care guidelines;



11. The pupil shall have the technology device in their possession in school as required; and
12. Any other provisions the Superintendent of Schools determines should be included on the School District Provided Technology Device Form.

The school district will provide the pupil and parent with written or electronic notification that the technology device provided by the school district may record or collect information on the pupil's activity or the pupil's use of the technology device if the device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the pupil's activity or use of the device. This notification shall also include a statement that the school district shall not use any of the capabilities in a manner that would violate the privacy rights of the pupil or any individual residing with the pupil. The parent shall be required to acknowledge receipt of this notification and the parent acknowledgement shall be retained by the Principal or designee for as long as the pupil retains the use of the school district provided technology device. The parent acknowledgement and a signed School District Provided Technology Device Form shall be required before the issuance of a technology device to a pupil. In accordance with the provisions of P.L. 2013, Chapter 44, a school district failing to provide this notification shall be subject to a fine of \$250 per pupil, per incident. The fine shall be remitted to the New Jersey Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils as defined in N.J.S.A. 18A:7F-45.

Pupils shall comply with all school district policies for the use of a school district provided technology device. A pupil shall be subject to consequences in the event the pupil violates any school district policy, including the district's acceptable use policies; pupil code of conduct; any provision of this Policy; or any provision of the School District Provided Technology Device Form.

N.J.S.A. 18A:34-1

P.L. 2013, Chapter 44 – "The Anti-Big Brother Act"

Adopted:

