

**GLEN ROCK BOARD OF EDUCATION**

Glen Rock, New Jersey 07452

**DARIO VALCARCEL, JR. MEDIA CENTER**

September 10, 2019

**- COMMITTEE OF THE WHOLE AGENDA -**

**ROLL CALL**

	Dr. Brennan	Ms. Findley	Mr. Hayward	Mr. Hirschberg	Ms. McNabola	Mr. Ohri	Mr. Scherer	Mr. Torsiello	Ms. Scarpelli
<b>PRESENT</b>									
<b>ABSENT</b>									

**RECESS TO CLOSED SESSION: 7:00 PM**

**MOTION MADE BY \_\_\_\_\_ SECONDED BY \_\_\_\_\_ to approve  
the following resolution:**

	Dr. Brennan	Ms. Findley	Mr. Hayward	Mr. Hirschberg	Ms. McNabola	Mr. Ohri	Mr. Scherer	Mr. Torsiello	Ms. Scarpelli
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

**BE IT RESOLVED BY THE GLEN ROCK BOARD OF EDUCATION that**

**WHEREAS,** The Board of Education of Glen Rock must discuss personnel and legal matters which includes GREa negotiations; and

**WHEREAS,** The aforesaid subjects are not appropriate subjects to be discussed in a public meeting; and

**WHEREAS,** The aforesaid subjects to be discussed are within the exemptions which are permitted to be discussed and acted upon in private session pursuant to P.L. 1975 Chapter 231; it is therefore,

**RESOLVED,** That the aforesaid subjects shall be discussed in private session by this Board at the conclusion of the public segment of this meeting, and information pertaining thereto will be made available to the public at the next regularly scheduled meeting, or as soon thereafter as possible but no later than November 26, 2019, if reasons for non-disclosure no longer exist.

**WORK / REGULAR SESSION CALL TO ORDER:**

**Immediately following Closed Session – Approximately 8:00 PM**

	Dr. Brennan	Ms. Findley	Mr. Hayward	Mr. Hirschberg	Ms. McNabola	Mr. Ohri	Mr. Scherer	Mr. Torsiello	Ms. Scarpelli
<b>PRESENT</b>									
<b>ABSENT</b>									

**FLAG SALUTE**

**ADEQUATE NOTICE OF MEETING**

In accordance with P.L. 1975 Chapter 231, notice of tonight's meeting was mailed to The Record and The Ridgewood News on January 9, 2019. Notice of this meeting was also mailed to the Borough Clerk and was posted on the bulletin board of the Board of Education Office in the Administration Building on the same date. Copies of the procedures in effect for Regular Board Meetings are available for the public at tonight's meeting.

**MISSION STATEMENT**

The Glen Rock School District founded on principles of education, in partnership with a supportive community, provides an exceptional education to all students to cultivate resilient, responsible and engaged global citizens.

**STATEMENT TO THE PUBLIC**

Often times it may appear to members of our audience that the Board of Education takes action with very little comment and in many cases by unanimous vote. Before a matter is placed on the agenda at a public meeting, the administration has thoroughly reviewed the matter with the Superintendent of Schools. If the Superintendent of Schools is satisfied and Board of Education President concurs that the matter is ready to be presented to the Board of Education, it is then placed on the agenda at the next Board of Education meeting. The members of the Board work with the administration and the Superintendent of Schools to assure that they fully understand the matter. After the Committee of the Whole approves the matter, it is placed on the agenda for action at a public meeting. In rare instances, matters are presented to the Board of Education for discussion at the same meeting that final action may be taken.

**PRESENTATIONS/RECOGNITION**

- Summer China Experience  
Presenters: Keri Holmgren, Michele Kostka, Caitlyn Gallagher
  
- Summer Curriculum Projects Update/Review  
Presenter: Dr. Kathleen Regan

**RECOMMENDED TIMEFRAME**  
**NO MORE THAN 20 MINUTES PER CONTENT AREA**

**PERSONNEL**

- **Personnel**
  - Discussion
    - Director of Security Job Description
  - Old Business
  - New Business/Regular Public meeting items
  - Actionable items

**GENERAL**

- **Governance**
  - Discussion
    - Strauss Esmay Policy Transition
  - Old Business
  - New Business/Regular Public meeting items
  - Actionable items

**MOTION MADE BY \_\_\_\_\_ SECONDED BY \_\_\_\_\_ to approve**  
**Resolutions G1 through G3:**

	Dr. Brennan	Ms. Findley	Mr. Hayward	Mr. Hirschberg	Ms. McNabola	Mr. Ohri	Mr. Scherer	Mr. Torsiello	Ms. Scarpelli
<b>YES</b>									
<b>NO</b>									
<b>ABSENT</b>									
<b>ABSTAIN</b>									

- G1.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the Board Goals for the 2019-2020 school year. (Appendix A)
  
- G2.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, reads the policies listed below for the first time, with the second reading and adoption to take place at the Regular Board Meeting on September 24, 2019. (Attached as Appendix B)

2131	Chief School Administrator
4115	Supervision
4116	Evaluation of Teaching Staff Members
4131/4131.1	Staff Development, Inservice Education, Visitation, Conferences
5141.4	Missing Abused and Neglected Children
5145.7	Gender Identity & Expression
6146	Graduation Requirements

**G3.** Be it resolved that the Board, upon recommendation of the Chief School Administrator, approves the appointment of Dr. Maria Nuccetelli, to conduct a personnel matter investigation at a rate of \$175 per hour not to exceed \$5,000.

➤ **Instruction and Program**

- Discussion
- Old Business
- New Business/Regular Public meeting items
- Actionable items

➤ **Management/Community**

- Discussion
  - Demographic Study Proposal
- Old Business
- New Business/Regular Public meeting items
- Actionable items

**BUSINESS**

➤ **Fiscal Management/Operations**

- Discussion
- Old Business
- New Business/Regular Public meeting items
- Actionable items



# APPENDIX

A

Umbrella Goal	BoE Goals
<p><b>STUDENT ACHIEVEMENT AND WELLBEING</b> Support district initiatives that enhance the safety, health and wellbeing of our staff and students, thus enabling every student to achieve their fullest potential as lifetime learners</p>	<ul style="list-style-type: none"> <li>• Oversee the successful execution of our district referendum projects, including the underlying planning and programs that will help derive maximum value from this investment in student health, safety and achievement</li> <li>• Work with the CSA to hire the Assistant Superintendent, a new position that will focus on strategic planning, innovation and operations enhancements across Curriculum, Guidance and Special Education</li> <li>• Support funding for programs and changes recommended by CSA and district administration that help address safety and security issues, which are an essential foundation for every student to achieve full potential as a lifetime learner</li> </ul>
<p><b>LEADERSHIP AND EDUCATIONAL VISION</b> Create and sustain an effective leadership culture based on collaboration and transparency, with a cohesive focus on the best interests of the entire District</p>	<ul style="list-style-type: none"> <li>• Establish strong working relationship with our new CSA in order to develop a common Board and District educational vision, and foster continuity towards our long-term strategic priorities</li> <li>• Maintain our Board’s commitment to a cohesive, effective operating style, anchored in our aligned norms; while also investing in professional development and taking specific steps to improve public communication and engagement</li> </ul>
<p><b>FORESIGHT- ORIENTED FINANCIAL PLANNING</b> Rigorously manage a foresight-oriented District budget that thoughtfully invests in improving education quality over time, controls cost increases, and actively explores external revenue -generating opportunities to offset spending wherever possible</p>	<ul style="list-style-type: none"> <li>• Develop an updated set of long-term strategic priorities for educational and facilities improvement to pursue over time ... and a corresponding set of solutions to address the most challenging budget drivers</li> <li>• Promote active partnership opportunities (with the Borough or with outside entities) that result in cost-sharing, efficient coordination of services, educational innovation and/or revenue generation</li> </ul>

# APPENDIX

## B





Book Policy Manual

Section Series 2000 Administration

Title Chief School Administrator

Number 2131

Status Draft

Adopted January 13, 1992

Revised and Adopted: July 7, 2003, March 8, 2004, March 6, 2006, October 8, 2007,  
November 10, 2008, November 8, 2010, November 19, 2012,  
November 10, 2014

Last Revised September 10, 2019

X	Monitored
X	Mandated
X	Other Reasons

#### CHIEF SCHOOL ADMINISTRATOR

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

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

## Role and Responsibility of the Board

The role and responsibility of the board in this ~~the~~ evaluation of the chief school administrator shall be:

- A. To ensure that each member completes a the New Jersey School Boards Association training program on the evaluation of the chief school administrator within six months of the commencement of newly appointed or elected district board member's term of office (N.J.S.A. 18A:17-20.3, b; see board policy 9200 Orientation and Training of Board Members);
- ~~B. To review, revise and adopt procedures suggested by the chief school administrator for implementation of this policy. After consultation with the chief school administrator, to determine the roles and responsibilities for the implementation of this policy and attendant procedures;~~
- ~~C. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant as deemed appropriate to assist the board. The evaluation itself shall be the responsibility of the board;~~
- ~~D. After consultation with the chief school administrator, to prepare an individual plan for professional growth and development of the chief school administrator based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the chief school administrator;~~
- ~~E. To adopt an individual plan for professional growth and development of the chief school administrator based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the chief school administrator. The duration of the plan will be three to five years, depending on the chief school administrator's contract with the school district. The board may determine whether to establish quantitative and/or qualitative merit criteria and the data to be used to establish the chief school administrator's achievement of any established merit goal;~~
- ~~F. To ensure that a majority of the full membership of the board shall prepare an annual performance report and convene an annual summary conference between the chief school administrator and a majority of the full membership of the board;~~
- G. To hold an annual summary conference ~~between~~ with a majority of its the total membership of the board and the chief school administrator. The annual summary conference shall be held before the written performance report is filed. The conference shall be held in private executive session, unless the chief school administrator, subsequent to adequate notice, requests that it be held in public. The conference shall include, but not be limited to, review of the following:
  1. Performance of the chief school administrator based upon the job description;
  2. Progress of the chief school administrator 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.
- H. To prepare, by July 1, subsequent to the annual summary conference, an annual written performance report. The annual performance report shall be prepared by a majority of the full membership of the board and provided to the chief school administrator. and This report shall include, but not be limited to:

1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description and evaluation criteria in "E" above;
3. Recommendations for professional growth and development;
4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the chief school administrator;
5. ~~Provision~~ An option for the chief school administrator, within 10 days of receipt of the report, to include for performance data which ~~have~~ ~~has~~ not been included in the report prepared by the board of education to be entered into the record by the chief school administrator ~~within 10 working days after the completion of the report.~~

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

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

- I. ~~To determine whether the chief school administrator has performed contractual duties so ineffectively or has engaged in conduct unbecoming a chief school administrator such that tenure charges should be certified to the Commissioner of Education as applicable or other appropriate disciplinary action taken.~~

#### Role and Responsibility of the Chief School Administrator

The board shall determine the ~~role and responsibility~~ roles and responsibilities of the chief school administrator in consultation with the chief school administrator. The chief school administrator shall provide information and propose procedures for:

- A. ~~Þ~~ The development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the chief school administrator. The evaluation criteria shall include but not be limited to available indicators of pupil progress;
- B. Specification of methods of data collection and reporting appropriate to the job description;
- C. Design of evaluation instruments suited to reviewing the chief school administrator's performance based upon the job description;
- D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written performance report;
- E. After the board's preparation of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report; and
- F. Preparation and review of the Professional Growth Plan for the administrator's professional development.

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

## Key Words

Superintendent Evaluation, Superintendent Job Description, CSA, Chief School Administrator, Evaluation

## Legal References:

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

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
<u>N.J.S.A.</u> 18A:17-15 through -21	Appointment of superintendents; terms;
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general
<u>See particularly:</u> powers and duties	
<u>N.J.S.A.</u> 18A:17-20.3	Evaluation of superintendent's performance
<u>N.J.S.A.</u> 18A:17-24	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared administrators, superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:28-3	No tenure for noncitizens through -6.1
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 40:65-1 <u>et seq.</u>	Uniform Shared Services and Consolidation Act
<u>N.J.A.C.</u> 6A:9-3.4	Professional standards for school leaders
<u>N.J.A.C.</u> 6A:9B-12.1	Requirements for administrative certification
<u>N.J.A.C.</u> 6A:10-8.1	Evaluation of chief school administrators
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the performance of school districts
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment of teaching staff
8 <u>U.S.C.</u> 1101 <u>et seq.</u>	Immigration and Nationality Act

## Possible Cross References:

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

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



Book Policy Manual  
Section Series 4000 Instructional and Support Personnel  
Title Supervision  
Number 4115  
Status Draft  
Adopted December 6, 1993  
Revised and Adopted: October 27, 2003, March 6, 2006  
Last Revised September 10, 2019

<input checked="" type="checkbox"/>	Monitored
<input type="checkbox"/>	Mandated
<input checked="" type="checkbox"/>	Other Reasons

### SUPERVISION

The board ~~acknowledges~~ believes that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the ~~Core Curriculum Content Standards~~ New Jersey Student Learning Standards (or any other defined standards as designated by the New Jersey Department of Education).

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

Although supervisors shall develop professional development plans in collaboration with teachers, the chief school administrator shall maintain final authority in determining their appropriate content. The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. Supervisory assistance and support in achieving the 20 clock hours of state-approved continuing education shall be offered in the context of the district's evaluation process (see policy 4116 Evaluation for Teaching Staff Members), negotiated agreements, other policies, student safety and well-being, continuity of instruction, and budgetary constraints.

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

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

Key Words

Continuing Education, Professional Development Plans, Personnel Supervision, Supervision

**Legal References:**

<u>N.J.S.A. 18A:4-15</u>	General rule-making power
<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system...
<u>N.J.S.A. 18A:6-117 et seq.</u>	<u>Teacher Effectiveness and Accountability for the Children</u>

See particularly:

<u>N.J.S.A. 18A:6-128</u>	<u>Ongoing professional development; corrective action plan</u>
<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:29-14</u>	Withholding increments; causes; notice of appeals
<u>N.J.A.C. 6A:9-3.3</u>	<u>Standards for Professional Learning</u>
<u>N.J.A.C. 6A:9C-3.1 et seq.</u>	Professional development for teachers and school leaders

See particularly:

<u>N.J.A.C. 6A:9C-3.9 (c-d)</u>	
<u>N.J.A.C. 6A:9C-4.4</u>	<u>Requirements for and implementation of teachers' individual professional development plans</u>
<u>N.J.A.C. 6A:10-1.1 et seq.</u>	<u>Educator effectiveness</u>
<u>N.J.A.C. 6A:10-4.1 et seq.</u>	Components of teacher evaluation
<u>N.J.A.C. 6:30-2.1(a)8</u>	Purpose and program descriptions

**Possible Cross References:**

2130	Administrative staff
*2131	Chief school administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
*4112.6/4212.6	Personnel records
*4116	Evaluation
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*6143.1	Lesson plans
*6200	Adult/community education

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

Book Policy Manual

Section Series 4000 Instructional and Support Personnel

Title Evaluation of Teaching Staff Members

Number 4116

Status Draft

Adopted July 8, 1996

Revised and Adopted: August 27, 2017

Last Revised September 10, 2019

☒	Monitored
	Mandated
X	Other Reasons

#### EVALUATION OF TEACHING STAFF MEMBERS

The board of education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the New Jersey Student Learning Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The board is committed to establishing educator evaluation rubrics for the evaluation of teaching staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

- A. Continual improvement of instruction;
- B. Meaningful differentiation of educator performance using four performance levels;
- C. Use of multiple valid measures in determining educator performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of educators on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

#### Definitions

For the purpose of this board policy on teacher evaluation the following definitions shall apply:

EVALUATION (continued)

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

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

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

- A. An instructional certificate (holders of this certificate are referred to in this chapter as "teachers");
- B. Administrative certificate; and
- C. Educational services certificate (N.J.A.C. 6A:9-2.1) (N.J.A.C. 6A:9B-14.1 et seq.).

This definition of teaching staff member includes certified staff positions that have instructional responsibilities as well as certified staff positions that have no instructional responsibilities. Some examples of teaching staff member positions without instructional responsibilities include supervisor, director, school nurse, athletic trainer, principal, vice-principal, student assistance counselor, school psychologist, and guidance counselor.

It is important to note that there are different requirements in this policy and in the law for the training, observation and observation conferences of classroom teachers with instructional responsibilities and those certified staff members who have no instructional responsibilities. This also includes differences in the educational rubrics adopted by the board and approved by the commissioner. The requirements of this policy and law for other aspects of teacher evaluation apply to staff with and without instructional responsibilities (teaching staff members) including reports, personnel records, professional development plans and corrective action plans.

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

Board Responsibilities

The board shall:

- ~~A. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the board's evaluation policies and procedures;~~
- ~~B. Annually adopt policies and procedures developed by the chief school administrator on the evaluation of all teaching staff members including the annual adoption of evaluation rubrics to be submitted to the commissioner by June 1 for approval by August 1 of each year. The evaluation rubric that has been approved by the Commissioner of Education shall not be subject to collective negotiations. No collective bargaining agreement or other contract entered adopted after July 1, 2013 shall conflict with the educator district's evaluation system. If the existing collective bargaining agreement that is dated prior to July 1, 2013 conflicts in whole or in part with the district's evaluation system, then board shall implement in those~~



EVALUATION (continued)

~~provisions not in conflict with the collective bargaining agreement.~~

- A. ~~Ensure that evaluation rubrics are submitted to the commissioner by June 1 for approval by August 1. The board shall annually adopt evaluation rubrics for all teaching staff members that have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubric that has been approved by the Commissioner of Education shall not be subject to collective negotiations. No collective bargaining agreement or other contract entered adopted after July 1, 2013 shall conflict with the district's educator evaluation system;~~
- B. ~~Annually adopt policies and procedures developed by the chief school administrator on the evaluation of all teaching staff members.~~
- C. ~~Annually adopt, by June 1, Commissioner-approved educator practice instruments and notify the New Jersey Department of Education which instruments will be used as part of the school district's evaluation rubrics;~~
- D. ~~Ensure the principal of each school within the school district has established a School Improvement Panel. The panel shall be established annually by August 31 and shall carry out the duties and functions described below and in N.J.A.C. 6A:10-3.2;~~
- E. ~~Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and~~
- F. ~~Ensure that the chief school administrator or his or her designee certifies to the New Jersey Department of Education that any observer who conducts an observation of a teaching staff member for the purpose of evaluation meets the statutory observation requirements as described below and in accordance with N.J.S.A. 18A:6-119, N.J.S.A. 18A:6-123.b(8), and N.J.S.A. 18A:27-3.1. Additionally the chief school administrator or his or her designee shall certify that a teacher member of the School Improvement Panel conducting observations for the purposes of evaluation has the agreement of the majority representative, has the appropriate supervisory certification and has the approval of the principal who supervises the teacher being observed. A teacher member of the School Improvement Panel who participates in the evaluation process shall not serve concurrently as a mentor.~~
- G. ~~Ensure that the chief school administrator annually notifies all teaching staff members of the adopted policies and procedures by October 1. The board shall also notify each teaching staff members at the beginning upon commencement of employment.~~
- H. ~~Prior to the 2018-19 school year, the board shall establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the board's evaluation policies and procedures. Beginning with the 2018-19 school year, the District Evaluation Advisory Committee shall no longer be required.~~

Responsibilities of the Chief School Administrator

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

- A. The chief school administrator shall direct the development of and oversee the development, revision, and implementation of district evaluation policies and procedures requiring the annual evaluation of all teaching staff members. The chief school administrator may consult with ~~the District Advisory Evaluation Committee~~ or representatives from School Improvement Panels. The chief school administrator shall ensure:

EVALUATION (continued)

1. The assignment of roles and responsibilities for implementation of evaluation policies and procedures;
  2. The development of job descriptions and evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10-1.1 et seq.;
  3. The application of methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, principals, assistant principals, and vice principals for calculating the median and schoolwide student growth percentile;
  4. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  5. Process for developing and scoring student growth objectives;
  6. The process for preparation of individual professional development plans (see board policy 4131/4131.1 Staff Development); and
  7. The process for the preparation of an annual written performance report by the teaching staff member's designated supervisor and an annual summary conference between the teaching staff member and his or her designated supervisor.
- B. The chief school administrator shall notify all teaching staff members annually of the adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, he/she shall be notified of the policies at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption;
- C. The principal of each school within the school district has established a School Improvement Panel. The panel shall be established annually by August 31;
- D. Data elements shall be collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and
- E. The chief school administrator or his or her designee in the district shall certify to the New Jersey Department of Education that any observer who conducts an observation of a teaching staff member meets the statutory observation requirements (N.J.S.A. 18A:6-119, 18A:6-123.b(8), and 18A:27-3.1) and shall further certify that the teacher member of the School Improvement Panel meets the requirements detailed below and according to law (N.J.A.C. 6A:10-3.2); and
- F. The chief school administrator shall develop policies and procedures that ensure student performance data on the Statewide assessment, is, upon receipt, promptly disseminated to teaching staff members who were primarily responsible for instructing applicable students in the year the assessment was administered, as well as to teachers who will be primarily responsible to instructing applicable students in the upcoming school year.
- G. ~~The chief school administrator shall certify to the Department of Education that 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.~~

Training for Teaching Staff Members and Supervisors

The board of education shall ensure, through the chief school administrator that the following training procedures are observed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

- A. Teaching Staff Members

EVALUATION (continued)

Annual training shall be provided on and descriptions provided of each component of the evaluation rubric for all teaching staff members who are being evaluated. More thorough training shall be provided for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

## B. Supervisors of Classroom Teachers

"Supervisor" means an appropriately certified teaching staff member, employed in the school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor, endorsement as defined in N.J.A.C. 6A:9B-12.1 et seq.:

- ~~1. Training on the teacher practice instruments shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
- ~~2. Any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers shall be provided annual updates and refresher training on the teacher practice instruments;~~
1. Annually provide updates and refresher training for supervisors who are conducting evaluations in the district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member;
2. Each supervisor who will conduct observations for the purpose of evaluation of a teacher shall complete two co-observations annually, during the academic year:
  - ~~a. Co-observers shall use co-observation to promote accuracy in scoring, and to continually train themselves on the instrument;~~
  - ~~b. A co-observation shall count as one required observation as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below);~~
  - a. Co-observers shall use co-observation to promote accuracy and consistency in scoring;
  - b. A co-observation may count as one required observation for the purpose of evaluation as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below). The co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor;

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

~~**\*Note – the following section on the District Evaluation Advisory Committee is optional beginning in the 2018-19 school year.**~~

District Evaluation Advisory Committee

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

EVALUATION (continued)

- ~~A. Teachers from each school level represented in the school district;~~
- ~~B. Central office administrators overseeing the teacher evaluation process;~~
- ~~C. Supervisors involved in teacher evaluation, when available or appropriate; and~~
- ~~D. Administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel.~~

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

School Improvement Panel

~~Each school shall convene a School Improvement Panel. The panel shall include the principal, a vice-principal, and a teacher who is chosen in consultation with the majority representative. The principal may appoint additional members to the panel as long as all members meet the criteria the following criteria and teachers on the panel represents at least one-third of its total membership.~~

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

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

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

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

Duties of the School Improvement Panel

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

- ~~A. Oversee the mentoring of teachers according to board policy 4112.2 Certification, the State requirements for instructional certification as detailed in N.J.A.C. 6A:9C-5, and support the implementation of the school district research-based district mentoring plan;~~

EVALUATION (continued)

- B. Conduct evaluations of teachers according to board policy and law (N.J.A.C. 6A:10-2.4 and 4.4);
- C. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j) and conduct the mid-year evaluations for teachers who are on a corrective action plan; and
- D. Identify professional development opportunities for all teaching staff members 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:10-3.2 N.J.A.C. 6A:9C-4.2 (see board policy 4131/4131.1 Staff Development);
- E. To conduct observations for the purpose of evaluation, the teacher member shall have:
  - a. Agreement of the majority representative;
  - b. An appropriate supervisory certificate; and
  - c. Approval of the principal who supervises the teacher being observed.
- F. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5 (N.J.A.C. 6A:9C-5.2(a) 3).

Components of Teacher Evaluation

The components of teacher evaluation shall include the following:

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

If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

EVALUATION (continued)

- F. An annual performance report shall be prepared by the designated supervisor. The annual written performance report shall include, but not be limited to:
1. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component; ~~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;~~
  2. Performance area(s) of strength and area(s) needing improvement based upon the job description; ~~observations for the purpose of evaluation and, when applicable, the educator practice instrument and components of the teaching staff member's evaluation rubric; and~~
  3. ~~An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report;~~
  4. ~~The signatures of the teaching staff member and the designated supervisor on the report within five working days of the review.~~
  3. ~~The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.~~

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

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

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

Teacher Evaluation Rubric

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

## A. Measures of student achievement:

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

EVALUATION (continued)

the student growth percentile scores attributed to the teacher during the academic year of the evaluation.

2. ~~Student growth objectives which shall be specific and measurable, based on available student learning data, aligned to New Jersey Student Learning Standards, and based on growth and/or achievement. For teachers who teach subjects or grades not covered by the New Jersey Student Learning Standards, student growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board~~ Student growth objectives which are academic goals that teachers and designated supervisors set for groups of students. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within 25 working days of the teacher's start date if the teacher begins work after October 1;

- ~~B. Measures of teacher practice determined through a teacher practice instrument and other measures including teacher practice components, observation and observation conferences and summary reports. component rating which shall be based on the measurement of the teacher's performance according to the district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement;~~

C. Teacher observation.Teacher Practice Instrument

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

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

~~For commissioner approval of a teacher practice instrument the instrument shall include a process to assess competency on the evaluation instrument which the district may choose to use as a measure of competency.~~

Observation: Tenured and Nontenured Classroom Teachers

~~"Long observation" means an observation for the purpose of evaluation that is conducted for a minimum duration of 40 minutes or one class period, whichever is shorter.~~

EVALUATION (continued)

~~“Short observation” means an observation for the purpose of evaluation that is conducted for at least 20 minutes;~~

~~Each teacher shall be observed at least three times during each school year but not less than once during each semester. For all teachers, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The chief school administrator shall decide whether the third required observation is announced or unannounced. The following additional requirements shall apply:~~

- ~~A. Nontenured teachers shall receive a minimum of three observations between April 30 of one year and April 30 of the succeeding year and for the first year of employment completed by April 30. Observations for all other teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year;~~
- ~~B. Nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers, with the following provisions
 
  - ~~1. A co-observation shall fulfill the requirement in this subsection for multiple observers;~~
  - ~~2. One co-observation shall count as one observation required in (d) below;~~~~
- ~~C. One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation for the purpose of evaluation;~~
- ~~D. A written or electronic evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed;~~
- ~~E. The teacher shall submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan;~~
- ~~F. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:
 
  - ~~1. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation;~~
  - ~~2. A nontenured teacher who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations;~~
  - ~~3. A tenured teacher shall receive at least three short observations;~~~~
- ~~G. To earn a teacher practice score, a teacher shall receive at least three observations;~~
- ~~H. If a teacher is present for less than 40 percent of the total student school days in an academic year, he or she shall receive at least two observations to earn a teacher practice score;~~
- ~~I. All teaching staff members assigned a corrective action plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference (as detailed below under Corrective Action Plans). If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after September 15, the mid-year evaluation shall occur midway between the development of the~~



EVALUATION (continued)

~~corrective action plan and the annual summary conference.~~

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

- A. Each observation required for the purpose of evaluation shall be conducted for at least 20 minutes;
- B. Nontenured teachers shall be observed at least three times each school year but not less than once each semester. Evaluations shall take place before April 30 each year. The evaluations may cover that period between April 30 of one year and April 30 of the succeeding year. In the case of the first year of employment all three evaluations must be completed prior to April 30. The number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year. Each evaluation shall be followed by a conference between that teaching staff member and his or her superior or superiors. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for their correction and improve professional competence:
  - 1. To earn a teacher practice score, a nontenured teacher shall receive at least three observations;
  - 2. If a nontenured teacher is present for less than 40 percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score;
- C. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year;
- D. If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with this section;
- E. Teachers on a corrective action plan shall receive one additional observation, including a post-observation conference.
- F. Upon receiving a final summative evaluation that necessitates a corrective action plan any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized;
- G. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed;
- H. The teacher shall submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan.

Observation Conferences for Teachers

The following procedures shall apply to teacher observation conferences:

- A. A supervisor who is present at the observation shall conduct a post-observation conference with the

EVALUATION (continued)

teacher being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;

- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness;
- ~~C. If agreed to by the teacher, post-observation conferences for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic. If agreed to by the teacher, one required post-observation conference and any pre-conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic;~~
- ~~D. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required 15 teaching staff member working days following the observation for the purpose of evaluation; and~~
- E. A pre-conference, when required, shall occur at least one but not more than seven teaching staff member working days prior to the observation.

Annual Written Performance Report for Teachers

The annual written performance report shall be prepared by the designated supervisor. In the case of a teacher, the annual written performance report shall be prepared by the teacher's principal, or his or her designee, and shall include, but not be limited to:

- A. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4.2 including the median student growth percentile, student growth objectives, the teacher practice component, and teacher observation. The four summative performance ratings are:
  1. Highly effective;
  2. Effective;
  3. Partially effective;
  4. Ineffective.
- B. Performance area(s) of strength and area(s) needing improvement based upon the job description; ~~observations for the purpose of evaluation and, when applicable, the educator practice instrument and components of the teaching staff member's evaluation rubric; and~~
- ~~C. An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.~~

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

Annual Summary Conference for Teachers

The annual summary conference between designated supervisors and teaching staff members shall be held before the ~~written performance report~~ annual performance report is filed. The conference shall occur on or

EVALUATION (continued)

before June 30 of each year and include, but not be limited to, a review of the following:

- A. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including the educator's practice instrument and available indicators or student achievement measures such as student growth objective scores and student growth percentile scores;
- B. The progress of the teaching staff member toward meeting the objectives goals of the individual professional development plan or, when applicable, the corrective action plan;
- ~~C. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
- D. The preliminary annual written performance report.

If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

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

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

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

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

- ~~A. Be at least 20 minutes in length;~~
- ~~B. Be followed within 15 teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;~~
- ~~C. Be followed by both parties to the conference signing the written or electronic evaluation report and each retaining a copy for his or her records; and~~
- ~~D. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan.~~

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

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

~~The chief school administrator shall determine the duration of the three required observations for nontenured teaching staff members, except teachers, principals, vice principals, and assistant principals. Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and~~

EVALUATION (continued)

~~case-study analysis of a significant student issue. The observation shall:~~

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

~~All tenured teaching staff members except teachers, principals, vice principals, and assistant principals shall receive at least one observation per school year. The chief school administrator or his or her designee may determine the length and structure of the observation.~~

Personnel Records of Teaching Staff Members

The board shall include all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying according to the Open Public Records Act (N.J.S.A. 47:1A-1 et seq.) and board policy 4112.6/4212.6 Personnel Records.

Teacher Professional Development Plans

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

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be effective for one year and shall specify, at a minimum:

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

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

~~All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements of 20 hours of professional development~~

EVALUATION (continued)

~~annually. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner.~~

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

~~The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.~~

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

The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

Corrective Action Plans for Teaching Staff Members

When a teaching staff member is rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the chief school administrator or the teaching staff member's supervisor.

~~"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.~~

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

~~When the summative evaluation rating is calculated before the end of the school year, the teacher and supervisor shall meet to develop and discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the teaching staff member's annual summary conference that occurs at the end of the year of evaluation.~~

~~When the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then the teacher and his or her designated supervisor shall meet to develop and discuss the corrective action within 15 teaching staff member working days following the district's receipt of the summative rating.~~

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

~~The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year~~

EVALUATION (continued)

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

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

The content of the corrective action plan shall:

- A. Address areas in need of improvement identified in the educator evaluation rubric;
- B. Include specific, demonstrable goals for improvement;
- C. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
- D. Include timelines for meeting the goal(s).

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

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

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

Responsibilities of the evaluated employee on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's supervisor.

Mid-Year Evaluation of the Corrective Action Plan

The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation. ~~If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15. If the corrective action plan was created after September 15, the mid-year evaluation shall occur before the annual summary conference.~~ The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

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

EVALUATION (continued)

member evaluation process. ~~The chief school administrator or principal shall determine the length of the additional observation.~~

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

Implementation

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

The board shall ensure that the chief school administrator notifies each teaching staff member of the board adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, the teaching staff member shall be notified of the evaluation policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption.

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

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

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:11-1	General rule-making power
	<u>N.J.S.A.</u> 18A:6-10 <u>et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system
	<u>N.J.S.A.</u> 18A:6-117 <u>et seq.</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	<u>See particularly:</u>	Definitions relative to the TEACHNJ Act
	<u>N.J.S.A.</u> 18A:6-119	School improvement panel
	<u>N.J.S.A.</u> 18A:6-120	Evaluation of principal, assistant principal, vice-principal
	<u>N.J.S.A.</u> 18A:6-121	Annual submission of evaluation rubrics
	<u>N.J.S.A.</u> 18A:6-122	Review, approval of evaluation rubrics
	<u>N.J.S.A.</u> 18A:6-123	Ongoing professional development; corrective action plan
	<u>N.J.S.A.</u> 18A:6-128	Evaluation of nontenured teaching staff
	<u>N.J.S.A.</u> 18A:27-3.1 through -3.3	
	<u>N.J.S.A.</u> 18A:27-10 <u>et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
	<u>N.J.S.A.</u> 18A:28-5	Requirements for tenure
	<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
	<u>N.J.A.C.</u> 6A:9B-12.1	Purpose of requirements of administrative certification
	<u>N.J.A.C.</u> 6A:9C-1.1 <u>et seq.</u>	Required professional development for teachers and school leaders
	<u>N.J.A.C.</u> 6A:10-1.1 <u>et seq.</u>	Educator effectiveness
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:10-1.2	Definitions
	<u>N.J.A.C.</u> 6A:10-1.4	Educator evaluation data, information and written reports
	<u>N.J.A.C.</u> 6A:10-2.2	Duties of the district board of education
	<u>N.J.A.C.</u> 6A:10-2.3	District evaluation advisory committee
	<u>N.J.A.C.</u> 6A:10-2.4	Evaluation procedures for all teaching staff members
	<u>N.J.A.C.</u> 6A:10-3.1	School improvement panel

EVALUATION (continued)

<u>N.J.A.C.</u> 6A:10-4.1	Components of Teacher evaluation
<u>N.J.A.C.</u> 6A:10-4.2	Student achievement components
<u>N.J.A.C.</u> 6A:10-4.3	Teacher practice components
<u>N.J.A.C.</u> 6A:10-4.4	Teacher observations
<u>N.J.A.C.</u> 6A:10-6.1	Evaluation of teaching staff members other than teachers, principals, vice principals and assistant principals
<u>N.J.A.C.</u> 6A:32-4.1(e) (f)	Employment of teaching staff
<u>N.J.A.C.</u> 6A:32-5.1 <u>et seq.</u>	Standards for determining seniority

Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)

**Possible**

**Cross References:**

*2130	Principal evaluation
*2131	Chief school administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
*4112.6	Personnel records
*4115	Supervision
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*6143.1	Lesson plans
*6200	Adult/community education

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



Book Policy Manual

Section Series 4000 Instructional and Support Personnel

Title Staff Development; Inservice Education/Visitations/Conferences

Number 4131/4131.1

Status Draft

Adopted January 10, 1994

Revised and Adopted: August 29, 2017

Last Revised September 10, 2019

	Monitored
	Mandated
X	Other Reasons

STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

The board of education recognizes its legal obligation to provide inservice activities that are aligned with student learning and educator development needs, and school, district, and/or State improvement goals. It is the board's priority that continuing education for teaching staff focus on the improvement of teachers' and school leaders' effectiveness in assisting students in the achievement of the New Jersey Student Learning Standards.

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

District-Level Professional Development Plans

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

- A. Review school-level professional development plans;
- B. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;

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

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

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

School-Level Professional Development Plans

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

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

Professional Development for School Leaders

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

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

A. School Leaders

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

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

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

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

B. Professional Development for the Chief School Administrator

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

1. ~~Each district board of education~~ The board shall review ~~each the~~ chief school administrator's individual PDP, including the individual training needs and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development;
2. The chief school administrator shall submit annually to the board evidence of progress toward completion of the individual PDP. The chief school administrator also shall submit every three to five years, depending on the length of his or her contract with the board, summative evidence of plan completion;
3. The chief school administrator may appeal to the executive county superintendent if he or she disagrees with the ~~district board of education~~ board regarding PDP contents or progress toward completion. The executive county superintendent shall have final decision-making authority on all such matters.

C. Professional Development for School Leaders Positions Requiring a Principal, Supervisor or Chief School Administrator Endorsement

Leaders whose positions require a principal or supervisor endorsement, or whose positions require a chief school administrator endorsement but who do not serve as a chief school administrator of the district, shall develop an individual PDP in collaboration with ~~the chief school administrator or designee~~ his or her designated supervisor. Leaders shall provide evidence of progress toward fulfillment of his or her plan. The chief school administrator or designee shall:

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

D. Evidence of Progress and Maintaining Records

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

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

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

Professional Development for Teachers

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

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be effective for one year and shall specify, at a minimum:

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

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

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

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

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

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

The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

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

The teacher's designated supervisor shall:

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

If a teacher leaves the employ of one New Jersey school district and is hired by another, the former district of employment shall share the teacher's individual PDP and all supporting documentation with the new employing school district. If the current individual PDP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PDP and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.

Achievement Gap and Inequity

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

Mandated Inservice Programs

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

Key Words

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

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

<p><b>Legal References:</b> <u>N.J.S.A. 18A:6-111 et seq.</u>  <u>See particularly:</u>  <u>N.J.S.A. 18A:6-112</u>  <u>N.J.S.A. 18A:6-117 et seq.</u>  <u>N.J.S.A. 18A:6-128</u>  <u>N.J.S.A. 18A:6-130 et seq.</u>  <u>N.J.S.A. 18A:7A-11</u>  <u>N.J.S.A. 18A:17-46</u>  <u>N.J.S.A. 18A:26-8.2</u>  <u>N.J.S.A. 18A:27-4</u>  <u>N.J.S.A. 18A:30-7</u>  <u>N.J.S.A. 18A:31-2</u>  <u>N.J.S.A. 18A:37-17</u>  <u>N.J.S.A. 18A:37-21</u>  <u>N.J.S.A. 18A:40A-3</u>  <u>See particularly:</u>  <u>N.J.S.A. 18A:40A-3(a), -18(c)</u>  <u>N.J.S.A. 34:5A-10</u>  <u>N.J.S.A. 34:5A-13</u>  <u>N.J.A.C. 6A:7-1.4</u>  <u>N.J.A.C. 6A:7-1.6</u>  <u>N.J.A.C. 6A:9C-1.1 et seq.</u>  <u>See particularly:</u>  <u>N.J.A.C. 6A:9C-4.1 through -4.4</u>  <u>N.J.A.C. 6A:10-2.4</u>  <u>N.J.A.C. 6A:10-2.5</u>  <u>N.J.A.C. 6A:10-4.1 et seq.</u>  <u>N.J.A.C. 6A:14-1.2(b)14</u>  <u>N.J.A.C. 6A:15-1.8</u>  <u>N.J.A.C. 6A:16-1.1 et seq.</u>  <u>See particularly:</u>  <u>N.J.A.C. 6A:16-3.1(a)4, -5.1(d),</u>  <u>-6.2(b)12</u>  <u>N.J.A.C. 6A:16-7.7</u>  <u>N.J.A.C. 6A:16-11.1</u></p>	<p>Instruction in Suicide Prevention  Instruction in suicide prevention for public school teaching staff  Teacher Effectiveness and Accountability for the Children  Ongoing professional development; corrective action plan  Professional development  Reports be school districts, commissioner; interim review  Act of violence; report by school employee; notice of action taken; annual report  "School leader" defined; training as part of professional development  Power of boards of education to make rules governing employment of teacher, etc.;; employment thereunder  Power of boards of education to pay salaries  Attendance at conventions of New Jersey Education Association  Establishment of Bullying Prevention Programs and Approaches  School Safety Team  Initial inservice training programs; curriculum; availability  Retention of workplace surveys  Employee education and training program; certification of instructors  Responsibilities of the district board of education  Professional development  Required professional development for teachers and school leaders  Evaluation procedures for all teaching staff  Corrective action plans for all teaching staff  Components of teacher evaluation  District eligibility for assistance under IDEA Part B (regarding highly qualified teachers)  Inservice training (Bilingual Education)  Programs to Support Student Development  Inservice training, alcohol, tobacco, drug safety and security, cooperation with law Enforcement  Harassment, Intimidation and Bullying  Reporting potentially missing, abused or neglected children or attempted or completed suicide</p>
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prevention:

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

N.J.A.C. 6A:30-1.1 et seq.  
N.J.A.C. 6A:32-4.1

Evaluation of the Performance of School Districts  
Employment of teaching staff

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

The Comprehensive Equity Plan, New Jersey State Department of Education

**Possible**

**Cross References:**

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

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

Book Policy Manual

Section Series 5000 Instructional and Support Personnel

Title Missing, Abused and Neglected Children

Number 5141.4

Status Draft - New

Adopted

Revised and Adopted:

Last Revised September 10, 2019

X	Monitored
X	Mandated
	Other Reasons

### MISSING, ABUSED AND NEGLECTED CHILDREN

The board of education believes that a child's physical and mental well-being must be maintained as a prerequisite to the achievement of the New Jersey Student Learning Standards. The board therefore believes that it is important to identify and investigate suspected incidents involving missing, abused and neglected children immediately. The school district will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P) and law enforcement authorities in identifying and reporting all such cases, whether institutional or noninstitutional.

In order to increase awareness of the symptoms of missing, abused and neglected children and cause them to be better informed on all aspects of abuse and neglect, the board directs the chief school administrator to provide information and inservice training on these subjects to all school employees. Specifically, this training shall include information on the district's policies and procedures for reporting allegations of missing, abused, or neglected child situations. All new employees, volunteers and interns shall receive the required information and training as part of their orientation.

#### Liaisons to DCP&P and Law Enforcement Authorities

The chief school administrator shall designate a staff member or staff members who shall act as liaison between DCP&P and the district. The liaison shall facilitate communication and cooperation between the district and/or the school and DCP&P and act as primary contact between the schools and DCP&P.

The chief school administrator shall also designate a staff member or staff members who shall act as liaison between law enforcement authorities and the district. The liaison shall facilitate communication and cooperation between the district and law enforcement authorities and act as primary contact between the school and law enforcement.

#### Reporting Procedures

In accordance with law (N.J.S.A. 9:6-8.10; P.L. 2019, c. 40), any person having reasonable cause to believe that a child has been subjected to child abuse, including sexual abuse, or acts of child abuse



MISSING, ABUSED AND NEGLECTED CHILDREN (continued)

shall report the same immediately to the Division of Child Protection and Permanency by telephone or otherwise. Such reports, where possible, shall contain the names and addresses of the child and his/her parent, guardian, or other person having custody and control of the child and, if known, the child's age, the nature and possible extent of the child's injuries, abuse or maltreatment, including any evidence of previous injuries, abuse or maltreatment, and any other information that the person believes may be helpful with respect to the child abuse and the identity of the perpetrator.

The chief school administrator is directed to develop procedures for compliance with statutory requirements that suspected incidents of potentially missing, abused and neglected children be reported. The following procedures shall apply:

- A. All staff members, volunteers and interns having contact with pupils are required to report directly and immediately to DCP&P all incidents of alleged missing, abused and neglected children. The person having reason to believe that a child may be missing or may have been abused or neglected may inform the principal or other designated school officials prior to notifying DCP&P if the action will not delay immediate notification. Employees, volunteers and interns shall not be required to obtain confirmation by another person to report a suspected missing, abused or neglected child situation;
- B. The person notifying DCP&P shall inform the principal or other designated school officials of the notification, if this was not done prior to notifying DCP&P. The principal or other school designated school officials should not be given this notification if the person making the notification believes that it would likely endanger the reporter or student involved or result in retaliation against the student or in discrimination against the reporter with respect to his or her employment;
- C. The principal shall notify the law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Law enforcement authorities shall be notified about all reports by employees, volunteers, or interns working in the school district. Procedures for the notification of the law enforcement authority shall be consistent with the district Memorandum of Agreement (see board policy 1410 Local Units);
- D. The principal shall ensure that all involved staff cooperate with DCP&P and law enforcement authorities in all investigations of potential missing, abused, or neglected children including facilitating:
  1. Accommodations permitting investigators to interview the student in the presence of the school principal or other designated school official. If the student is intimidated by the presence of the school representative, the student shall be requested to name an employee, volunteer, or intern he or she feels will be supportive to be present during the interview;
  2. Interviews by scheduling time with any employee, volunteer, or intern who may have information relevant to the investigation;
  3. The release of all records of the student who is the subject of the investigation that are deemed relevant to the assessment or treatment of a potentially missing, abused, or neglected child;
  4. The maintenance, security, and release of all confidential information about potential missing, abused, or neglected child situations;
  5. The release of the student to child welfare authorities while school is in session when it is necessary to protect the student or take the student to a service provider. This removal shall take place only after the principal or his or her designee has been provided, either in advance or at the time removal is sought, with appropriate documentation that DCP&P has already removed, or has appropriate authority to remove, the student from his or her home;
  6. The transfer to another school of a student who has been removed from his or her home by DCP&P for proper care and protection (see board policy 5118.2 Foster Care and Educational Stability).

MISSING, ABUSED AND NEGLECTED CHILDREN (continued)

Any person who knowingly violates the reporting requirements and fails to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed, is a disorderly person.

Any person who knowingly fails to report an act of sexual abuse against a child and who has reasonable cause to believe that an act of sexual abuse has been committed is guilty of a crime of the fourth degree which carries a term of imprisonment for up to 6 months, a fine of up to \$1,000, or both (N.J.S.A. 9:6-8.14; P.L. 2019, c. 40).

Due Process

Due process rights will be provided to school personnel, volunteers or interns who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of an employee, with pay, volunteer or intern named as a suspect in an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other student is in jeopardy due to continued contact between the employee, volunteer or intern and a student. Due process rights shall include notice of the proposed suspension and a pre-suspension opportunity to respond.

If abuse is found, resulting from a single incident occurring in the school district, the chief school administrator shall be available to meet with the Department of Children and Families, which may request that the chief school administrator create a corrective action plan. The plan may include, but shall not be limited to, action to be taken with respect to a teacher, intern, employee, volunteer or other staff member to assure the health and safety of the alleged victim and other children and to prevent future acts of abuse or neglect. Within 30 days of the date the Department requested the remedial plan, the chief school administrator shall notify the Department in writing of the progress in preparing the plan. The chief school administrator shall complete the plan within 90 days of the date the Department requested the plan.

If the child abuse or neglect is the result of several incidents occurring in the school district, within 30 days of receipt of the report of child abuse or neglect, the Department of Children and Families may request that the chief school administrator make administrative, personnel or structural changes within the district.

Records

All information regarding allegations of potentially missing, abused, or neglected children reported to authorities about an employee, volunteer, or intern working in the school district shall be considered confidential and may be disclosed only as required to cooperate in investigations. Records pertaining to such information shall be maintained in a secure location separate from other employee personnel records and accessible only to the school district chief school administrator or his or her designee.

All references to a notification to the designated DCP&P caseworker of a potential missing, abused, or neglected child situation involving a school district employee shall be removed from employee personnel records immediately following the receipt of an official notice from DCP&P that such allegations were unfounded.

Suicide Reporting

The board is committed to supporting State efforts to improve the information available to both professionals, who are in contact with youth at risk of suicide, and families at risk; identify and provide suitable intervention services to reduce the incidence of suicide; and educate youths and families at risk about the resources available for suicide prevention and intervention about youths who attempt suicide.

MISSING, ABUSED AND NEGLECTED CHILDREN (continued)

Therefore, in compliance with law (N.J.S.A. 30:9A-24 and N.J.A.C. 6A:16-11.1) school district employees, volunteers, or interns with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall report the information to the Department of Children and Families. The information shall be reported in the form and manner prescribed by the Department of Children and Families.

The information contained in the report to the Department of Children and Families shall not be considered a public record, but the division may aggregate the data for the purpose of preparing an annual report. The reporter shall not be required to identify the student or youth by name or other unique identifier, but may be required to supply non-identifying demographic information about the student or youth, other attempts made by the student or youth and the response or referral made to deal with the incident.

Any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of that report, unless the person has acted in bad faith or with malicious purpose.

Protection from Reprisal or Retaliation

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect. Reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potential missing, abused or neglected child situation is prohibited.

Staff members, volunteers or interns shall not be required to disclose, or be penalized for the failure to disclose, any information which would be privileged according to law (N.J.S.A. 2A:84A-18 through -23).

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

Pupil Safety, Child Abuse, Child Neglect, Student Safety

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60.2</u>	Disclosure, use of juvenile's statement made in course of screening
	<u>N.J.S.A. 2A:84A-18</u> through -23	Self-incrimination
	<u>N.J.S.A. 2C:11-6.</u>	Aiding suicide
	<u>N.J.S.A. 2C:58-8.</u>	Certain wounds and injuries to be reported
	<u>N.J.S.A. 9:6-1 et seq.</u> <u>See particularly:</u>	Abuse, abandonment, cruelty and neglect of child; what constitutes
	<u>N.J.S.A. 9:6-3.1; -8.9</u> through -8.14; -8.21; -8.27through -8.30; -8.34 through -8.36; -8.40; -8.46; -8.56	
	<u>N.J.S.A. 9:6-8.10</u>	Report of child abuse
	<u>N.J.S.A. 9:6-8.14</u>	Violations including failure to make report
	<u>N.J.S.A. 18A:6-7a, -10, -11,</u> -13, -14, -18.1, -30, -30.1	Removal from personnel files of reference to complaint of child abuse or neglect determined to be unfounded
	<u>N.J.S.A. 18A:6-111</u>	Findings, declarations relative to instruction in suicide prevention in public schools

MISSING, ABUSED AND NEGLECTED CHILDREN (continued)

<u>N.J.S.A.</u> 18A:6-112	Instruction in suicide prevention for public school teaching staff.
<u>N.J.S.A.</u> 18A:6-113	Provision for instruction in suicide prevention in school curriculum
<u>N.J.S.A.</u> 18A:36-19	Pupil records; creation; maintenance and retention, security and access; regulations; nonliability
<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
<u>N.J.S.A.</u> 18A:36-24 <u>et seq.</u>	Missing children; legislative findings and declarations
<u>N.J.S.A.</u> 30:9A-22	Findings, declarations relative to youth suicide
<u>N.J.S.A.</u> 30:9A-23	Definitions relative to youth suicide
<u>N.J.S.A.</u> 30:9A-24	Report by teacher of attempted, completed suicide by student
<u>N.J.S.A.</u> 52:17B-9.8a <u>et seq.</u>	Marking of missing child's school record
<u>N.J.A.C.</u> 6A:16-5.1	School safety plans
<u>N.J.A.C.</u> 6A:16-11.1 <u>et seq.</u>	Reporting Allegations of Child Abuse and Neglect
<u>N.J.A.C.</u> 6A:32-7.1	Student records

**Possible**

<b><u>Cross References:</u></b>	*5113	Absences and excuses
	*5125	Pupil records
	*5141.1	Accidents
	*5142	Pupil safety

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

Book Policy Manual  
 Section Series 5000 Students  
 Title Gender Identity and Expression  
 Number 5145.7  
 Status Draft - New

Adopted

Revised and Adopted:

Last Revised September 10, 2019

	Monitored
X	Mandated
	Other Reasons

**GENDER IDENTITY AND EXPRESSION**

The Glen Rock Board of Education believes that a school culture that supports student achievement, respects the values of all students and fosters understanding of gender identity and expression within the school community is a safe learning environment. New Jersey law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, gender identity or gender expression. Therefore, in keeping with these mandates the board is committed to creating a safe learning environment for all students and to ensuring that every student has equal access to all school programs and activities.

The board believes that fostering this understanding successfully requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The chief school administrator shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programming for their student. The chief school administrator may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

To proactively plan for a safe learning environment free of discrimination and harassment, such as, but not limited to locker & restroom use, field trips and or classrooms, students and parents/guardians of students with gender identity and expression concerns are encouraged to alert the school district and schedule a meeting with the chief school administrator. Upon request, the chief school administrator shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

GENDER IDENTITY OR EXPRESSION (continued)Definitions:

- A. "Gender identity" is a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual's internal gender identity is not the same as the gender assigned at birth.
- B. "Transgender" is a term which describes an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth.
- C. "Gender expression" means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.
- D. "Assigned sex at birth (ASAB)" refers to the biological sex designation recorded on a person's birth certificate upon the initial issuance of that certificate, should such a record be provided at birth.
- E. "Gender assigned at birth" refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth.
- F. "Sexual orientation" describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
- G. "Gender non-conforming" describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations.
- H. "Transition" is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo a physical transition, which might include hormone treatments and surgery. School district personnel should avoid the phrase "sex change," as it is an inaccurate description of the transition process; the process is more accurately described as "gender-confirming."
- I. "LGBTQ" is an acronym for "lesbian, gay, bisexual, transgender, and queer/questioning."
- J. "Gender expansive/gender diverse/gender fluid/gender non-binary/agender/gender queer" are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student's gender identity.

GENDER IDENTITY OR EXPRESSION (continued)

- K. "Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

Harassment, Intimidation and Bullying

The board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies (2224, 4111.1/4211.1 and 6121 Nondiscrimination/Affirmative Action).

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the principal the same day the incident is observed or the report received according to board policy 5131.1 Harassment, Intimidation and Bullying. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and board policy.

During a harassment, intimidation, or bullying investigation the district is obligated to implement procedures, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii) to report, verbally and in writing, an act of harassment, intimidation, and bullying (HIB) committed by an adult or youth against a student. The anti-bullying specialist shall inform the student of the school's obligation to report the findings of the HIB investigation pursuant to law (N.J.S.A. 18A:37-15(d)) and board policy 5131.1 Harassment, Intimidation and Bullying. In accordance with law and board policy the parents or guardians of the students who are parties to the investigation are permitted to receive information about the investigation limited to the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether disciplinary action was imposed or services provided to address the incident of harassment, intimidation, or bullying.

The anti-bullying specialist shall take into account the circumstances of the incident when providing notification to parents or guardians of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii(2)).

Confidentiality and Privacy

School personnel may not disclose information that may reveal a student's transgender or gender non-conforming status, except as allowed by law. Under the Family Education Rights and Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student's records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and

GENDER IDENTITY OR EXPRESSION (continued)

how much of their private information to share with others. The school counselor shall work with the student to create an appropriate confidentiality plan regarding the student's transgender or transitioning status.

The board shall not be responsible for the disclosure of information that may reveal a student's transgender or gender non-conforming status made by community members or any other party that are not under the employment or direction of the board. The board directs the counseling staff to address the limitations of confidentiality with the student as it pertains to community members and other parties that are not under the employment or direction of the board.

Due to a specific and compelling need, such as the health and safety of a student or an incident of bias-related crime, a school district may be obligated to disclose a student's status. The school district should inform the student that the school intends to disclose the student's transgender status for the student's protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose that information. School districts should make every effort to ensure that any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from further harassment. Those measures may include the facilitation of counseling for the student and the student's family to facilitate the family's acceptance and support of the student's transgender status.

School personnel shall keep confidential a current, new, or prospective student's transgender status. When a student uses a chosen name, the student's birth name shall be kept confidential by school and district staff.

~~Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. In some cases, notifying parents/guardians carries risks for the student, such as being kicked out of the home. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parents/guardians will be involved in the process and must consider the health, well-being, and safety of the transitioning student. The school counselor shall balance the rights of the student needing support and the requirement that parents/guardians be kept informed about their child. In accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.~~

Coordination of School Accommodations

In planning appropriate accommodations for a student who is transitioning, the chief school administrator, parents/guardians and the student and other qualified staff or consultants as necessary shall meet to discuss actions that the district and school personnel may take to create safe learning environment, including:

## A. Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.



GENDER IDENTITY OR EXPRESSION (continued)

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

B. Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive interscholastic athletic activities will be resolved on a case-by-case basis and according to the standards established by the New Jersey State Interscholastic Athletic Association (NJSIAA).

C. Restroom and Locker Room Accessibility

The district aims to support transgender students while also ensuring the safety and comfort of all students. The chief school administrator together with the parents/guardians, student and other qualified staff or consultants shall evaluate options for the use of restrooms and locker rooms by the transgender students and consider the following factors, including, but not limited to:

1. The transgender student's preference;
2. Protecting student privacy;
3. Maximizing social integration of the transgender student;
4. Minimizing stigmatization of the student;
5. Ensuring equal opportunity to participate;
6. The student's age; and
7. Protecting the safety of the students involved.

Generally students may have access to the restroom or locker room that corresponds to the gender identity or expression that they consistently assert at school and no student shall be forced to accept an accommodation with which he/she disagrees. A transgender or transitioning student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall, gender neutral restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity or expression consistently asserted at school. Schools may maintain separate restroom facilities for male and female students. However, students shall have access to the restroom and locker room that corresponds to their gender identity. (N.J.S.A. 10:5-12(11)(f)(1)).

D. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students may be permitted to participate in accordance with the gender identity or expression consistently asserted at school. Activities

GENDER IDENTITY OR EXPRESSION (continued)

that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

E. Dress Code

Students have the right to dress in accordance with their gender identity or expression that is consistently asserted at school, within the constraints of the school policy for student dress (5132 Student Dress). School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

F. Privacy

The chief school administrator and/or his or her designees are expected to work closely with the student and his or her parents/guardians in formulating an appropriate plan regarding the confidentiality of the student's transgender or transitioning status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender or transitioning student feels more supported and safe when other students are aware that they are transgender or transitioning, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, parents/guardians, other family members and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

All persons, including students, have a right to privacy; the right to decide when, with whom, and how much highly personal information one wants to share about oneself to others. This includes the right to control dissemination or highly personal and private information such as one's transgender status or sexual orientation.

District and school counselors and school personnel should not disclose a student's transgender status to others, including, but not limited to, other students, parents and/or other school personnel, unless they are legally required to, or the student has authorized such disclosure, or there is a specific and compelling "need to know" in order to protect the transgender student's interest. In those rare circumstances where disclosure is deemed to be absolutely necessary, before making any disclosure, school officials should inform the transgender student of the need to disclose and provide them with the opportunity and resources they may need to make the disclosure themselves.

District and school counselors and school personnel may encounter situations where a transgender student has not disclosed their transgender status to their parents. Whenever possible, school administrators should speak with the student to confirm the manner in which the student will be referred to in conversation with the parent/guardian. Generally, when contacting the parent or guardian of a transgender student, school personnel should use the student's legal name the gender pronoun that corresponds to their legal sex, unless the student, parent or guardians has specified otherwise.

All students, including transgender students, have the right to openly discuss and express their gender identity, or transgender status and to decide when, with whom and how much to share that private information. In sharing this information, a student does not give up the

GENDER IDENTITY OR EXPRESSION (continued)

right to privacy and at no time may the school use a student's self-disclosure as grounds for sharing information about the student's gender identity or transgender status without the student's written permission.

Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert the school counselor and encourage the student to meet with the school counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school counselor, as appropriate, shall offer assistance and provide the student, and/or their parents/guardians as appropriate, with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school counselor shall also provide information regarding gender transition planning at school. The counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents/guardians who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance; and
- C. Staff training surrounding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender or transitioning students.

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to board policy 5131.1 Harassment, Intimidation and Bullying.

Official Records

When a student has expressed a preference to be called by a name other than their birth name, the permanent student records containing the student's birth name shall be kept in a separate, confidential file. This file shall only be shared with appropriate school staff after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept.

If the student has previously been known at school or in school records by a birth name, the principal shall direct school personnel to use the student's chosen name and not the student's birth name. To ensure consistency among teachers, school administrators, substitute teachers and other staff, every effort shall be made to immediately update student education records (for example, attendance records, transcripts, individualized education programs, etc.) with the student's chosen name and gender pronouns, consistent with the student's gender identity and expression, and not circulate records with the student's birth name, unless directed by the student:

- A. The district shall report to the New Jersey Department of Education through NJ SMART a student's name or gender based upon that student's chosen name and corresponding gender identity. Changing the name or gender identity from what was reported in previous years will not affect the reliability of the data reported;

GENDER IDENTITY OR EXPRESSION (continued)

- B. If a district changes a student's name or gender identity, it must also maintain locally a separate record reflecting the student's legal name and sex assigned at birth until receipt of documentation of a legal change of name or gender.

The separate record reflecting the student's legal name and sex assigned at birth may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A. A court order or birth certificate demonstrating the student's new name;
- B. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

Gender Identity, Transgender, Gender Expression, Gender Non-conforming

<b>Legal References:</b>	<u>N.J.S.A.</u> 2C:16-1	Bias intimidation
	<u>N.J.S.A.</u> 2C:33-4	Harassment
	<u>N.J.S.A.</u> 10:5-1 <i>et seq.</i>	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:6-5	Inquiry as to religion and religious tests prohibited
	<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
	<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
	<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
	<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
	<u>N.J.S.A.</u> 18A:37-14	Harassment, intimidation, and bullying defined; through -19 definitions
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.S.A.</u> 18A:36-41	Development, distribution of guidelines concerning transgender students
	<u>N.J.A.C.</u> 6A:7-1.1 <i>et seq.</i>	Managing for Equality and Equity in Education
	<u>N.J.A.C.</u> 6A:30-1.1 <i>et seq.</i>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services
	Executive Order 11246 as amended	
	29 <u>U.S.C.A.</u> 201 - Equal Pay Act of 1963 as amended	

GENDER IDENTITY OR EXPRESSION (continued)

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

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

Comprehensive Equity Plan, New Jersey Department of Education

Doe v. Regional School Unit 26, No. 12-582 (Me. Jan. 30, 2014)

New Jersey Department of Education, Transgender Student Guidance for School Districts, September 2018. <https://nj.gov/education/students/safety/sandp/transgender/Guidance.pdf>.  
NJSIAA, Constitution, Bylaws, Rules and Regulations, Transgender Policy (pg. 75),  
<http://www.njsiaa.org/resources/njsiaa-handbook>

**Possible**

**Cross References:**      \*2224 Nondiscrimination/affirmative action  
                                     \*4111 Recruitment, selection and hiring  
                                     \*4111.1 Nondiscrimination/affirmative action  
                                     \*4131/4131.1 Staff development; inservice  
education/visitations/conferences  
                                     \*4211.1 Nondiscrimination/affirmative action  
                                     \*4231/4231.1 Staff development; inservice  
education/visitations/conferences  
                                     \*5131 Conduct/discipline  
                                     \*5131.1 Harassment, intimidation and bullying  
                                     \*5145.4 Equal educational opportunity  
                                     \*6121 Nondiscrimination/affirmative action  
                                     \*6145 Extracurricular activities

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

The following organizations provide support to transgender individuals:

- GLSEN (The Gay, Lesbian, Straight Education Network) model policy. GLSEN is a prominent organization supporting GLBT youth. They have resources about creating safe and supportive environments for students.
- The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

**Resources For Parents, Educators, And Service Providers:**

Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization.

**PFLAG Resources**

GENDER IDENTITY OR EXPRESSION (continued)

- [Welcoming our Trans Families and Friends](#)

Download this free guide (PDF) to get the basics on what being transgender means, how to talk about it, and how to find the resources that can support you.

- [Find a PFLAG Chapter](#)

There are more than 350 chapters of Parents, Families and Friends of Lesbians and Gays (PFLAG) across the U.S. Find one near you right now.

### **Partner Organizations Resources**

- [National Center for Transgender Equality](#)

Knowing and using correct language can be very important to transgender and gender non-conforming people, just like everyone else. Here is a handy terminology guide regarding gender identity.

- [American Psychological Association](#)

This downloadable pamphlet from the APA answers questions about transgender people, gender identity and gender expression.

### **Parent and Educator Resources**

- [Gender Spectrum](#)

Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.

- [Trans Youth Equality Foundation](#)

The Trans Youth Equality Foundation is based in Maine, but offers education, advocacy and support for transgender and gender non-conforming children and youth and their families everywhere by sharing information about the unique needs of this community and partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.

- [Families in TRANSition: A Resource Guide for Parents of Trans Youth](#)

Families in TRANSition: A Resource Guide for Parents of Trans Youth is the first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their trans children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as trans youth themselves.

- [Matt Kailey, author of My Child is Transgender: 10 Tips for Parents of Adult Trans Children](#)

This gentle and easy-to-use FAQ gives people an accessible set of guidelines that can be used in everyday life.

- [Working with Transgender Youth \(Lambda Legal & Child Welfare League of America\)](#)

Like all young people in care, transgender youth are entitled to bias-free attention to their unique needs and to be safe in their placements and services. This guide, created by Lambda Legal and the Child Welfare League of America, provides child welfare professionals who work with transgender young people with education about transgender issues and tools to help prepare them to work sensitively with these clients.

GENDER IDENTITY OR EXPRESSION (continued)

- Trans Youth Family Allies (TYFA)

TYFA works to empower children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

Book Policy Manual  
 Section Series 6000 Instruction  
 Title Graduation Requirements  
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	Monitored
X	Mandated
	Other Reasons

GRADUATION REQUIREMENTS

In order to be graduated from the Glen Rock School District high school, and receive a state endorsed board of education diploma, a student must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on New Jersey Department of Education Approved State-wide high school proficiency assessment;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the New Jersey Student Learning Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of ~~425~~ 130 credits; and
- D. Meet the ~~425~~ 130 credits through a range of experiences that enable the pupil to pursue a variety of learning opportunities as described for Option 2 below.

Successful completion means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer students must meet all state and local requirements in order to receive a Glen Rock diploma.

The chief school administrator shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.



### Earned High School Course Credit

High school courses are progressive in nature, and contain a specific scope and depth of material to be mastered. High school students and elementary or middle school students in accelerated programs who pass a high school course are expected to move on to the next course in the sequence. Students who fail a course with a grade of "F" may repeat that course to ensure mastery of its material before moving on to the next course in the sequence. Students who achieve a passing grade in a course (D- or higher) and earn credit in the course may not repeat that course for credit.

The following courses, deemed progressive in their skill-based content, may be repeated for credit:

- A. Choir;
- B. Advanced Sculpture;
- C. Advanced Broadcast Media.

### Remediation and Basic Skills

Students who do not pass the New Jersey Department of Education approved statewide proficiency assessment, the elementary assessment component for grades three through five and the middle school components for grades six through eight, shall be provided appropriate remediation.

Twelfth grade students who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

### English Language Learners

English language learners must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

### Vocational/Technical Students

Vocational/technical education pupils must fulfill the State of New Jersey requirements for graduation. They may be exempted from the additional local requirements with written approval of the chief school administrator.

### Special Education Students

A disabled student must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the chief school administrator.

A student who qualifies may take an alternate proficiency assessment approved by the New Jersey Department of Education, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the student exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including the Department of Education approved statewide high school proficiency assessment, along with the rationale for the exemptions. The exemptions must be approved in writing by the chief school administrator.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Since graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

#### Proficiency

In consultation with appropriate professional staff, the chief school administrator shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the board of education shall have copies of this policy distributed to all ninthgrade (or otherwise entering students) and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to students upon registering for the course.

The yearly program of studies for each student in the high school must be approved and signed by the parent/guardian, except in the case of 18yearold students.

#### Early Graduation

Students who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

#### Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the New Jersey Student Learning Standards.

- A. Individualized student learning opportunities areas include, but are not limited to, the following:
1. Independent study;
  2. Online learning;
  3. Study abroad programs;
  4. Student exchange programs; and
  5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
- B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the New Jersey Student Learning Standards shall:
1. Be based on student interest and career goals as reflected in the Personalized Student

Learning Plans;

2. Include demonstration of student competency; and
3. Be on file in the school district and subject to review by the Commissioner or his or her designee.

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the New Jersey Student Learning Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur, all or in part, prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

#### Student Enrollment in College Courses— Option 2

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the New Jersey Student Learning Standards.

The board shall determine eligibility requirements for these students and monitor the quality of the courses offered and college faculty who teach the courses.

#### Reporting and Monitoring

The chief school administrator shall report annually at a public meeting, not later than September 30, to the board and to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the who took a New Jersey Department of Education approved alternate high school proficiency assessment;
- C. The number of students receiving stateendorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class; and
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the New Jersey Department of Education approved statewide high school proficiency assessment or alternative high school assessment, based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Key Words

High School Graduation, Early Warning Test, Graduation, Graduation Requirements, Option 2

Legal N.J.S.A. 18A 4-25: Prescribing minimum courses of study for public schools;  
approval of courses of study

N.J.S.A. 18A 7C-1 et seq: Commissioner of education to develop a program of standards and guidelines

N.J.S.A. 18A 7C-2: Establishment of standards for graduation from secondary schools

N.J.S.A. 18A 7C-4.1: "Operation Recognition."

N.J.S.A. 18A 7C-5.1: Graduation, yearbook costs for pupils with financial hardship

N.J.S.A. 18A 7F-46: Review, update of core curriculum content standards; Educational Adequacy Report, development of T & E standards.

N.J.S.A. 18A 33-1 District to furnish suitable facilities; adoption of courses of study

N.J.S.A. 18A 35-1 et seq. Curriculum and courses

N.J.S.A. 18A 36-17 Credit of seniors in active military and naval service, etc.

N.J.A.C. 6A 8-1.1 Purpose

N.J.A.C. 6A 8-1.2 Scope

N.J.A.C. 6A 8-2.1 Authority for educational goals and standards

N.J.A.C. 6A 8-3.1 Curriculum and instruction

N.J.A.C. 6A 8-3.3 Enrollment in college courses

N.J.A.C. 6A 8-4.1 Statewide assessment system

N.J.A.C. 6A 8-4.2 Documentation of student achievement

N.J.A.C. 6A 8-4.3 Accountability

N.J.A.C. 6A 8-5.1 Graduation requirements

N.J.A.C. 6A 8-5.2 High school diplomas

N.J.A.C. 6A 14-3.7 Individualized education program

N.J.A.C. 6A 14-4.11 Graduation

N.J.A.C. 6A 15-1.11 Graduation requirements for English language learners

N.J.A.C. 6A 23A-9.5 Commissioner to ensure achievement of the Core Curriculum Content Standards; corrective actions

N.J.A.C. 6A 30-1.1 Purpose and scope

N.J.A.C. 6A 32-14.1 Distribution

N.J.A.C. 6A 32-2.1 Definitions

20 U.S.C. 6301 et seq Every Student Succeeds Act (Formerly NCLB)