

**SOUTH AMBOY BOARD OF EDUCATION
Business/Public Meeting Agenda
February 26, 2018 – 6:00 p.m. Open Meeting & immediately go into
Executive/Closed Session
Public Meeting begins at 6:30 P.M. – Middle/High School Cafeteria**

1. Meeting Called to Order (6:00 p.m.)

2. Roll Call

Mr. Conrad		Mr. Perez		Mr. Diaz, Supt.	
Mr. Dragotta		Mr. Simko		Mr. Frascella, SBA/BS	
Mrs. Gonzalez		Mrs. Taggart		Mr. Silvestro, Atty.	
Mrs. Kasics		Mr. Walsh			
Mrs. McLaughlin				B. Henry, Student Rep.	

3. Adjourn to Executive Session

- On a motion by _____ and seconded by _____, the board adjourns into Closed Session at _____ p.m.
- Mr. Frascella reads the closed session notice:

BE IT RESOLVED, pursuant to the Sunshine Act, N.J.S.A. 10:4-12 and 13, the South Amboy Board of Education will now meet in closed session to discuss:

The aforesaid subjects are within the exemptions permitted to be discussed in closed session in accordance with N.J.S.A. 10:4-13. Information regarding the Board's closed session discussion will be disclosed to the public as soon as the need for confidentiality no longer exists. The Board will reconvene in public session at the conclusion of the closed session in approximately 30 minutes.

4. Re-Convene to Public Session (6:30 p.m.)

- On a motion by _____ and seconded by _____, the Board reconvenes into the public portion of the meeting at _____ p.m.

5. Reading of Public Notice – P. Frascella

The New Jersey Open Public Meeting Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of the public bodies at which any business affecting their interest is discussed or acted upon.

In compliance with the Open Public Meeting Law, the South Amboy Board of Education has caused notice of this meeting setting forth the time, date, and location to be submitted for publication to the Home News Tribune and Star Ledger and posted at the Board Office, Middle/High School, Elementary School, City Hall, Library and Senior Citizens Center Bulletin Boards at least 48 hours in advance of this meeting. Members of the public who wish to address the Board will be given the opportunity before the Board adjourns for the evening.

6. Salute to the Flag

7. Review/Comment/Approval of Agenda Items (Committee Chairs)

MINUTES

1. ACCEPTANCE OF MINUTES

A motion was made by _____ and seconded by _____.
 I would like to make a motion that the Board of Education accepts the minutes of the following meetings as submitted:

January 29, 2018	Business-Public Meeting
January 29, 2018	Closed Session/Business Meeting

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

EDUCATION & CURRICULUM

1. STUDENT TEACHER FIELD EXPERIENCE PLACEMENT/2017-2018 SCHOOL YEAR

That the Board of Education approves the following student teacher field experience placement for the 2017-2018 school year as recommended by the Superintendent:

Student Name	College	Cooperating Teacher	Grades/Subject	Location	Dates
Miriam Machova	Middlesex Community College	George Gundrum	6-12/Math (Gen. Ed & Spec. Ed)	MHS	Spring 2018

2. EXTENDED SCHOOL YEAR PROGRAM/2018-2019 SCHOOL YEAR

That the Board of Education approves the Extended School Year Program to run 15 days from July 2, 2018 through July 26, 2018 Mondays through Thursdays from 9:00 A.M. to 12:00 P.M. (The 4th of July Holiday will be observed) as recommended by the Superintendent.

PUBLIC COMMENT ON EDUCATION & CURRICULUM ITEMS

MOTION TO APPROVE EDUCATION & CURRICULUM MOTION

A motion was made by Lynn Kasics and seconded by _____.
 I would like to make a motion that the Board of Education approves motion one through two of the Education & Curriculum section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

POLICY

1. ADOPTION OF REVISED CHIEF SCHOOL ADMINISTRATOR POLICY

That the Board of Education adopts the revised Chief School Administrator Policy, #2131, as attached and recommended by the Superintendent. (Attachment A)

2. ADOPTION OF REVISED INTRAMURAL AND INTERSCHOLASTIC COMPETITION POLICY

That the Board of Education adopts the revised Interscholastic and Intramural Competition Policy, #6145.1/6145.2, as attached and recommended by the Superintendent. (Attachment B)

3. ADOPTION OF REVISED SUPERVISION POLICY

That the Board of Education adopts the revised Supervision Policy, #4115, as attached and recommended by the Superintendent. (Attachment C)

4. ADOPTION OF REVISED STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES POLICY & EXHIBIT

That the Board of Education adopts the revised Staff Development: In-service Education/Visitations/Conferences Policy, #4131/4131.1, as attached and recommended by the Superintendent. (Attachment D)

5. ADOPTION OF REVISED EVALUATION OF TEACHING STAFF MEMBERS POLICY

That the Board of Education adopts the revised Evaluation of Teaching Staff Members Policy, #4116, as attached and recommended by the Superintendent. (Attachment E)

PUBLIC COMMENT ON POLICY ITEMS

MOTION TO APPROVE POLICY MOTIONS

A motion was made by Shannon Gonzalez and seconded by _____.

I would like to make a motion that the Board of Education approves motions one through five of the Policy section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

PERSONNEL

1. APPROVAL/VOLUNTEER COACHES/2017-2018 SCHOOL YEAR

That the Board of Education approves the appointment of the following volunteer coaches in our district for the 2017-2018 school year as recommended by the Superintendent. Approval is contingent upon completion of the Criminal History Background Check:

Matthew Partenope	Softball (Varsity)
Justin Hornlein	Baseball (Varsity)

2. TRANSFER OF CATHERINE MOLLIS/SPECIAL EDUCATION TEACHER/ ELEMENTARY SCHOOL

That the Board of Education approves the transfer of Catherine Mollis, from Special Education Teacher at the Elementary School to Special Education Teacher at the Middle High School, effective February 27, 2018, for the 2017-2018 school year as recommended by the Superintendent.

3. EXTRA-CURRICULAR/SCHOOL ACTIVITIES POSITION /CURRICULUM REVISION/2017-2018 SCHOOL YEAR

That the Board of Education approves the appointment of the following individuals to Extra-Curricular/School Activities positions for the 2017-2018 school year as recommended by the Superintendent and Personnel Committee. The stipend for this position will be in accordance with the negotiated agreement between the Board of Education and the South Amboy Education Association:

Life Skills Curriculum Revision – MS	Susan Shay
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4. SICK LEAVE/2017-2018 SCHOOL YEAR/CUSTODIAN/JEFFREY LAKATOS

That the Board of Education approves the sick/workers compensation leave of Jeffrey Lakatos, Custodian at the Elementary School, for a period of February 15, 2018 until May 15, 2018.

PUBLIC COMMENT ON PERSONNEL ITEMS

MOTION TO APPROVE PERSONNEL MOTIONS

A motion was made by _____ and seconded by _____.
 I would like to make a motion that the Board of Education approves motions one through four of the Personnel section of the Business/Public Meeting Agenda as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

OTHER MOTION

1. ACCEPTANCE OF HARASSMENT, INTIMIDATION & BULLYING (HIB) INCIDENT REPORT/FEBRUARY 26, 2018

That the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on February 26, 2018. (Attachment F)

PUBLIC COMMENT ON OTHER MOTIONS

MOTION TO APPROVE OTHER MOTION

A motion was made by _____ and seconded by _____.
 I would like to make a motion that the Board of Education accepts the Harassment, Intimidation & Bullying (HIB) Incident Report for HIB incidents reported to the Board of Education on February 26, 2018 as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

BUDGET AND FINANCE

1. BUDGETARY TRANSFERS

The Board of Education approves the attached transfers for January 2018 in conjunction with the requirements of N.J.S.A. 18A:22-8-1 and N.J.A.C. 6A:23A-16.10.

2. EXPENDITURES FOR 1/30/2018-2/26/2018

The Board of Education approves the following expenditures for 1/30/18-2/26/18

Bills For	Amount
Regular Bills	227,527.99
1/15/18 Payroll	493,033.14
1/30/18 Payroll	467,844.06
TOTAL	\$ 1,188,405.19
January Agency	496,673.37

3. ACCEPT THE SECRETARY AND TREASURER REPORT – JANUARY 2018

BE IT RESOLVED that the South Amboy Board Secretary, pursuant to N.J.A.C. 6A:23A-16.10 (c) 3, does hereby certify that as of the date of the reports, no line item account has encumbrances and expenditures, which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10 (a); the monthly financial reports of the Secretary and the Treasurer; and further recommends, in compliance with N.J.A.C. 6A:23A-16.10 (c) 4, that the Board of Education certifies that no major account has been over expended in violation of N.J.A.C. 6A:23A-16.10 (b), and that as of this report sufficient funds are available to meet the District’s financial obligations for the remainder of the year.

4. ACCEPT THE JANUARY 2018 ORGANIZATIONAL FUND BALANCES

The Board of Education accepts the attached January 2018 Organizational Fund Balances. (Attachment G)

5. ACCEPT THE JANUARY 2018 ATHLETIC FUND BALANCES

The Board of Education accepts the attached January 2018 Athletic Fund Balances. (Attachment H)

6. APPROVE TRAVEL AND REIMBURSEMENT

The Board of Education approves the following under the “Travel and Reimbursement Policy” of the South Amboy Board of Education as recommended by the Superintendent of Schools:

Staff/Board Member	Program Date	Program Title or Event	Fees	GAAP Account
Kristina Santoro	March 5, 2018	FMLA Compliance	\$199	11-000-230-585-01-01

7. FIELD TRIP REQUESTS

The Board of Education approves the attached field trip requests for the 2017-2018 school year as recommended by the Superintendent (Attachment I):

- Trip # MH-18010 – MH-18012**
- Trip # E-18026 – E-18033**

8. USE OF SCHOOL FACILITIES/ARTS DISTRICT OF SOUTH AMBOY

That the Board of Education approves the request of The Arts District of South Amboy to use the Middle/High Auditorium on Thursday, June 7, 2018 from 6:00 pm to 11:00 p.m. for an Orchestral Rehearsal. This activity will be covered by the applicant’s insurance.

9. USE OF SCHOOL FACILITIES/ARTS DISTRICT OF SOUTH AMBOY

That the Board of Education approves the request of The Arts District of South Amboy to use the Middle/High Auditorium on Sunday, June 10, 2018 from 3:00 pm to 8:00 p.m. for an Orchestral Concert. The facility will only be needed in the case of inclement weather. This activity will be covered by the applicant’s insurance.

10. SUBMISSION OF PRESCHOOL EARLY CHILDHOOD PROGRAM GRANT

The Board of Education approves the submission of the 2018-2019 Preschool Early Childhood Program plan from the New Jersey State Department of Education, Division of Early Childhood Education. (Attachment J):

11. APPROVE PRIOR YEAR TUITION ADJUSTMENT – NEW ROADS SCHOOL OF PARLIN

That in accordance with N.J.A.C. 6A:23A-18.3(m) the South Amboy Board of Education approves the tuition adjustment of \$45,470.70 for the 2016-2017 school year. (Copy of invoice is on file in the Board Office).

12. APPROVE TUITION CONTRACT FOR 2017-2018 – SOUTH BRUNSWICK BOARD OF EDUCATION

The Board of Education approves tuition contract between the South Amboy Board of Education and South Brunswick Board of Education for student T.M. and for the period January 2, 2018 – June 30, 2018. (Copy of contract is on file in the Board Office).

APPROVE BUDGET AND FINANCE MOTIONS

A motion was made by _____ and seconded by _____.

I would like to make a motion that the South Amboy Board of Education approves motions one through twelve of the Budget and Finance section of the regular public meeting agenda of February 26, 2018 as recommended by the Superintendent of Schools.

On a roll call vote:

Mr. Conrad		Mrs. Kasics		Mrs. Taggart	
Mr. Dragotta		Mrs. McLaughlin		Mr. Walsh	
Mrs. Gonzalez		Mr. Perez		Mr. Simko	

B. BOARD OF EDUCATION COMMENTS

C. PUBLIC COMMENTS

D. ADJOURNMENT

A motion by _____ seconded by _____ that there being no further business the meeting be adjourned at _____. Roll call vote: _____.

Respectfully submitted,

Peter T. Frascella

Business Administrator/Board Secretary

THE DISTRICT BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 2131
 Monitored
 Mandated
 Other Reasons

Policy Adopted: February 26, 2018

CHIEF SCHOOL ADMINISTRATOR

The South Amboy 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

CHIEF SCHOOL ADMINISTRATOR (continued)

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.

~~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. ~~D~~ The development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the 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

CHIEF SCHOOL ADMINISTRATOR (continued)

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.

Adopted: 2000

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: December 16, 2013, December 19, 2016, February 26, 2018

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 powers and duties
See particularly: <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 through -6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 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

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

CHIEF SCHOOL ADMINISTRATOR (continued)

*9400 Board self-evaluation

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

THE DISTRICT BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 6145.1/6145.2

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

Policy Adopted: February 26, 2018

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

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

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

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

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

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

Parental Consent

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

Academic Eligibility

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

Attendance Standards

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

Disciplinary Standards

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

Special Education Pupils

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

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

Equality and Equity in Athletic Programs

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

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

Physical Eligibility

All pupils in grades six through 12 participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health Examinations and Immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of education.

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

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

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

- A. A medical history questionnaire, completed by the parent/guardian of the pupil, to determine if the pupil:
 - 1. Has been medically advised not to participate in any sport, and the reason for such advice;
 - 2. Is under a physician's care and the reasons for such care;
 - 3. Has experienced loss of consciousness after an injury;
 - 4. Has experienced a fracture or dislocation;
 - 5. Has undergone any surgery;

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

B. A physical examination which shall include, as a minimum, no less than:

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Varsity Letters

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

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

- A. The number of participants in the activity;
- B. The length of time the student has participated;
- C. The percentage of competitions the student has participated in;
- D. Attendance at practices and competitions;

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

E. Indicators of outstanding effort, performance and teamwork.

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

Insurance

The board may cover each participant in an extracurricular activity with insurance coverage in consultation with the current insurance carrier.

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

Pamphlet on Sudden Cardiac Arrest

Once each school year, the chief school administrator or designee shall distribute to parents/guardians of students participating in school sports, the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

Fact Sheet on the Use and Misuse of Opioid Drugs

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

Good Sportsmanship

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

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

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

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

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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Adopted: No date

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: June 13, 2010, April 27, 2015, March 20, 2017, January 29, 2018, February 26, 2018

Key Words

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

- Legal References:** N.J.S.A. 5:17-1 et seq. Athletic code of conduct permitted; "youth sports event" defined...
- N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
- N.J.S.A. 18A:26-2.1 et al. Certification of director of athletics
- N.J.S.A. 18A:36-20 Discrimination; prohibition
- N.J.S.A. 18A:40-41 Pamphlet on sudden cardiac death
- N.J.S.A. 18A:40-41.10 Educational fact sheet relative to use, misuse of opioid drugs for sports-related injuries
- N.J.S.A. 18A:40A-1 et seq. Substance abuse
- See particularly:
N.J.S.A. 18A:40A-9, -10, -11
- N.J.S.A. 18A:42-2 School orchestra not to compete with civilian musicians; exceptions
- N.J.S.A. 18A:42-7 Participants in certain interscholastic extracurricular activities may earn varsity letter
- N.J.S.A. 18A:43-1 Accident insurance for pupils authorized
- N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
- N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
- N.J.A.C. 6A:9B-5.15 Persons employed to coach for swimming or diving programs
- N.J.A.C. 6A:9B-5.16 Athletics personnel
- N.J.A.C. 6A:11-4.14 Sports programs
- N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health Services
- See particularly:
N.J.A.C. 6A:16-2.2
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-9.1 et seq. Athletic Procedures
- See particularly:
N.J.A.C. 6A:32-9.1(c), -9.1(d-e)
- 20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972
- 29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973
- Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References: *1322 Contests for pupils

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

1500	Relations between area, county, state, regional and national associations and the district
*3250	Income from fees, fines, charges
*3453	School activity funds
3530	Insurance management
*3541.31	Privately owned vehicles
4143	Extra pay for extra work
*5125	Pupil records
*5126	Awards for achievement
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5141.1	Accidents
*5141.3	Health examinations and immunizations
*5141.8	Sports related concussion and head injury
5143	Insurance
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6142.4	Physical education and health
*6145	Extracurricular activities
6145.4	Public performances and exhibitions
*6146	Graduation requirements
*6147.1	Evaluation of individual student performance

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

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITIONUSE AND MISUSE OF OPIOID DRUGS FACT SHEET
STUDENT-ATHLETE AND PARENT/GUARDIAN SIGN-OFF

[The New Jersey Department of Education developed this template Student-Athlete Sign-Off Form in January 2018 to assist schools with adhering to state statute requiring student-athletes (and their parents/guardians, if the student is a minor) to confirm they have received an Opioid Fact Sheet from the school. School districts, approved private schools for students with disabilities, and nonpublic schools that participate in an interscholastic sports or cheerleading program should insert their district or school letterhead here.]

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

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

Name of School:

Name of School District (if applicable):

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

Student Signature:

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

Date:

*Does not include athletic clubs or intramural events.

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

OPIOID USE AND MISUSE EDUCATIONAL FACT SHEET

Keeping Student-Athletes Safe

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

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

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

How Do Athletes Obtain Opioids?

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

What Are Signs of Opioid Use?

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

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

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

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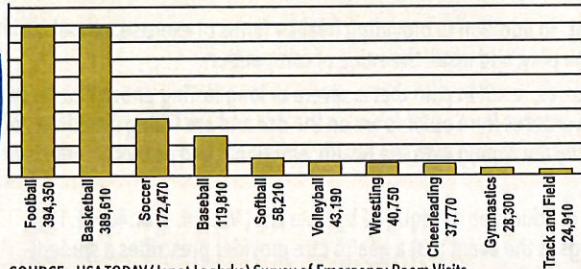
The Sports Medical Advisory Committee, which includes representatives of NJSIAA member schools as well as experts in the field of healthcare and medicine, recommends the following:

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



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

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



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

Even With Proper Training and Prevention, Sports Injuries May Occur

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

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

What Are Some Ways to Reduce the Risk of Injury?⁷

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

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



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



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



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



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



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



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



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

Resources for Parents and Students on Preventing Substance Misuse and Abuse

The following list provides some examples of resources:

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

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

New Jersey Prevention Network includes a **parent's quiz** on the effects of opioids.

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

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

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

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

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

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

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

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

THE DISTRICT BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 4115

~~X~~ Monitored

Revised: February 26, 2018
 Policy

Mandated
 X Other Reasons

SUPERVISION

The South Amboy Board of Education ~~acknowledges~~ believes that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the ~~Core Curriculum Content Standards~~ New Jersey Student Learning Standards.

Each teacher employed in this district as of the effective date specified in code shall be responsible for fulfilling requirements for continuing education and for making annual progress toward the goal of 20 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.~~

Adopted: 2001
 NJSBA Review/Update: January 2010
 Readopted: June 14, 2010
 Revised: April 27, 2015, February 26, 2018

Key Words

Continuing Education, Professional Development Plans, Personnel Supervision, Supervision

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

SUPERVISION (continued)

<u>N.J.S.A. 18A:6-128</u>	Ongoing professional development; corrective action plan\
<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
<u>N.J.S.A. 18A:27-3.1</u> through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
<u>N.J.S.A. 18A:28-5</u>	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</u>	Standards for Professional Learning
<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>	Requirements for and implementation of teachers' individual professional development plans
<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Educator effectiveness
<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

<u>Cross References:</u>	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.

THE DISTRICT BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 4131/4131.1

 Monitored

Revised: February 26, 2018
 Policy

 Mandated Other Reasons

STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

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

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

School-Level Professional Development Plans

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

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

development that shall ensure:

A. The school level plan includes:

1. A description of school-level and team-based professional learning aligned with identified school goals; and
2. Teacher and student learning needs; and

B. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements of N.J.A.C. 6A:9C-4.4(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:

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

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

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 of 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:

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:

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

- 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.~~

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

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

(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.

Adopted: 2001

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revises: September 23, 2013, December 19, 2016, February 26, 2018

Key Words

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

<u>Legal References:</u> <u>N.J.S.A. 18A:6-111 et seq.</u>	Instruction in Suicide Prevention
<u>See particularly:</u>	
<u>N.J.S.A. 18A:6-112</u>	Instruction in suicide prevention for public school teaching staff
<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability for the Children
<u>N.J.S.A. 18A:6-128</u>	Ongoing professional development; corrective action plan
<u>N.J.S.A. 18A:6-130 et seq.</u>	Professional development
<u>N.J.S.A. 18A:7A-11</u>	Reports by school districts, commissioner; interim review
<u>N.J.S.A. 18A:17-46</u>	Act of violence; report by school employee; notice of action taken; annual report
<u>N.J.S.A. 18A:26-8.2</u>	"School leader" defined; training as part of professional development
<u>N.J.S.A. 18A:27-4</u>	Power of boards of education to make rules governing employment of teacher, etc.; employment thereunder
<u>N.J.S.A. 18A:30-7</u>	Power of boards of education to pay salaries
<u>N.J.S.A. 18A:31-2</u>	Attendance at conventions of New Jersey Education Association
<u>N.J.S.A. 18A:37-17</u>	Establishment of Bullying Prevention Programs and Approaches
<u>N.J.S.A. 18A:37-21</u>	School Safety Team
<u>N.J.S.A. 18A:40A-3</u>	Initial inservice training programs; curriculum; availability
<u>See particularly:</u>	
<u>N.J.S.A. 18A:40A-3(a), -18(c)</u>	

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

<u>N.J.S.A.</u> 34:5A-10	Retention of workplace surveys
<u>N.J.S.A.</u> 34:5A-13	Employee education and training program; certification of instructors
<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
<u>N.J.A.C.</u> 6A:7-1.6	Professional development
<u>N.J.A.C.</u> 6A:9C-1.1 <u>et seq.</u>	Required professional development for teachers and school leaders
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:9C-4.1 through -4.4	
<u>N.J.A.C.</u> 6A:10-2.4	Evaluation procedures for all teaching staff
<u>N.J.A.C.</u> 6A:10-2.5	Corrective action plans for all teaching staff
<u>N.J.A.C.</u> 6A:10-4.1 <u>et seq.</u>	Components of teacher evaluation
<u>N.J.A.C.</u> 6A:14-1.2(b)14	District eligibility for assistance under IDEA Part B (regarding highly qualified teachers)
<u>N.J.A.C.</u> 6A:15-1.8	Inservice training (Bilingual Education)
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-3.1(a)4, -5.1(d), -6.2(b)12	Inservice training, alcohol, tobacco, drug prevention: safety and security, cooperation with law Enforcement
<u>N.J.A.C.</u> 6A:16-7.7	Harassment, Intimidation and Bullying
<u>N.J.A.C.</u> 6A:16-11.1	Reporting potentially missing, abused or neglected children or attempted or completed suicide
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff

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.

Exhibit

STANDARDS FOR PROFESSIONAL LEARNING AND PROFESSIONAL STANDARDS FOR TEACHERS
AND SCHOOL LEADERS

Standards for Professional Learning (N.J.A.C. 6A:9C-3.3)

Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. *Learning Communities*: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. *Leadership*: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. *Resources*: Requires prioritizing, monitoring, and coordinating resources for educator learning;
4. *Data*: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. *Learning Designs*: Integrates theories, research, and models of human learning to achieve its intended outcomes;
6. *Implementation*: Applies research on change and sustains support for implementation of professional learning for long-term change; and
7. *Outcomes*: Aligns its outcomes with educator performance and New Jersey Student Learning Standards.

Professional Standard for Teachers (N.J.A.C. 6A:9-3.3)

Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the New Jersey Student Learning Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STAFF DEVELOPMENT; INSERVICE EDUCATION (exhibit continued)

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4 from the National Policy Board for Educational Administrators)

Standard One: Mission, Vision and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard Two: Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard Three: Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard Four: Curriculum, Instruction and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard Five: Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard Six: Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard Seven: Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard Eight: Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STAFF DEVELOPMENT; INSERVICE EDUCATION (exhibit continued)

Standard Nine: Operations and Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard Ten: School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

THE DISTRICT BOARD OF EDUCATION
South Amboy, New Jersey

FILE CODE: 4116

 Monitored

Revised: February 26, 2018
 Policy

 Mandated Other Reasons

EVALUATION OF TEACHING STAFF MEMBERS

The South Amboy 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:

"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

EVALUATION (continued)

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 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

EVALUATION (continued)

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:
 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;

EVALUATION (continued)

- 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

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

EVALUATION (continued)

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.

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

EVALUATION (continued)

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;

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

EVALUATION (continued)

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.~~

~~"Short observation" means an observation for the purpose of evaluation that is conducted for at least 20 minutes.~~

EVALUATION (continued)

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 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:

EVALUATION (continued)

- 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 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

EVALUATION (continued)

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 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

EVALUATION (continued)

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 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.

EVALUATION (continued)

~~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 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-

EVALUATION (continued)

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 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

EVALUATION (continued)

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 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: 2001

NJSBA Review/Update: January 2010

Readopted: June 14, 2010

Revised: November 25, 2013, February 26, 2018

EVALUATION (continued)Key Words

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

<u>Legal References:</u>	<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
	<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
	<u>Lacey Township Bd. of Ed. v. Lacey Township Education Association</u> , 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)	

Possible

<u>Cross References:</u>	*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

EVALUATION (continued)

- *4215 Supervision
- *4216 Evaluation
- *6143.1 Lesson plans
- *6200 Adult/community education

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

EVALUATION OF TEACHING STAFF MEMBERS

GENERAL STATEMENT

The South Amboy Board of Education directs the chief school administrator to oversee the implementation of the evaluation process for all teaching staff members. The board recognizes that the procedures for the implementation of the evaluation process shall in part depend on the specific procedural instructions accompanying the board adopted evaluation rubrics and practice instruments. Therefore the board directs the chief school administrators to dedicate the supervisory staff necessary to conduct the evaluation process according to such instruction within the time frames detailed in law and board policy.

STAFF RESPONSIBLE

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

Position	Summary of Main Responsibilities
Chief school administrator	<ul style="list-style-type: none"> • General policy and procedure oversight within the district • Recommend for board adoption the evaluation rubrics and practice instruments • Ensure teaching staff members and principals, vice principals and assistant principal receive training on the evaluation process • Determine the number of required student growth objectives for teachers • Report district evaluation data to the board
Building principal	<ul style="list-style-type: none"> • General oversight of policy and procedures in the school • Appoint the school improvement panel • Serve on the school improvement panel
Principal, vice principal, assistant principal, designated supervisor	<ul style="list-style-type: none"> • Receive training in observation, evaluation rubrics, practice instruments • In consultation with the evaluated teaching staff members develop student growth objectives • Conduct evaluations including observations and post observation conferences • Ensure all parts of the evaluation process are conducted by the appropriate deadlines • Annual summary conference • Annual performance report
School advisory panel	<ul style="list-style-type: none"> • Oversee the mentoring program • Conduct evaluations • Ensure corrective action plans are created (where appropriate) and conduct mid-year evaluations • Identify professional development opportunities • Conduct observations
Board of education	<ul style="list-style-type: none"> • Approve evaluation rubric and practice instruments • Establish the district evaluation advisory committee • Evaluate evaluation data • Annually readopt teacher evaluation policies and procedures

TEACHER EVALUATION (regulation continued)

Teaching staff members (including teachers, noninstructional certified staff)	<ul style="list-style-type: none"> • Receive training on evaluation rubrics, practice instrument • In consultation with the principal, designated supervisor, develop student growth objectives
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PROCEDURES

- A. The chief school administrator, and as appropriate in consultation with the district advisory committee and/or the school improvement panel(s), shall oversee the implementation all aspects of the district process for the evaluation of teaching staff members as detailed in board policy;
- 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.
- C. The chief school administrator or his or her designee shall notify all teaching staff members of amendments to the policy within 10 working days of adoption;
- D. The chief school administrator shall recommend annually to the board for adoption teacher and principal evaluation rubrics that meet the following minimum standards (N.J.S.A. 18A:6-123):
1. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
 2. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth from one year's measure to the next year's measure;
 3. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
 4. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;
 5. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;
 6. The rubric is based on the professional standards for that employee;
 7. The performance measures used in the rubric are linked to student achievement;
 8. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
 9. At each observation of a teacher, either the principal, his or her designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present;
 10. The staff member who will be observing shall receive training on the use of the teaching practice instrument. This training shall be completed before the observer conducts his or her first observation for the purpose of evaluation;
 11. An opportunity for the employee to improve his effectiveness from evaluation feedback;
 12. Guidelines regarding training and the demonstration of competence on the evaluation system to support its implementation;
 13. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
 14. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources;
 15. A process for a school district to obtain the approval of the commissioner to utilize other evaluation tools; and
 16. A process for ensuring that the results of the evaluation help to inform instructional development.
- E. The chief school administrator shall ensure that all teaching staff members including teachers, noninstructional certified staff, principals, vice principals, assistant principals and supervisors receive the required training detailed in board policy 4116 Evaluation of Teaching Staff Members;
- F. The chief school administrator or his or her designee shall certify to the Department of Education that any observer who conducts an observation of a teaching staff member meets the statutory observation

TEACHER EVALUATION (regulation continued)

requirements (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) and certify that the teacher member of the School Improvement Panel meets the requirements detailed in board policy 4116 Evaluation of Teaching Staff Members and according to law (N.J.A.C. 6A:10-3.2);

- G. The board shall annually adopt evaluation rubrics for all teaching staff members. 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 set forth in N.J.S.A. 18A:6-123 and described above. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

Measurements of the Teacher Evaluation Rubric

The measurements of the teacher evaluation rubric shall be used to calculate a summative rating for all teaching staff members. The summative rating is the overall evaluation score derived from the evaluation scores of the following measures:

A. Measures of student achievement:

1. Median student growth percentile for teachers who:

- Teach at least one course or group within a course that falls within a standardized-tested grade or subject;
- 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
- 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 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 Core Curriculum Content Standards, and based on growth and/or achievement. For teachers who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board~~ Student growth objectives (SGO) for all teachers developed in consultation with their designated supervisor or the principal's designee.A. ~~Measures of teacher practice determined through a teacher practice instrument and based on the required observation, and other measures~~ 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;

B. Teacher observation.

Student Growth Percentile

~~The New Jersey Department of Education shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:~~

A. ~~The board shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and~~B. ~~The Department then shall report to the board the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile~~

~~The chief school administrator shall annually forward this information to the building principal. The principal shall ensure that designated supervisors have the required data for the calculation of the current year's~~

TEACHER EVALUATION (regulation continued)

evaluation data.

- A. Median student growth percentile shall be included in the annual summative rating for teachers who:
1. Teach at least one course or group within a course that falls within a standardized-tested grade or subject;
 2. 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
 3. Have at least 20 individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least 20 individual student growth percentile scores in a given school year, the student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation.
- B. The New Jersey Department of Education shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:
1. The board shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
 2. The Department then shall report to the board the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

Student Growth Objectives

Student growth objectives for teachers 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. Student growth objectives for teachers shall be developed and measured according to the following procedures:

- A. The chief school administrator shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. ~~By August 31, prior to the academic year in which the evaluation rubric applies, The New Jersey Department of Education shall provide on its website the minimum and maximum number of required student growth objectives within this range~~ The minimum and maximum number of required student growth objectives within this range shall be posted on the New Jersey Department of Education website by August 31, prior to the school year;
- B. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective;
- C. Each teacher shall develop, in consultation with his or her supervisor or a principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the principal shall make the final determination;
- D. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each academic year, or within 20 work days of the teacher's start date if the teacher begins work after October 1;
- E. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the chief school administrator or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15. If the SGO covers only the second semester of the school year, or if a teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

TEACHER EVALUATION (regulation continued)

F. The teacher's designated supervisor shall calculate each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

Observation and Post Observation Conference

The observation and post observation conferences shall be conducted according the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members.

Corrective Action

A corrective action plan shall be developed for any teaching staff member who is rated ineffective or partially ineffective by the evaluation rubrics. The corrective action plan shall be developed according to the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members.

Staff Development

The observation and post observation conferences shall be conducted according the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members and 4131/4141.1 Staff Development.

REGULATION HISTORY

NJSBA Review/Update: November 2013
Adopted: November 25, 2013
Date of Review/Revision: February 26, 2018

CROSS REFERENCES

2130 Principal Evaluation
2130 Principal Evaluation, Regulation
2131 Chief School Administrator
4131/4131.1 Staff Development
4131/4131.1 Staff Development, Exhibit



South Amboy Public Schools

240 John Street, South Amboy, New Jersey 08879
Phone: 732-525-2100 • Fax: 732-727-0730

Jorge E. Diaz
Superintendent

www.sapublicschools.com
jdiaz@sapublicschools.com

TO: Board Members
FROM: Jorge E. Diaz, Superintendent
DATE: February 22, 2018
SUBJECT: HIB Incident Report – February 26, 2018 Board Meeting

Attached please find HIB Investigation Report Form(s) for discussion/acceptance at the February 26, 2018 Board of Education Meeting. A 2017-2018 Investigation Summary Report has been below for your information.

If you require additional information please feel free to contact me.

February 2018			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	0	0	0
MS	0	0	0
HS	0	0	0
Total	0	0	0

2017 - 2018 Year to Date Investigation Summary			
School	# of Investigations	# of Bullying Incidents Occurring	# Bullying Incidents Did Not Occur
ES	4	2	2
MS	2	1	1
HS	0	0	0
Total	6	3	3

JANUARY 2018 BALANCES-GENERAL ORGANIZATION ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
COURTYARD COMIM.	-	-	-	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2020	5,382.55	(216.70)	5,165.85	<i>Deposits:</i> Spirit week shirts(\$413.00) <i>Payments:</i> Monogram Center-spirit week shirts(\$572.00); Gertrude Hawk-candy sale(\$102.70)
CLASS OF 2021	814.71	-	814.71	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2022	3,603.30	163.00	3,766.30	<i>Deposits:</i> Concession Stand revenue(\$582.00) <i>Payments:</i> East Coast Customs-spirit week shirts(\$369.00); Maureen Strzykalski-concession stand supplies(\$50.00)
CLASS OF 2023	202.20	213.50	415.70	<i>Deposits:</i> bake sale(\$213.50) <i>Payments:</i> N/A
CLASS OF 2024	53.08	174.00	227.08	<i>Deposits:</i> Spirit Week shirts/bake sale(\$174.00) <i>Payments:</i> N/A
CLASS OF 2015	1,484.53	-	1,484.53	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2016	1,075.08	-	1,075.08	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2017	2,626.29	-	2,626.29	<i>Deposits:</i> N/A <i>Payments:</i> N/A
CLASS OF 2018	21,207.01	(1,639.10)	19,567.91	<i>Deposits:</i> FL Trip Fees(\$3,500.00) <i>Payments:</i> Four Seasons Tours-FL Trip payments(\$4,000.00); South Amboy Designer T-shirts-spirit week shirts(\$889.10); NSF Check-FL Trip fee(\$250.00)
CLASS OF 2019	9,559.58	745.00	10,304.58	<i>Deposits:</i> Bake sale(\$150.00); Candy sale(\$570.00); Homecoming dance(\$25.00) <i>Payments:</i> N/A
PLAY	10,527.09	(1,463.37)	9,063.72	<i>Deposits:</i> Change from P.O.# G-0473(\$0.24) <i>Payments:</i> Home Depot-theatre repair/maintenance(\$205.58); ULINE-play materials/supplies(\$258.03); Phyllis Stratton-costume/set supplies(\$1,000.00)
YEARBOOK	446.53	-	446.53	<i>Deposits:</i> N/A <i>Payments:</i> N/A
STUDENT COUNCIL	3,474.28	(1,675.00)	1,799.28	<i>Deposits:</i> N/A <i>Payments:</i> Monogram Center-apparel sale items(\$1,675.00)

ATTACHMENT G

MISCELLANEOUS	9,176.51	-	9,176.51	Deposits: N/A	Payments: N/A
LIBRARY	710.63	-	710.63	Deposits: N/A	Payments: N/A
NAT'L ART HONOR SOCIETY	1,668.27	-	1,668.27	Deposits: N/A	Payments: N/A
PRINCIPAL'S ACCOUNT	13,946.29	-	13,946.29	Deposits: N/A	Payments: N/A
PEER LEADERSHIP	-	-	-	Deposits: N/A	Payments: N/A
ELEM. BAND	3,767.01	-	3,767.01	Deposits: N/A	Payments: N/A
JUNIOR HONOR SOCIETY	3,465.32	-	3,465.32	Deposits: N/A	Payments: N/A
SCHOLARSHIPS	-	-	-	Deposits: N/A	Payments: N/A
M/HS BAND	5,424.38	574.00	5,998.38	Deposits: Winter Concert revenue & redeposited start up (\$574.00)	Payments: N/A
ELEMENTARY SCHOOL YEARBOOK	7,783.53	-	7,783.53	Deposits: N/A	Payments: N/A
NATIONAL HONOR SOCIETY	273.46	54.00	327.46	Deposits: Candy Cane sale(\$54.00)	Payments: N/A
ELEM. PRINCIPAL'S ACCT	266.91	-	266.91	Deposits: N/A	Payments: N/A
TOTAL	106,938.54	(3,070.67)	103,867.87		

JANUARY 2018 BALANCES-ATHLETIC FUND ACCOUNT

Accounts	Prior Month Balance	Monthly Changes	Current Balance	NOTES
MISCELLANEOUS ATHLETIC	868.19	-	868.19	Deposits: N/A Payments: N/A
BASKETBALL GAME ADMISSIONS	6,708.39	850.00	7,558.39	Deposits: Tournament/regular season game gate receipts(\$850.00) Payments: N/A
JIMMY V. FOUNDATION	-	-	-	Deposits: N/A Payments: N/A
BOYS BASKETBALL	1,036.40	-	1,036.40	Deposits: N/A Payments: N/A
BOYS BASEBALL	3,997.22	585.00	4,582.22	Deposits: Winter Apparel sale(\$585.00) Payments: N/A
BOYS SOCCER	0.40	-	0.40	Deposits: N/A Payments: N/A
GIRLS BASKETBALL	2,653.73	-	2,653.73	Deposits: N/A Payments: N/A
GIRLS CHEERLEADING	304.99	-	304.99	Deposits: N/A Payments: N/A
SOFTBALL	1,538.91	-	1,538.91	Deposits: N/A Payments: N/A
PURPLE AND GOLD	3,308.86	290.18	3,599.04	Deposits: Concession revenue(\$582.35) Payments: Janet Kern-reimbursement for concession stand supplies(\$292.17)
X-Country	37.00	-	37.00	Deposits: N/A Payments: N/A
Girls Tennis	103.75	-	103.75	Deposits: N/A Payments: N/A
MS Cheerleading	152.00	-	152.00	Deposits: N/A Payments: N/A
Girls Soccer	24.96	-	24.96	Deposits: N/A Payments: N/A
MS Softball	314.85	-	314.85	Deposits: N/A Payments: N/A
TOTAL	21,049.65	1,725.18	22,774.83	

**South Amboy School District
Field Trip Requests
February 26, 2018 Board Meeting**

Trip # MH-18010 – March 15, 2018 – South Amboy Elementary School
Safety Ambassadors (12th Grade) – 8 Students – Chaperones: 1
NO TRANSPORTATION REQUIRED.

Trip # MH-18011 – April 12, 2018 – South Amboy Elementary School
Safety Ambassadors (12th Grade) – 8 Students – Chaperones: 1
NO TRANSPORTATION REQUIRED.

Trip # MH-18012 – May 17, 2018 – South Amboy Elementary School
Safety Ambassadors (12th Grade) – 8 Students – Chaperones: 1
NO TRANSPORTATION REQUIRED.

Trip # E-18026 – February 28, 2018 – Dowdell Library
3rd Grade – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18027 – April 13, 2018 – Dowdell Library
1st Grade – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18028 – April 20, 2018 – Dowdell Library
1st Grade – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18029 – April 27, 2018 – Dowdell Library
Kindergarten – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18030 – May 4, 2018 – Dowdell Library
Kindergarten – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18031 – May 11, 2018 – Dowdell Library
Kindergarten – 25 Students – Chaperones: 1
IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18032 – May 11, 2018 – Dowdell Library

Kindergarten – 25 Students – Chaperones: 1

IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

Trip # E-18033 – May 25, 2018 – Dowdell Library

3rd – 25 Students – Chaperones: 1

IN-DISTRICT TRANSPORTATION TO BE USED – ALL COSTS TO BE PAID BY THE BOARD.

District Name: South Amboy Public Schools
County: Middlesex
Date: February 14, 2018

Attachment J

New Jersey Department of Education
Division of Early Childhood Education and Family Engagement

2018-2019 Annual Update to 2017-2020 Three-Year Preschool Program Plan

For school districts formerly known as Early Childhood Program Aid (ECPA) districts and for school districts formerly known as Early Launch to Learning Initiative (ELLI) districts.

Purpose

The purpose of the Three-Year Preschool Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children over the next three years, as detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*.

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

- Approval letters will be mailed from the Division of Early Childhood Education and Family Engagement (DECEFE) on April 1, 2018 to school districts that submit timely and complete plans.
- Failure to follow the above submission instructions and deadlines will result in a delayed approval letter.

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

Submission Instructions: Please complete, submit and/or upload the following documents by the submission date noted. Please ensure that all PDF documents are signed and dated.				
Document	File Type	Submission To	Submission Method	Submission Date
2018-2019 Annual Update to Three-Year Preschool Program Plan	Word	Homeroom	Upload via Homeroom	February 1, 2018
		Executive County Superintendent	Standard Mail	
Program Plan Signed Cover Sheet	PDF	Homeroom	Upload via Homeroom	February 1, 2018
		Executive County Superintendent	Standard Mail	
District Statement of Assurances Signed	PDF	Homeroom	Upload via Homeroom	February 1, 2018
		Executive County Superintendent	Standard Mail	
Table 1 Enrollment & Table 2 Class Size	Excel	Homeroom	Upload via Homeroom	February 1, 2018
		Executive County Superintendent	Standard Mail	
District Signed Board Resolution	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Professional Development Plan	PDF	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
Budget Workbook: Table 4 Pre-K Teachers Credentials, Table 4A Pre-K Teacher Assistant Credentials, Schedule A Personnel, & Budget Statement	Excel	Homeroom	Upload via Homeroom	March 5, 2018
		Executive County Superintendent	Standard Mail	
If you have any questions, please direct them to the ECPA ELLI Team at: ECPA.ELLITeam@doe.state.nj.us				

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

Program Plan Components

Please complete the information requested for the following components:

- **District information**
- **District statement of assurances**
- **Outreach/program delivery**
- **Facilities**
- **Chronic absenteeism**
- **Administrative oversight**
- **Coaching**
- **Intervention and support services: Special Education and Inclusion**
- **Intervention and support services: Preschool Intervention and Referral Team (PIRT) / Intervention and Referral Services (I&RS)**
- **Health and nutrition**
- **Family and community involvement**
- **Curriculum and assessment**
- **Professional Development**
- **Supporting English language learners**
- **Program evaluation**
- **Transition**
- **Budget planning workbook**

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

District Information

County: Middlesex County Code: 23

District: South Amboy Public Schools District Code: 4830

Chief School Administrator: Mr. Jorge E. Diaz

Address: 240 John Street, South Amboy, NJ 08879

Telephone Number: 732-525-2100 x 1226 Fax Number: 732-727-0730

E-Mail Address: crobbins@sapublicschools.com

School Business Administrator: Mr. Peter Frascella

Address: 240 John Street, South Amboy, NJ 08879

Telephone Number: 732-525-2100 x1224 Fax Number: 732-727-0730

E-Mail Address: pfrascella@sapublicschools.com

Preschool Program Contact: Dr. Christine M. Robbins Title: Director

Address: 240 John Street, South Amboy, NJ 08879

Telephone Number: 732-525-2100 x 1229 Fax Number: 732-727-0730

E-Mail Address: crobbins@sapublicschools.com

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan will only be approved when a board resolution approving submission of the plan is received by the department.

Board Resolution Included X If not, Expected Date of the Board Resolution: _____

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

District Statement of Assurances

The Chief School Administrator hereby assures that the following has occurred.

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above item and Three-Year Preschool Program Plan are correct and complete.

Chief School Administrator's Signature

Date

District Name: South Amboy Public Schools

County: Middlesex

Date: February 14, 2018

Outreach/Program Delivery

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. Please describe your district's recruitment outreach/program strategies for 2018-2019.
We have advertised in the local public library as well as posting on our elementary web site that we are accepting enrollment. In addition, we are sending a letter home to parents of our universe to note that registration is available as well as developing an electronic pamphlet that can be used as an informational link to our preschool program. We also work in partnership with the Acelero Learning program to make our programs available to our resident students.
 2. How are the recruitment strategies assessed for efficacy? We keep data in relation to how Parents became aware of the process in order to determine what strategies for outreach are effective.
-

Facilities

1. Do all of your preschool classrooms meet the 950 sq. foot space requirement? No
 2. If applicable, how many classrooms do not meet the 950 sq. foot space requirement? 4
 3. Have you received a waiver from the County Office for those classrooms that do not meet 950 sq. foot square requirement? We are in the process of making an application for a waiver.
 4. Temporary Classroom Units (TCUs)
 - a. Do you use TCUs in the district for preschool classrooms? NA
 - b. If applicable, how many TCUs does the district have? NA
 - c. Where are the TCUs located? NA
 - d. How long have the TCUs been in use? NA
-

South Amboy Elementary School

249 John Street

South Amboy, NJ 08879

www.sapublicschools.com

Phone: 732-525-2118 Fax: 732-316-1588

Sean Dunphy
Principal

March 1, 2017

Dear Parents and Guardians:

South Amboy Elementary School will begin the process of pre-kindergarten registration for the 2017/2018 school year on Monday, March 13, 2017. If your child is going to be enrolled in our preschool program, you will need to complete the registration packet for our district.

Parents who would like to officially register their child in our pre-kindergarten program may pick up a registration beginning Monday, March 6, 2017. Because it is important that your child's records are accurate, please make an appointment by calling or visiting the main office in order to make certain you have our complete attention during this process. Your child must also have had a physical examination in order to show evidence of immunizations.

The registration process will not be considered complete until the following requirements have been met:

- Child's official birth certificate.
- A physician's certificate indicating that the child has received the following immunizations as required by the New Jersey State Department of Health must include:
 - Diphtheria, Pertussis and Tetanus (D. P. T.) – a minimum of four (4) doses, one dose having been given on or after the fourth birthday or a total of five doses.
 - Polio – a minimum of three (3) doses of Polio vaccine, one dose having been given after the fourth birthday or a total of four (4) doses.
 - Measles – two (2) doses given at least one month apart, both doses being given on or after the first birthday.
 - Rubella – one (1) dose on or after the first birthday.
 - Mumps – one (1) dose on or after the first birthday,
 - Hepatitis B virus vaccine – three (3) doses of vaccine combination containing hepatitis B virus or laboratory evidence of immunity.
 - Varicella (chicken pox) one (1) dose on or after the first birthday of proof of disease immunity.

- Physician's certificate indicating the child has had a complete physical examination including a vision and hearing screening within a year of September entrance.
- Proof of residency as documented by a certificate of occupancy, deed, mortgage agreement, borough tax bill or lease.

We look forward to having you as a part of our educational family. Our preschool program orientation will take place the first day of school in September:

If you have any questions or are in need of additional information, please contact me so that we can begin the educational partnership positively.

Sincerely,

Mr. Sean Dunphy
Principal

attachments

Escuela Primaria South Amboy
249 John Street
South Amboy, NJ 08879
Www.sapublicschools.com
Teléfono: 732-525-2118 Fax: 732-316-1588
Sean Dunphy
Director de escuela

1 de marzo de 2017

Queridos padres y guardianes:

La Escuela Primaria South Amboy comenzará el proceso de registro de pre-kindergarten para el año escolar 2017/2018 el lunes 13 de marzo de 2017. Si desea que su hijo se inscriba en nuestro programa preescolar, debe completar el paquete de inscripción para nuestro distrito.

Los padres que deseen inscribir oficialmente a su hijo en nuestro programa de pre-jardín de infantes pueden recoger un registro comenzando el lunes, 6 2017 de marzo. Debido a que es importante que los registros de su hijo sean exactos, por favor marque una cita llamando o visitando la oficina principal en orden Para asegurarse de que tiene toda nuestra atención durante este proceso. Su hijo también debe haber tenido un examen físico para mostrar evidencia de inmunizaciones.

El proceso de registro no se considerará completo hasta que se cumplan los siguientes requisitos:

- Certificado de nacimiento oficial del niño.
- Un certificado médico que indique que el niño ha recibido las siguientes inmunizaciones según lo requerido por el Departamento de Salud del Estado de New Jersey debe incluir:
 - Difteria, tos ferina y tétanos (D.P.T.) - un mínimo de cuatro (4) dosis, una dosis que se debe dar en o después del cuarto cumpleaños o un total de cinco dosis.
 - Polio - un mínimo de tres (3) dosis de vacuna contra la poliomielitis, una dosis que se ha dado después del cuarto cumpleaños o un total de cuatro (4) dosis.
 - Sarampión - dos (2) dosis administradas al menos con un mes de diferencia, siendo ambas dosis administradas en o después del primer cumpleaños.
 - Rubéola - una (1) dosis en o después del primer cumpleaños.
 - Paperas - una (1) dosis en o después del primer cumpleaños,
 - Vacuna contra el virus de la hepatitis B - tres (3) dosis o combinación de vacunas que contengan virus de la hepatitis B o evidencia de inmunidad en el laboratorio.
 - Varicela (varicela) una (1) dosis en o después del primer cumpleaños de la prueba de inmunidad de la enfermedad.

- Certificado del médico indicando que el niño ha sido sometido a un examen físico completo incluyendo una revisión de la vista y de la audición dentro de un año de la entrada de septiembre.
- Prueba de residencia como documentado por un certificado de ocupación, escritura, contrato de hipoteca, factura de impuestos de la ciudad o arrendamiento.

Esperamos contar con usted como parte de nuestra familia educativa. Nuestra orientación para el programa preescolar tendrá lugar el primer día de clases en septiembre.

Si tiene alguna pregunta o necesita más información, póngase en contacto conmigo para que podamos comenzar la asociación educativa positivamente.

Sinceramente,

Sr. Sean Dunphy
Director de escuela

archivos adjuntos



South Amboy Public Schools
240 John Street, South Amboy, New Jersey 08879
Phone: 732-525-2100 • Fax: 732-727-0730

Jorge E. Diaz
Superintendent

www.sapublicschools.com
jdiaz@sapublicschools.com

**SOUTH AMBOY BOARD OF EDUCATION
REGISTRATION AND DOMICILE/RESIDENCY FORMS**

**PRELIMINARY INFORMATION:
PLEASE READ BEFORE PROCEEDING**

A. ELIGIBILITY TO ATTEND THE SOUTH AMBOY PUBLIC SCHOOLS

The questions asked in the following pages will enable us to determine your child's eligibility to attend school in the South Amboy School District ("District") in accordance with New Jersey law. Please be aware that N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22-1 et seq. specify that a free public education will be provided to any student between the ages of 5 and 20, and to certain students under 5 and over 20 as specified in other applicable law, who are:

- Domiciled in the District, i.e., living with a parent or guardian whose permanent home is located within the District. A home is permanent when the parent or guardian intends to return to it when absent and has no present intent of moving from it, notwithstanding the existence of homes or residences elsewhere.
- Living with a person, other than the parent or guardian, who is domiciled in the District and is supporting the student without compensation, as if the student were his or her own child, because the parent cannot support the child due to family or economic hardship. (See "Affidavit of Domicile" Students below.)
- Living with a person domiciled in the District, other than the parent or guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the U.S. armed forces and has been ordered into active military service in the U.S. Armed Forces in time of war or national emergency.
- Living with a parent or guardian who is temporarily residing in the District.
- The child of a parent or guardian who moves to another district as the result of being homeless.
- Placed in the home of a District resident by court order pursuant to N.J.S.A. 18A:38-2.
- The child of a parent or guardian who previously resided in the District but is a member of the New Jersey National Guard or the United States reserves and has been ordered into active service in time of war or national emergency pursuant to N.J.S.A. 18A:38-3(b).
- Residing on federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Note that the following do **not** affect a student's eligibility to enroll in school:

- Physical condition of housing or compliance with local housing ordinances or terms of lease.
- Immigration/visa status, except for students holding or seeking a visa (F-1) issued specifically for the purpose of limited study on a tuition basis in a United States public secondary school.
- Absence of a certified copy of birth certificate or other proof of a student's identity, although these must be provided within 30 days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.
- Absence of student medical information, although actual attendance at school may be deferred as necessary in compliance with rules regarding immunization of students, N.J.A.C. 8:57-4.1 et seq.
- Absence of a student's prior educational record, although the initial educational placement of the student may be subject to revision upon receipt of records or further assessment by the District.

B. ACCEPTABLE DOCUMENTATION OF PROOF OF RESIDENCY

The following forms of documentation may demonstrate a student's eligibility for enrollment in the District. Particular documentation necessary to demonstrate eligibility under specific provisions in law will be indicated in the appropriate section of the registration form.

- Property tax bills, deeds, contracts of sale, leases, mortgages, signed letters from landlords and other evidence of property ownership, tenancy or residency.
- Voter registrations, licenses, permits, financial account information, utility bills, delivery receipts, and other evidence of personal attachment to a particular location.
- Court orders, state agency agreements and other evidence of court or agency placements or directives.
- Receipts, bills, cancelled checks, insurance claims or payments, and other evidence of expenditures demonstrating personal attachment to a particular location or, where applicable, to support of the student.
- Medical reports, counselor or social worker assessments, employment documents, unemployment claims, benefit statements, and other evidence of circumstances demonstrating, where applicable, family or economic hardship or temporary residency.
- Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance from the parent, legal guardian, person keeping an "affidavit of domicile" student, adult student, person(s) with whom a family is living, or others, as appropriate.
- Documents pertaining to military status and assignment.
Any business record or document issued by a governmental entity.
- Any other form of documentation relevant to demonstrating entitlement to attend school.

The totality of information and documentation you offer will be considered in evaluating an application, and, unless expressly required by law, the student will not be denied enrollment based on your inability to provide certain form(s) of documentation where other acceptable evidence is presented.

You will not be asked for any information or document protected from disclosure by law or pertaining to criteria which are not legitimate bases for determining eligibility to attend school. You may voluntarily disclose any document or information you believe will help establish that the student meets the requirements of law for entitlement to attend school in the District, but we *may not, directly or indirectly, require or request:*

- Income tax returns;
- Documentation or information relating to citizenship or immigration/visa status, unless the student holds or is applying for an F-1 visa;
- Documentation or information relating to compliance with local housing ordinances or conditions of tenancy;
- Social security numbers.

Please be aware that any initial determination of the student's eligibility to attend school in this District is subject to more thorough review and subsequent re-evaluation, and that tuition may be assessed in the event that an initially admitted student is later found ineligible. If your child is found ineligible, now or later, you will be provided the reasons for our decision and instructions on how to appeal.

C. "AFFIDAVIT OF DOMICILE" STUDENTS

As stated above, a student living with a person, other than the parent or guardian, who is domiciled in the District and is supporting the student without compensation, is entitled to attend school in the District. Students are not eligible to attend school as "Affidavit of Domicile" students unless the student's parent or guardian is not capable of supporting or providing care for the student due to family or economic hardship, and unless it is clear that the student is not living in the District solely for purposes of receiving a public education.

A student will not be considered ineligible because required sworn statements(s) cannot be obtained so long as evidence is presented that the underlying requirements of the law are being met.

A student will not be considered ineligible when evidence is presented that the student has no home or possibility of school attendance other than with a non-parent District resident who is acting as the sole caretaker and supporter of the student.

A student will not be considered ineligible solely because a parent or guardian provides gifts or limited contributions, financial or otherwise, toward the welfare of the student provided that the resident keeping the student receives no payment or other remuneration from the parent or guardian for the student's actual housing and support. Receipt by the resident of Social Security or other similar benefits on behalf of the student does not render a student ineligible.

It is not necessary that legal guardianship or custody be obtained before a student will be considered for enrollment on an "Affidavit of Domicile" basis.

D. TRANSPORTATION OF STUDENTS RESIDING WITH DIVORCED PARENTS

The District is not required, as a result of being the school district of domicile for school attendance purposes where a student lives with more than one parent, to provide transportation to a student residing outside the District for part of the school year, other than transportation based upon the home of the parent domiciled within the District to the extent required by law.

E. EMANCIPATED STUDENTS

If you are claiming to be an emancipated student, you must also provide proof that you are not in the care and custody of a parent or legal guardian.

F. HOMES LOCATED IN MULTIPLE SCHOOL DISTRICTS

Under New Jersey law, where a dwelling is located within two or more local school districts or bears a mailing address that does not reflect the dwelling's physical location within a municipality, the district of domicile for school attendance purposes is that of the municipality to which the resident pays the majority of his or her property tax or to which the majority of property tax for the dwelling in question is paid by the owner of a multi-unit dwelling.

G. DISPUTES CONCERNING DOMICILE

If you experience difficulties with the enrollment process, please see the building Principal. If you cannot resolve your difficulties with the building Principal, you may contact the Office of the Superintendent at (732) 525 - 2100 x1226. Additionally, you may appeal a decision regarding entitlement to attend the District's school by filing an appeal before the Commissioner of Education. Directions for such an appeal are included in this enrollment packet.



South Amboy Public Schools
240 John Street, South Amboy, New Jersey 08879
Phone: 732-525-2100 • Fax: 732-727-0730

Jorge E. Diaz
Superintendent

www.sapublicschools.com
jdiaz@sapublicschools.com

REGISTRATION FORM

Student's Name: Last First M.I.

Address
DOB (Month/Date/Year)

Male: Female: Grade:

Ethnicity: American Indian/Alaskan Asian Black
(Please circle all applicable) Hawaiian/Other Pacific Islander Hispanic White

City of Birth: Country of Birth:

Mother/Guardian Father/Guardian

Person Enrolling the Student Relationship to Student

Address and Phone Number (if different than student's)
Address and Phone Number (if different than student's)

Occupation/Employer/Address
Occupation/Employer/Address

Student lives with (check one only)
Mother & Father Mother only Father only Guardian

(If English is not the native language, please check here if English is spoken and understood by the parent/guardian/person enrolling student.)

Are the parents divorced? If so, is there a legal document describing the child's domicile for school purposes or limiting either parent's parental rights? Please provide a copy of this document.

(over)

Provide the following information for the individual with whom the child resides:

Home Phone: _____ Home e-mail: _____
Work Phone: _____ Work e-mail: _____
Cell Phone/Beeper: _____

Has the student attended a South Amboy School before? Yes ___ No ___
If so, give school names and dates of attendance:

Schools and dates of attendance outside the District:

Has your child been classified as eligible for Special Education? Yes ___ No ___

Names and birth dates of brothers and sisters (please include pre-school children also):

TO THE PERSON ENROLLING THE STUDENT:

1. Complete SECTION A (DOMICILE) if the student is living with a parent or guardian whose permanent home is the address given on the registration form and is located in the District.
2. Complete SECTION B ("AFFIDAVIT OF DOMICILE" STUDENT) if the student is living with a person domiciled in the District, other than the parent or guardian.
3. Complete SECTION C (TENANCY) if you are a tenant and are unable to produce a copy of your lease. Use Tenant Form A or Tenant Form B as applicable.
4. Complete SECTION D (SPECIAL CIRCUMSTANCES) if the student's situation is not addressed by Section A, B or C or if any of the circumstances in Section D apply.

Emergency Numbers

Please do NOT repeat the parent(s) numbers they will automatically be called first. Kindly list contact who will be available during school hours in case of emergency to pick up your child.

1. _____
First Name Last Name Home # Work # Cell # Relation to Student

2. _____
First Name Last Name Home # Work # Cell # Relation to Student

3. _____
First Name Last Name Home # Work # Cell # Relation to Student

4. _____
First Name Last Name Home # Work # Cell # Relation to Student

Name of any adults who **MAY NOT** pick up your child: _____

****If the student does not live with both parents/guardians, does the parent/guardian that they do not live have the right to the following (*check all that apply*):

Report Cards _____ Discipline Reports _____ Attendance Reports _____ All-Calls _____

This form has been filled out by: Parent _____ Guardian _____

Parent/Guardian Signature

STATEMENT OF DOMICILE
(Student Residing with Parent/Guardian in the District)

Complete this section if the student is living with a parent or guardian whose permanent home is located in the South Amboy School District. If you are the student's guardian or will be the guardian of a student from out of state following expiration of the required six-month waiting period, you will be asked to provide official papers proving guardianship. You will not be asked to produce "Affidavit of Domicile" student proofs of the type requested in Section B.

How long have you lived in this home? _____

Do you have any present intention of moving from this home? If so, when and to where?

Do you have residences(s) elsewhere, and, if so, where are they and when do you live there?

Please list four forms of proof you will provide to demonstrate that the address given on this application is your permanent home. (See the list ACCEPTABLE DOCUMENTATION OF PROOF OF RESIDENCY on the first page of this packet.)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

If the student's parents are domiciled in different school districts, regardless of which parent has legal custody, please answer the following questions:

Does the student reside with one parent for the entire year? If so, with which parent and at what address?

If not, for what portion of time does the student reside with each parent and at what addresses?

Parent

Date

"AFFIDAVIT OF DOMICILE" STUDENT
(Student residing with a person domiciled in the District,
other than the parent or guardian)

PART 1

RESIDENT'S AFFIDAVIT OF DOMICILE AND SUPPORT OF STUDENT

STATE OF NEW JERSEY)
) ss.
 COUNTY OF MIDDLESEX)

To: The South Amboy Board of Education

This Affidavit is to be completed by the resident of the South Amboy School District with whom a student, who is not his/her child, will be living. The South Amboy School District shall provide this form to any person attempting to register a student of whom he or she is not the parent or legal guardian, whether or not they are specifically requested. If the resident is married, this Affidavit must be signed by both the resident and his/her spouse.

Pursuant to N.J.A.C. 6A:22-4.1, district boards of education or their agents shall not demand or suggest that legal guardianship or custody be obtained before enrollment will be considered for a student living with a person other than the parent or legal guardian, nor shall they demand or suggest that "Affidavit of Domicile" student proofs be produced by an applicant seeking to enroll a student of whom the applicant has legal guardianship or custody.

Any initial determination of eligibility is subject to more thorough review and re-evaluation, and there is a potential for assessment of tuition in the event that an initially admitted applicant is later found to be ineligible.

SWORN STATEMENT FOR RIGHT OF NON-TUITION SCHOOL ATTENDANCE

I, _____, of full age, being duly sworn according to
 (Name of applicant)
 law, depose and say:

1. I am domiciled (have my permanent home) in South Amboy at:

_____.

If I am a tenant at said residence, I have attached a copy of my lease or a sworn landlord's statement if I am residing as a tenant without written lease.

2. The child's full name: _____
3. The child's sex: Male ___ Female ___ Date of birth: ___ / ___ / ___
4. The date on which the child moved into my home: _____, _____.

5. (a) Has the child continuously resided at the address above since that date?

(b) If not, state the address, length of time, and with whom the child has been residing.

6. I am supporting the child gratuitously (free), as if he/she were my own child. I have supported the child without remuneration (payment) from the parent(s) since _____ . I assume all personal obligations for the child relative to school requirements. My gratuitous support of the child named above shall continue throughout the entire calendar year and not merely throughout the school year.

7. Is a court order in existence authorizing the child to reside with the South Amboy resident (i.e., guardianship, adoption, custody agreement, foster parent placement, etc.)? If so, please attach (Such an order is not required in order for the child to be eligible for school attendance).

8. Set forth in detail all reasons why neither parent is capable of supporting or providing care for the child due to family or economic hardship.

9. Is the child residing with you solely for the purpose of receiving a free public education in the South Amboy School District?

10. This Affidavit is made specifically to induce the South Amboy Board of Education to accept the child named above as a legally qualified student into the South Amboy Public School District without payment of tuition, knowing that the South Amboy Board of Education will rely upon the truth of the statements herein contained.

11. To the best of my knowledge, the answers, statements, and declarations made by the child's parent(s) in the "Affidavit Regarding Inability to Support or Care For Child" are absolutely true in all respects.

12. I fully understand and agree that any false or fraudulent statements, answers or declarations contained in this Affidavit may render me personally liable to the South Amboy Board of Education for the payment of tuition for the school year.

13. I fully understand and agree that, pursuant to N.J.S.A. 18A:38-1, if I fraudulently allow the child named above to use my residence and I am not the primary financial supporter of the child, I will have committed a disorderly persons offense. If I am convicted of

such offense, I may be fined up to \$1,000.00 and/or be imprisoned for up to six (6) months.

14. I fully understand and agree that any false statements, answers, or declarations contained in this Affidavit may subject me to criminal prosecution for the crime of false swearing in violation of N.J.S.A. 2C:28-2. If I am convicted of such crime, I may be punished by a fine of up to \$10,000.00 and/or be imprisoned for up to eighteen (18) months.
15. I understand that if any of the statements in this Affidavit change, I am required to notify the South Amboy Board of Education or the Superintendent of Schools immediately.

I hereby declare that all answers, statements and declarations set forth in this Affidavit are true.

Applicant/Guardian

Applicant/Guardian

Sworn and Subscribed to me
on this _____ day of _____, _____

A Notary Public of the State of New Jersey
My commission expires on _____

Pursuant to N.J.A.C. 6A:22-1.1 et seq., a district board of education shall admit the following students to its schools: (1) any student domiciled within the district; (2) any student kept in the home of a person other than the student's parent or legal guardian where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child; (3) any student kept in the home of a person domiciled in the district, other than the parent or legal guardian where the parent or legal guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency; (4) any student whose parent or legal guardian temporarily resides within the district not solely for purposes of a student's attending school within the district of temporary residence; (5) any student whose parent or guardian moves to another district as the result of being homeless, subject to the provisions of N.J.A.C. 6:5, "Provisions for the Education of Homeless Children and Youth"; (6) any student placed in the home of a district resident by court order pursuant to N.J.S.A. 18A:38-2; (7) any student previously residing in the district if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered into active service in time of war or national emergency pursuant to N.J.S.A. 18A:38-3(b); and (8) any student residing on federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Any initial determination of the student's eligibility to attend school in this district is subject to more thorough review and subsequent re-evaluation, and tuition may be assessed in the event that an initially admitted student is later found ineligible. If your child is found ineligible, now or later, you will be provided the reasons and instructions on how to appeal.

“AFFIDAVIT OF DOMICILE” STUDENT
(Student residing with a person domiciled in the District,
other than the parent or guardian)

PART 2

NON-RESIDENT PARENT’S AFFIDAVIT REGARDING
INABILITY TO SUPPORT OR CARE FOR CHILD

I, _____, of full age, being duly sworn according
(Name of Non-Resident Parent)
to law, and under oath say:

1. I am the parent of the child named below:

2. I live at _____.

3. On _____, _____, my child began to reside with
_____, hereinafter referred to as the Resident, whose address is

_____.

4. I have carefully read the Resident’s Affidavit of Domicile and Support of Student dated
_____ and the answers, statements and declarations set forth in said Affidavit
are absolutely true in all respects.

5. Set forth in detail all reasons why you are not capable of supporting or providing care for
your child due to family or economic hardship.

6. The said Resident will keep and support the said child gratuitously, as if the said child were his or her own with no contribution or payment from me in connection with the support, maintenance, or education of the said child.
7. The said Resident has the authority to make any and all decisions regarding my child that may arise in the school setting, including but not limited to, issues related to my child's educational needs, special education needs, and/or medical needs.
8. I fully understand and agree that:
 - (a) If I have made a fraudulent claim, I will have committed a disorderly persons offense and, upon conviction thereof, I may be punished by a fine of up to \$1,000.00 and/or be imprisoned for up to six (6) months.
 - (b) I have read and understand the Resident's Affidavit of Domicile and Support of Student, and any false statements, answers, or declarations contained therein or herein may subject me to criminal prosecution for the crime of false swearing in violation of N.J.S.A. 2C:28-2, and upon conviction thereof, I may be punished by a fine of up to \$10,000.00 and/or be imprisoned for up to eighteen (18) months.

Parent

Parent

Sworn and Subscribed to me
on this _____ day of _____, _____

Notary Public

My commission expires on _____

Pursuant to N.J.A.C. 6A:22-1.1 et seq., a district board of education shall admit the following students to its schools: (1) any student domiciled within the district; (2) any student kept in the home of a person other than the student's parent or legal guardian where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child; (3) any student kept in the home of a person domiciled in the district, other than the parent or legal guardian where the parent or legal guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency; (4) any student whose parent or legal guardian temporarily resides within the district not solely for purposes of a student's attending school within the district of temporary residence; (5) any student whose parent or guardian moves to another district as the result of being homeless, subject to the provisions of N.J.A.C. 6:5, "Provisions for the Education of Homeless Children and Youth"; (6) any student placed in the home of a district resident by court order pursuant to N.J.S.A. 18A:38-2; (7) any student previously residing in the district if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered into active service in time of war or national emergency pursuant to N.J.S.A. 18A:38-3(b); and (8) any student residing on federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Any initial determination of the student's eligibility to attend school in this district is subject to more thorough review and subsequent re-evaluation, and tuition may be assessed in the event that an initially admitted student is later found ineligible. If your child is found ineligible, now or later, you will be provided the reasons and instructions on how to appeal.

TENANT FORM A
AFFIDAVIT OF RESIDENCY OF LANDLORD/OWNER

STATE OF NEW JERSEY)
) ss.
COUNTY OF MIDDLESEX)

To: The South Amboy Board of Education

This Affidavit of Residency of Landlord/Owner is to be completed by landlord/property owner in South Amboy where there does not exist a written lease.

I, _____, of full age, being duly sworn according to
 (Name of landlord/owner)
law, depose and say:

1. I am the landlord/owner of the premises located at _____,
South Amboy, New Jersey.
2. _____ is a tenant at these premises.
 (Name of Tenant)
3. The following school-age child resides at the premises with the above-named tenant
(Print name of child living with tenant below):

Signature of Landlord/Owner

Sworn and Subscribed to me
on this _____ day of _____, _____

A Notary Public of the State of New Jersey
My commission expires on _____

PLEASE NOTE: Pursuant to N.J.S.A. 2C:28-2, a person who makes a false statement under oath or equivalent affirmation when he or she does not believe the statement to be true is guilty of a crime of the fourth degree. The South Amboy Board of Education may prosecute those who provide false information.

TENANT FORM B
AFFIDAVIT OF RESIDENCY OF LANDLORD/OWNER
(Student As Additional Resident)

STATE OF NEW JERSEY)
) ss.
COUNTY OF MIDDLESEX)

To: The South Amboy Board of Education

This Affidavit of Residency of Landlord/Owner is to be completed by landlord/owner in South Amboy in instances where additional individuals reside with the original tenant.

I, _____, of full age, being duly sworn according to
 (Name of landlord/owner)
law, depose and say:

1. I am the landlord/owner of the premises located at _____,
 South Amboy, New Jersey.

2. I am aware that the _____ family has moved in with _____, who is
 the tenant of this premises.

3. The following school-age child resides at the premises with the above-named tenant
 (Print name of child living with tenant below):

Signature of Landlord/Owner

Sworn and Subscribed to me
on this _____ day of _____, _____

A Notary Public of the State of New Jersey
My commission expires on _____

PLEASE NOTE: Pursuant to N.J.S.A. 2C:28-2, a person who makes a false statement under oath or equivalent affirmation when he or she does not believe the statement to be true is guilty of a crime of the fourth degree. The South Amboy Board of Education may prosecute those who provide false information.

STATEMENT OF SPECIAL CIRCUMSTANCES

Please indicate if any of the following apply.

_____ The student is the child of a parent or guardian who has moved to another District as the result of being homeless.

_____ The student has been placed in the home of a District resident other than the parent or guardian by court order. (You will be required to provide a copy of the order.)

_____ The student is living with a parent or guardian who is temporarily residing in the District.

_____ The student has been placed in the District by the Division of Youth and Family Services acting as the student's legal guardian.

_____ The student is a child of a parent or guardian who previously resided in the District and is a member of the New Jersey National Guard or the United States reserves ordered into active service in time of war or national emergency.

_____ The student is kept in the home of a person domiciled in the District other than the parent or legal guardian, and the parent/guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. If this applies, when is the parent or guardian expected to return from active military duty? _____

_____ The student resides on federal property. Where? _____

_____ The student's circumstances do not appear to be addressed anywhere in this application. I understand that I will be contacted for further information.

Parent/Guardian/Applicant

Date

Pursuant to N.J.A.C. 6A:22-1.1 et seq., a district board of education shall admit the following students to its schools: (1) any student domiciled within the district; (2) any student kept in the home of a person other than the student's parent or legal guardian where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child; (3) any student kept in the home of a person domiciled in the district, other than the parent or legal guardian where the parent or legal guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency; (4) any student whose parent or legal guardian temporarily resides within the district not solely for purposes of a student's attending school within the district of temporary residence; (5) any student whose parent or guardian moves to another district as the result of being homeless, subject to the provisions of N.J.A.C. 6:5, "Provisions for the Education of Homeless Children and Youth"; (6) any student placed in the home of a district resident by court order pursuant to N.J.S.A. 18A:38-2; (7) any student previously residing in the district if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered into active service in time of war or national emergency pursuant to N.J.S.A. 18A:38-3(b); and (8) any student residing on federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Any initial determination of the student's eligibility to attend school in this district is subject to more thorough review and subsequent re-evaluation, and tuition may be assessed in the event that an initially admitted student is later found ineligible. If your child is found ineligible, now or later, you will be provided the reasons and instructions on how to appeal.

**DIRECTIONS FOR APPEALING A LOCAL BOARD'S RESIDENCY DETERMINATION
TO THE COMMISSIONER OF EDUCATION**

Statute provides for appeals of school District residency determinations to be filed within **21 days of the date of the District's decision.*** Therefore, time is of the essence and persons seeking to appeal should, if necessary, receive assistance from their county offices of education. Please note that where appeal is taken from a determination of ineligibility under *N.J.S.A. 18A:38-1(b)1* ("affidavit of domicile" students), such appeal shall be filed by the resident making the claim of entitlement, not by the parent or legal guardian.

There are two ways in which a parent/guardian/resident/adult student may file an appeal with the Commissioner: 1) He/she may submit a standard Petition of Appeal in accordance with *N.J.A.C. 6A:3-1.3* and 1.4, or 2) in the case of a petitioner acting without legal representation ("*pro se*"), he/she may instead submit a letter petition in accordance with *N.J.A.C. 6A:3-8.1*. Both methods of filing are described below. In either case, petitioners should be aware that they are initiating an agency hearing procedure where they or their counsel will most likely be required to present testimony and evidence in support of their claim before a judge of the Office of Administrative Law (OAL). For more information about this process, petitioners are urged to visit the OAL website at <http://www.state.nj.us/oal/hearings.html>.

STANDARD PETITION OF APPEAL (N.J.A.C. 6A:3-1.3 and 1.4)

The regulations for filing Petitions of Appeal may be obtained at a library, the local school district, the county office of education, the Department of Education's website (at <http://www.state.nj.us/njded/code/title6a/chap3/>) or by mail from the Bureau of Controversies and Disputes (609-292-5705).

A standard Petition of Appeal includes: 1) The petition itself; 2) a verification and 3) proof that petitioner has served the respondent (Board of Education) with a copy of the Petition of Appeal.

Petition: A petition is a written document, submitted in original with two copies, including the following:

- a. Name, address, telephone number and fax number, if available, of the petitioner;
- b. Name and address of the respondent (Board of Education);
- c. Petitioner's allegations and specific facts supporting them;
- d. Signature of the petitioner or his/her attorney; and
- e. Date when the petition is prepared.

Verification: A petition must verify the facts alleged. This means that the petitioner must write or type the statement contained in *N.J.A.C. 6A:3-1.4* indicating that he/she, as petitioner, attests that the facts contained in the petition are true to the best of his/her knowledge. He/she must then sign the statement and have it notarized.

Proof of Service: A copy of the petition must be served upon each respondent (*N.J.A.C. 6A:3-1.3*). In the case of residency disputes, the Board of Education will be served. A copy should be submitted to the office of the Board Secretary or the Board's attorney, if known. The petitioner should also submit to the Bureau of Controversies and Disputes, with the Petition of Appeal, proof that respondent was served. That proof may be:

- a. An acknowledgment of service (a "receipt") signed by the attorney for the respondent (Board) or signed and acknowledged by the respondent (Board) or its agent (e.g., the Board Secretary) indicating the address at which the respondent was served;
- b. A sworn affidavit of the person making service (mailing or delivering the petition), indicating the address at which the respondent was served;
- c. A Certificate of Service signed by the attorney making service (mailing or delivering the petition) indicating the address at which the respondent was served;
- d. A copy of petitioner's receipt for certified mailing to respondent. The return receipt (green card) is not required for proof of service.

* Where an appeal is filed within 21 days of the date of the District's decision, *N.J.S.A. 18A:38-1* provides that no child shall be denied admission during the pendency of the proceedings before the Commissioner. The child shall not be removed from school during the 21-day period in which the interested party may contest the District's decision. However, if in the judgment of the Commissioner the evidence does not support the claim of the petitioner, or if the appeal is withdrawn or abandoned, the petitioner may be assessed tuition for the student prorated to the time of the student's ineligible attendance in the school district. Appeals may be filed after expiration of the 21-day period, but the student's right to attend school during the pendency of the appeal is not guaranteed by operation of statute and the petitioner must submit an application for emergent relief in accordance with *N.J.A.C. 6A:3-1.6*.

An *original and two copies* of a standard Petition of Appeal must be submitted to the address in the box below. The Bureau of Controversies and Disputes will acknowledge the petition in writing.

LETTER PETITION (N.J.A.C. 6A:3-8.1)

Petitioners who are not represented by an attorney ("pro se") may submit a letter petition instead of the standard Petition of Appeal as described above, provided the letter contains the following information:

- a. Petitioner's name, address, telephone number, and fax number where available;
- b. The name of the respondent board of education;
- c. A clear indication that the party is appealing a determination of ineligibility to attend school in the District based on residency or domicile, identifying the date of the District's decision and including, where possible, a copy of the District's written determination of ineligibility; and
- d. A signed statement that the petitioning party's claim of entitlement is based upon facts which are true to the best of petitioner's knowledge and belief.

Please Note: Sample letter petition forms are available from your District or the Office of the County Superintendent.

Appeals from *pro se* petitioners need not be submitted in triplicate or served upon the respondent District board of education. While *pro se* petitioners may serve their petitions on the Board, they may also effectuate service through the Bureau of Controversies and Disputes. Upon receipt of any *pro se* residency appeal which has not been served on the Board, the Bureau will transmit a copy of the letter petition to the Board via fax, together with notice of the Board's obligation to answer the letter petition pursuant to *N.J.A.C. 6A:3-1.5*, and to effectuate, as required by *N.J.S.A. 18A:38-1*, the attendance of petitioner's child pending the outcome of the appeal.

Letter petitions must be submitted to the address in the box below. The Bureau of Controversies and Disputes will acknowledge the petition in writing.

ALL PETITIONS SHOULD BE SUBMITTED TO:

Commissioner of Education
c/o Director of the Bureau of Controversies and Disputes
New Jersey State Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625-0500
A petition may be faxed, with hard copy following by mail, to 609-292-4333.

Following submission of a proper petition, the Board will be required to file an answer and, in most cases, the next step will be a hearing before a judge at the Office of Administrative Law, leading to an initial decision containing the judge's recommended findings of fact and conclusions of law. The Commissioner will then review the matter and issue a final decision, which may be appealed to the State Board of Education, and thereafter to the courts.

Please Note: These instructions do not constitute legal advice, nor are they meant to take the place of applicable statute or regulation which should be consulted by petitioners and will take precedence over these instructions if procedural issues arise in any appeal. These instructions are intended solely as an aid in preparation and submission of an appeal petition.

PRO SE RESIDENCY APPEAL:

N.J.S.A. 18A:38-1/ N.J.A.C. 6A:3-8.1/N.J.A.C. 6A:22-1.1 et seq.

To: Commissioner of Education
c/o Director of the Bureau of Controversies and Disputes Fax: (609) 292-4333
New Jersey State Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner:

(Please Print or Type)

1. My name is _____

2. My address is: _____
Number Street Town/City Zip Code

3. My phone number is: () _____
Area Code Number Fax if Available

4. The _____ School District located
in _____
Town/City County

will not allow the following child, who resides with me, to attend school under *N.J.S.A. 18A:38-1*.

List name of child and your relationship to him/her (i.e., parent, legal guardian, other).

5. Give a brief explanation of why attendance is being denied, including date of the District's decision. Please attach, if possible, a copy of the District's written determination. (Additional sheets may be used.)

6. With this letter, I am appealing the District's decision. My claim of entitlement is based upon facts which are true to the best of my knowledge. I understand that if the Commissioner determines the child to be ineligible for a free education in this District or finds that I have abandoned or withdrawn this appeal, I may be assessed tuition costs for the period of the child's ineligible attendance.

Signature _____

Date _____

Chronic Absenteeism

Please review the guidance regarding Chronic Absenteeism:

1. What was your preschool absenteeism rate for 2016-2017? .25 was the calculation based on NJSMART calculations.
2. If your district’s absentee rate is calculated by a technique other than the NJ SMART calculation method please explain. NA
3. What strategies will the district employ to reduce preschool absenteeism? We share our policy with parents and also call parents to let them know that we are concerned about absences.

Administrative Oversight

Administration: Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

The appointed supervisor/administrator responsible for the preschool program should hold the appropriate New Jersey Supervisor’s Certificate or New Jersey Principal’s Certificate and have experience in preschool education. Fill in the table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Table 1 – Oversight of Preschool Program

Title	Name	Certification	Preschool experience	Other responsibilities	Contact Information
Principal	Sean Dunphy	Principal	Not applicable	Oversight of the elementary school	sdunphy@sapublicschools.com

1. What is your vision for the preschool program and how is consensus reached? Our vision is to service our total universe of preschool children within our district as well as the families in order to build a partnership between the home and school for a solid academic foundation.

Coaching

1. Who is responsible for coaching the preschool staff and how is it facilitated? We have employed a consultant from “Success for All” to work directly with our preschool teacher who is retiring. We also are working directly with the Acelero Learning staff to use their coaches and master teachers to work with our internal program to assist our staff.

Intervention and Support Services: Special Education and Inclusion

To the maximum extent appropriate, preschool children eligible for special education will be enrolled in general education preschool programs with their non-disabled peers with access to a high quality preschool curriculum. Refer to the Intervention and Support Services sections of the *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for current research and recommended practices for inclusion, intervention and support. Highlights of code and guidance are provided below.

- Supports for IEP goals are provided within classroom activities and routines.
 - Special education staff, master teachers and PIRT and/or I&RS consult with teachers to address goals.
 - Pull-out services are used on a limited basis.
 - Classroom teachers participate in all meetings throughout the IEP process and provide input through utilization of the Review of the Preschool Day.
 - Collaboration among teachers, special education staff and intervention teams is built into the schedule.
1. In the table below, project the number of children with disabilities to be included in general education settings for 2019-2020 to ensure inclusion to the maximum extent possible.

Table 2 – Projected Number of Children with Disabilities

	estimated # of children with disabilities	# in general education classrooms	# in self-contained classrooms
Year 2019-2020	15	10	5

2. What is the plan to return children with disabilities in out of district settings back to the home district? We assess annually the progress of our students in relation to the least restrictive environment. We are currently in the process of transitioning one student back to district in the program and have placed him on a part-time schedule at the elementary

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school while he also attends part-time in his out of district school so that all key stakeholders are working together to make certain that not only will that transition be positive, but also to make sure that any problems can be worked out in advance.

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)/Intervention & Referral Services (I&RS)

Refer to the *Preschool Program Implementation Guidelines* for information about the PIRT. This team is in place to support preschool children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services.

List the names and specialties of each person assigned to the PIRT/I&RS.

Table 3 – PIRT/I&RS Members

Name	Role	Specialty	Email
Martin Gurczeski	Assistant Principal	Administration	sdunphy@sapublicschools.com
Lauren Strumwasser	Case Manager	Social Worker	lstrumwasser@sapublicschools.com
Michelle Masella	Counselor	Counseling	mmasella@sapublicschools.com
Karen Laino	Nurse	Medical	klaino@sapublicschools.com
Stephanie Carnathan	Speech	Speech	scarnathan@sapublicschools.com
Kimberly Gundrum	Teacher	Special Education	kgundrum@sapublicschools.com

1. How does the PIRT/I&RS support the preschool program? The members of the team gather the information through our RTI Direct system and begin the process of discovery and looking at the data. In addition, members utilize community resources to provide assistance, when feasible. Recommendations related to services are then forwarded to the Director of Pupil Personnel Services who consults with the Child Study Team and assigns a case manager to determine eligibility.
2. PIRT/I&RS functions are to be provided via consultation with the classroom teacher as needed. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following?
3. PIRT/I&RS and teachers; We convene the team to discuss cases on an as needed basis a minimum of one time per month.
4. PIRT/I&RS and families of children with challenging behaviors; We work directly with service agencies and the recommendation of the team to begin to address issues either through behavioral plans or consultants.

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5. Other special services staff; and this will depend on the nature of the case, but the Director will meet with the principal and assistant principal to discuss and develop a plan of action.
 6. Child Study Teams. The Child Study Team will begin the eligibility process and testing once the recommendation for the I &RS is forwarded to the Director.
 7. If you have a Team:
 - a. On average, how many total general education case files are opened each year for children who need PIRT services? 3
 - b. Of those, how many are for children with challenging behaviors? 2
 - c. Of those, how many are for children with other issues? 1
 8. How many children who were provided with an intervention were given IEPs? None
-

Health and Nutrition

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the Preschool Program Implementation Guidelines.

1. Does your district preschool program participate in the National School Breakfast Program and the National School Lunch Program? If not please refer to: National School Breakfast Program and the National School Lunch Program Yes
2. Do your district's contracted providers (if relevant) participate in the Child and Adult Care Food Program (CACFP)? If not please refer to: Child and Adult Care Food Program (CACFP) No
3. Are the preschool children served family style meals in their classrooms? Currently we only offer a half day program in district; however, students who participate in our PEEA funding receive family style meals for breakfast and lunch including a snack.
4. If not, where do they eat their meals? NA

Nurses who work with preschool children and their families must provide the following services (N.J.A.C:6A:13A):

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- Monitor and follow up on individual child health records.
- Document and communicate with staff and parents about allergies or other health issues.
- Assist in written policies related to health, safety and nutrition.

South Amboy Board of Education

Board President
Janet Kern

Vice President
Paula Taggart

Superintendent
Jorge Diaz

Business Administrator
Peter Frascella

240 John Street
South Amboy, NJ 08879
Phone: (732) 525-2100
Fax: (732) 727-0730

Board Members

John Dragotta
Lynn Kasics
Amy McLaughlin
Raymond Perez
Kevin Riley
Tyler Simko
Philip Smith

Dear Parent/Guardian:

Children need healthy meals to learn. The **SOUTH AMBOY BD OF ED** offers healthy meals every school day at the prices listed below. **Your children may qualify for free meals or for reduced price meals.**

	FULL PRICE			REDUCED PRICE		
	Elementary	Middle	High	Elementary	Middle	High
National School Lunch	\$2.75	\$2.95	\$2.95	\$0.40	\$0.40	\$0.40
School Breakfast	\$1.25	\$1.50	\$1.50	\$0.30	\$0.30	\$0.30
After School Snack	N/A	N/A	N/A	N/A	N/A	N/A
Special Milk Program	N/A	N/A	N/A	Not Applicable	Not Applicable	Not Applicable
Split Session Milk Program	N/A	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
N/A - Not Applicable						

This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. For a convenient way to fill out the meal application, go to WWW.SAPUBLICSCHOOLS.COM.

Below are some common questions and answers to help you with the application process.

1. Who can get free OR REDUCED PRICE meals?

- All children in households receiving benefits from **NJ SNAP** or **NJ TANF/WorkFirst-NJ** are eligible for free meals.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL INCOME CHART For school Year 2017-2018			
Household Size	Yearly	Monthly	Weekly
1	22,311	1,860	430
2	30,044	2,504	578
3	37,777	3,149	727
4	45,510	3,793	876
5	53,243	4,437	1,024
6	60,976	5,082	1,173
7	68,709	5,726	1,322
8	76,442	6,371	1,471
For each additional person, add:	+7,733	+645	+149

2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and haven't been told your children will get free meals, please call or e-mail your school, homeless liaison or migrant coordinator.
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to one of your children's schools.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE MEALS? No, but please read the letter you got carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact your school immediately.
5. CAN I APPLY ONLINE? If available, you are encouraged to complete an online application instead of a paper application. The online application has the same requirements and will ask you for the same information as the paper application. Contact your school if you have any questions about the online application.
6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to:

Hearing Officer Name: PETER FRASCELLA Address: 240 JOHN STREET
 Phone Number: (732)525-2100 Ext: 1224

STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.

- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the check boxes to the right of each field.

3.A. REPORT INCOME EARNED BY CHILDREN

A) Report all income earned or received by children. Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's income if you are applying for them together with the rest of your household.

What is Child Income? Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

3.B REPORT INCOME EARNED BY ADULTS

Who should I list here?

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.

• Do NOT include:

- o People who live with you but are not supported by your household's income AND do not contribute income to your household.
- o Infants, Children and students already listed in STEP 1.

B) List adult household members' names. Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." Do not list any household members you listed in STEP 1. If a child listed in STEP 1 has income, follow the instructions in STEP 3, part A.

C) Report earnings from work. Report all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

What if I am self-employed? Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

E) Report income from pensions/retirement/all other income. Report all income that applies in the "Pensions/Retirement/All Other Income" field on the application.

F) Report total household size. Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number MUST be equal to the number of household members listed in STEP 1 and STEP 3. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

D) Report income from public assistance/child support/alimony. Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.

G) Provide the last four digits of your Social Security Number. An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled "Check if no SSN."

STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.

A) Provide your contact information. Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

B) Print and sign your name and write today's date. Print the name of the adult signing the application and that person signs in the box "Signature of adult."

C) Mail Completed Form to: Insert School/District Mailing Address Here

D) Share children's racial and ethnic identities (optional). On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.

INSTRUCTIONS Sources of Income

Sources of Income for Children	
Sources of Child Income	Example(s)
- Earnings from work	- A child has a regular full or part-time job where they earn a salary or wages
- Social Security	- A child is blind or disabled and receives Social Security benefits
- Disability Payments	- A Parent is disabled, retired, or deceased, and their child receives Social Security benefits
- Survivor's Benefits	- A friend or extended family member regularly gives a child spending money
- Income from person outside the household	- A child receives regular income from a private pension fund, annuity, or trust
- Income from any other source	

Sources of Income for Adults		
Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
- Salary, wages, cash bonuses - Net income from self-employment (farm or business) If you are in the U.S. Military: - Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) - Allowances for off-base housing, food and clothing	- Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits	- Social Security (including railroad retirement and black lung benefits) - Private pensions or disability benefits - Regular income from trusts or estates - Annuities - Investment income - Earned interest - Regular cash payments from outside household

OPTIONAL Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity (check one): Hispanic or Latino Not Hispanic or Latino Black or African American Native Hawaiian or Other Pacific Islander White

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDP/IR) case number or other FDP/IR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail **civil rights complaints only** to: U.S. Department of Agriculture
 Offices of the Assistant Secretary for Civil Rights
 1400 Independence Avenue, SW
 Washington, D.C. 20250-9410
 (202) 690-7442; or
 program.intake@usda.gov.
 fax:
 email:
 This institution is an equal opportunity provider.

Do not fill out For School Use Only

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice a Month x 24 Monthly x 12

Total Income	<table border="1"> <tr> <td>Weekly</td> <td>Bi-Weekly</td> <td>2x Month</td> <td>Monthly</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>				Weekly	Bi-Weekly	2x Month	Monthly	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Household Size	<input type="text"/>
Weekly	Bi-Weekly	2x Month	Monthly											
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>											
Determining Official's Signature	Date	Confirming Official's Signature	Date	Categorical Eligibility	Date									
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Verifying Official's Signature		Date		Eligibility:										
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- Assist parents in locating appropriate medical and health resources, as needed.
 - Assist in the development of written emergency procedures.
 - Provide health-related training to staff and/or children, as needed.
5. How will nurses be provided for the preschool program? Check all that apply.
- Nurse(s) employed solely by the district with no other district responsibilities.
- Nurse(s) employed solely by the district who also have other district responsibilities.
- Nurse(s) shared with collaborating districts. (List collaborating districts below.)

As per code (N.J.A.C. 6A:13A), at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon enrollment in preschool. To accommodate district scheduling constraints and late registrants the DECEFE recommends that screenings occur within the first 30 days of school.

6. What specific services will nurses provide to preschool children in district classrooms and provider and Head Start classrooms if relevant? Nurses conduct all health screenings of students including vision, hearing and weight. In addition, all individual health records related to immunization and special needs such as allergies are reviewed and documented by the nurses within the health screen in Genesis, our student data system. Written policies are developed and school nurses have input in order to provide for the health, safety and nutrition of our preschool students.

Parents receive medical and health resource information during the orientation program as well as throughout the school year. The school nurse is a standing member of the building emergency protocol. Our school nurse also provides training to staff as well as children throughout the school day.

7. Submit a copy of the 2018-2019 proposed schedule of health screenings for preschool children.
8. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2018-2019? A dental program sponsored by a local dentist is incorporated within the health education program. Teachers also include nutritional programs within daily lessons.
9. Submit a copy of the 2018-2019 proposed family health education workshop schedule?
-

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Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

What district staff will be responsible for coordinating social services and programs to families?

Table 4 – Coordination of Social Services and Programs

Name	Role	Specialty	Email
Sean Dunphy	Principal	732-525-2118	sdunphy@sapublicschools.com
Christine M. Robbins	Director	732-525-2100	crobbins@sapublicschools.com
Michelle Masella	Counselor	732-525-2118	mmasella@sapublicschools.com

1. List the activities and supports that will be available for families in the preschool program (attach a schedule, if available). Preschool staff develop summer packets for children and hold an orientation session at the beginning of the school year. In addition, throughout the school year parents attend workshops in class with their children related to special program themes that also include parent support ideas for engaging their children. Teachers send home packets as well as newsletters with their children each day.
2. Submit a copy of the survey and community needs assessment that will be used to plan for meeting the particular needs of the community and families. (see attached)
3. List the names and titles of the members of the school district’s Early Childhood Advisory Council). *New Jersey Administrative Code 6A:13A* requires the membership of the council include families, contracting private providers and Head Start agencies (if applicable), and stakeholders in the community, who can provide resources to address identified needs.

Table 5 – Early Childhood Advisory Council Members

Name	Title
Sean Dunphy	Principal
Dawn De Hart	Teacher
Beverly Connors	Paraprofessional
Lindsey Garriton	Teacher
Lauren Strumwasser	Case Manager/CST
Kimberly Gundrum	Parent

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5. What is the projected focus, goals, and objectives of the Early Childhood Advisory Council (ECAC)? Our focus is to make certain that we are meeting the needs of our community and school as well as making certain that services are being thoughtfully and completed rendered to our population.

The DECEFE recommends that the ECAC meets at least semi-annually. Please submit the proposed meeting schedule.

6. Please provide a brief narrative and sample of the method(s) used by the council to assess and evaluate their role and work? Biannually

Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. Which of the following preschool curricula is the school district currently using?
- a. Creative Curriculum
 - b. Curiosity Corner
 - c. HighScope
 - d. Tools of the Mind
 - e. Other (Describe)

The DECEFE strongly discourages the use of district-developed and supplemental curricula.

2. What is the district's stage in implementing the preschool curriculum?
- a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
 - e. 5th year
3. When was curriculum training provided by the curriculum developer(s)? We always have a refresher training. This was conducted on December 12, 2017.
4. When does the district plan on scheduling curriculum training updates provided by the curriculum developers? We are going to change our curriculum to Tools of the Mind as well as hire a new preschool teacher for the next school year due to the retirement of our current teacher. Training will occur during the summer as well as school year.

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5. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

Curriculum Specific:

- a. Fidelity Tool (Creative Curriculum)
- b. Implementation Self-Assessment Guide (Curiosity Corner)
- c. Preschool Quality Assessment (HighScope)
- d. Preschool Teacher Self-Reflection (Tools of the Mind)
- e. Other (please describe)

Cross Curricula:

- f. Early Childhood Environmental Rating Scale – Third Edition
- g. Other (please describe)

6. What performance-based assessment will the school district use in preschool to inform instruction?
- a. Teaching Strategies GOLD
 - b. Child Assessment Tool (Curiosity Corner)
 - c. Child Observation Record (HighScope)
 - d. Work Sampling System (Tools of the Mind)

Screening: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

1. The NJ Division of Early Childhood Education and Family Engagement recommends use of the Early Screening Inventory–Revised. If the district is planning to use another instrument, please describe below.
2. The NJ Division of Early Childhood Education and Family Engagement recommends the following protocol for screening preschool children:
 - Screening instruments are administered within the first 6 weeks of school by the child’s teacher. The NJ Division of Early Childhood Education and Family Engagement recommends allowing sufficient time for the child to acclimate to the classroom before administering the screening.

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- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.
- Screening is not used as a pretest/posttest measure.
- Children who fall into the "re-screen" category are screened within the time frame recommended by the screening instrument (usually within six weeks).
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe any deviation from this protocol below. There will be no deviation.

Professional Development: Instructions for Creating a Preschool Professional Development Plan

Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. To optimize its effectiveness, professional development must also have the following qualities:

- Be aligned to the *Standards* and focus on the implementation of the comprehensive preschool curriculum;
- Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and
- Include systematic ongoing training that is based on children's development and adult learning.

Prior to the development of the plan, the educational staff should reflect on past professional development experiences to determine how previous trainings have impacted teaching practices and children's learning outcomes.

Future professional development experiences should be planned using a systematic, multiyear approach to further strengthen, sustain, and/or address a newly identified need. The long-term plan should be revisited periodically and, when necessary be adjusted so that the intended outcomes are achieved in terms of teaching practice and children's learning outcomes.

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Professional development needs to be evaluated periodically to help plan for positive learning opportunities.

Role of Children's Learning

Children's learning must be examined when planning for professional development. Administration and educational staff need to examine aggregated data generated from the performance-based assessment used. Based on trends reflected in the data (e.g., missing or low performance areas), professional development should be provided to strengthen teaching practices in those particular areas. Small group sessions for the educational staff to meet to reflect on collected evidence for the performance-based assessment should be built into the school calendar. Time should be set aside for the educational staff to share portfolios and check for reliability in scoring. Differentiated professional development should also be provided for individual classrooms with specific low performance or missing areas in children's learning.

Role of the Results of Structured Classroom Observations

Summarized and individual results of the administration of structured observation instruments should determine professional development focus areas. Using systematic program observation data as well as curriculum implementation reports to plan for professional development is essential for improving quality. Goals are established for educational staff as a whole as well as individually. Guidance on the use of structured classroom observation instruments can be found in the professional development section of the *Preschool Program Implementation Guidelines*.

Description of Training

Differentiated training should be provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with an initial training of district's curriculum). Curriculum training for districts in late stages of implementation should be designed for the delivery of updated research and sustaining quality (i.e., classroom visits) with a minor role for curriculum developers.

The professional development offered should include a variety of delivery methods to reach multiple learning styles and maximize adult learning. Techniques to disseminate information include coaching, peer coaching, self-assessment, learning communities, observation and feedback, classroom walk-through's, small and whole group workshops, and modeling. Conference attendance should be limited due to the lack of retention and follow-through support that is associated with this delivery system.

Professional Development

Refer to the section on Professional Development in the [Preschool Program Implementation Guidelines](#).

1. How will the school district assess the professional development needs of preschool teaching staff? We only have one preschool teacher. Needs will be determined through the professional development survey as well as dialogue with this new staff member.

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- a. Attach a copy of the staff survey that will be used to assess professional development needs. See attached Google survey. We only currently have one preschool teacher.

- b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

Curriculum Specific:

- Fidelity Tool (Creative Curriculum)
- Implementation Self-Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (HighScope)
- Fidelity Checklist (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition.
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Classroom Assessment Scoring System
- Other (please describe)

2. Is your district enrolled in Grow NJ Kids, New Jersey's Quality Rating and Improvement System? If not, please explain and/or refer to Grow NJ Kids. We have applied and are awaiting a response.

3. Is your district enrolled in the Kindergarten Entry Assessment (KEA)? If not, please explain. For more information, please visit KEA. We are in the process of enrolling in the KEA as well as having our teachers trained in the expectations of this assessment. In addition, we are in the process of changing staff in that area due to retirements.

4. Is your district enrolled in the Kindergarten Seminar? If not, please explain.

5. Is your district familiar with the First through Third Grade Guidelines? Yes

Supporting English Language Learners – (ELL)

Refer to the section on Supporting English Language Learners in the Preschool Program Implementation Guidelines. Note that the optimal model for enhancing the learning and development of English language learners is through the support of both home language and English. Bilingual and dual language classrooms are optimal.

1. How many children based on the Home Language Survey speak a language other than English at home? 10
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? 0
3. How many bilingual preschool teachers will be employed in 2018-2019? 0
4. What language(s) do they support? Not applicable
5. How many bilingual preschool assistants will be employed in 2018-2019? 0
6. What language(s) do they support? Not applicable
7. How many preschool classrooms do not have a bilingual teacher or assistant? 0
8. What is the name and title of the person(s) responsible for making decisions about serving preschool English language learners in the district? Eleni Tsoukas, ELL teacher, PreK-12.
9. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds. The teacher will observe and make recommendations. In addition, a screening test is conducted to determine if a student needs services.
10. What types of services are provided by the preschool master teacher or coach? Not applicable; however, the Acelero Learning coach is available to this seasoned teacher.
11. If your district does not have a master teacher how are services provided to support preschool English language learners? The ELL teacher provides needed services.
12. How are families of preschool English language learners supported? Resources within the community as well as agencies are contacted for support.
13. How does the classroom environment support preschool English language learners and their families? Materials are available to students that reflect multicultural exposure as well as resources to assist parents to help their children.

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Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

It is recommended that the school district use an annual self-assessment to assess the status of its preschool program and to inform the Three-year preschool program plan and annual updates.

1. Use the checklists below to indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

Classroom Evaluation Instruments:

- The Fidelity Tool Teacher Checklist
- Curiosity Corner Implementation Self-Assessment Guide
- High Scope Preschool Quality Assessment
- Tools of the Mind Fidelity Checklist
- Early Childhood Environmental Rating Scale – Third Edition
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

Program Evaluation Tools:

- Parent surveys
- Staff surveys
- Administrator surveys
- Center director surveys
- Other (please describe)

2. How will the results be summarized and used? We use the results to determine program effectiveness as well as adjustments to the curriculum.
-

**South Amboy Elementary School
2018-2019 Preschool Parent Survey**

Please take a moment to answer the questions below. Your input will help us design our program to best fit the needs of our preschool families. As parents of preschoolers, we realize your time is very limited and we thank you for taking the time to complete this survey. Please contact Dr. Christine M. Robbins at 732-525-2100 x 1230 or crobbsins@sapublicschools.com.

1. Which of the following topics would you like to learn more about? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Discipline/Behavior | <input type="checkbox"/> Child Development |
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Working Parents |
| <input type="checkbox"/> Health and Safety | <input type="checkbox"/> Ways to Raise a Reader |
| <input type="checkbox"/> College Savings Plans | <input type="checkbox"/> Preparing for Kindergarten |
| <input type="checkbox"/> Divorce and Preschoolers | <input type="checkbox"/> Sibling Rivalry |
| <input type="checkbox"/> Building Self Esteem | <input type="checkbox"/> Anger Management |
| <input type="checkbox"/> Bedtime Struggles | <input type="checkbox"/> Preschool Curriculum |
| <input type="checkbox"/> Other | |
-
-

2. What time of day are you available to attend meetings/workshops?

- Morning (between 8:30 and 12 noon)
 Afternoon (between 12 noon and 4pm)
 Evening (between 4pm and 8pm)

3. Would you be interested in obtaining information about any of the following services?
(Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> English Language Classes | <input type="checkbox"/> Parenting Classes |
| <input type="checkbox"/> Adult Education Classes | <input type="checkbox"/> Money Management Classes |
| <input type="checkbox"/> Job Training Opportunities | <input type="checkbox"/> Legal Services |
| <input type="checkbox"/> Health Insurance/NJ Family Care | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Parent Support Groups | <input type="checkbox"/> Other |
-
-

4. Do you feel there are enough supports in our community for families with preschoolers?
(For example: social services, family friendly functions, opportunities for parents to get together for mutual support?)

Yes, I think there are enough supports in our community.

No, I do not think there are enough supports for families with preschoolers.

We need more of the following:

5. What do you think is the best way for our school to support the family?

Transition

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. What methods will be used to communicate to receiving teachers about?
 - Children with disabilities transitioning from early intervention programs to preschool? A case manager is assigned to work with the parent and child as well as the teacher to make certain that all services are being rendered and effective.
 - Children transitioning from preschool to kindergarten? A case manager is assigned to the preschool program to work with all facets of the in-house program as well as out of district placements. Meetings during the school year are conducted to assess progress and a formal transitional meeting is conducted prior to the end of the school year. Home/school coordination activities are established and extended school year options are considered for students. The case manager meets with the teachers regarding transitional plans during the common planning period to review assessments, data, and the timeline for implementation.

2. All school districts should have a transition team. Which positions will make up the district's team?

Table 6 – Transition Team Members

Name	Title
Dawn De Hart	Preschool teacher
Sean Dunphy	Principal
Karen Laino	Nurse
Lauren Strumwasser	CST case manager/social worker
Michelle Masella	Elementary School Counselor
Christine Robbins	Director of C & I/Pupil Personnel Services
Eve Freeman	Speech therapist
Joy LaVigne	BSI teacher

3. How often will they meet? Monthly

4. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development? Professional development will continue to be delivered by the Success for All Foundation.

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5. List projected transition activities for teaching staff, children and families for each of the categories below.

Table 4 – Projected Transition Activities

From early intervention to preschool	Teaching Staff	Children	Families
From home to preschool	Social worker will observe the child in home	Child will participate in activities for testing	Parent will participate in survey as well as testing related to information about the child
From preschool to kindergarten	Teachers work on building schedule to engage students together	Children are notified of expectations	Parents are notified of activities as well as family informational sessions are conducted.
From kindergarten to third grade	Meets by grade to develop checklist for full K-3 implementation	Schedule activities based on full implementation	Make parents aware of expectations

TABLE 1: Current and Projected Preschool Enrollment

Directions -- Please read before completing the form.
 1. Select your district name from the drop-down list. The spreadsheet will automatically fill-in your projected universe of eligible children.
 2. Fill-in the remaining current and projected enrollment information below. Under "2017-18 Actual Enrollment," enter your actual enrollment numbers submitted to the Department on October 15, 2017. The totals and percentages below each table will calculate automatically.
 3. Each row represents a mutually exclusive category. Do not count any child on more than one line, or an overcount will result.
 4. Each child must be listed as either receiving a half-day education program or a full-day education program.
 5. Only special education students who receive their entire instructional program in an inclusive environment should be listed under "Classified special education children in regular education classrooms (full-time only)."
 6. Special education students who receive services exclusively in an out-of-district placement need not be counted on this form.

District Name:

Total Universe of Eligible Preschoolers	152
2018-19 Projected Three-Year-Old Universe	76
2018-19 Projected Four-Year-Old Universe	76

2017-18 Actual Enrollment (10/15/2017)

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
In-District Programs				
General education children in general education classrooms	0		28	
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms	3			
Classified special education children in out-of-district placements		1		1
Contracted Head Start Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
Total Current Enrollment	3	0	28	1
Total Projected General Education Enrollment Universe of Eligible General Education Children			152	
Proportion of Universe Served			18.4%	

2018-19 Projected Enrollment

	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
In-District Programs				
General education children in general education classrooms (PEA Funded)			36	
Classified special education children in regular education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms	4			
Classified special education children in out-of-district placements		1		3
Preschoolers in tuition-paid slots				
Contracted Head Start Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
Preschoolers in tuition-paid slots (part of district program)				
Total Projected Enrollment (All Children)	4	0	36	3
Total Projected General Education Enrollment (PEA Funded Children)			152	
Universe of Eligible General Education Children			152	
Proportion of Universe Served			23.7%	

2018-19 Table 4: Preschool Teacher Education, Credentials, and Experience

District: Middlesex County, South Amboy City

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation. **Note:** Pursuant to N.J.S.A. 18A:26-2 any person employed as a teaching staff member by a district board of education shall hold a valid and appropriate certificate.

DIRECTIONS:

1. Provide the following information for each teacher in a classroom room serving eligible preschool children (including those in provider settings) as of October 15, 2017. If necessary, indicate any positions for 2018-19 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher's name.
2. Include only teachers responsible for delivering the primary educational program in each classroom. Do not include teacher aides or assistants, substitute teachers, master teachers, group teachers who do not teach in the classroom, special education teachers mandated by a child's IEP, relief teachers, or specialists (for art, music, physical education, etc.).
3. Except where noted, enter the number 1 if the check box applies to the teacher.
4. Select only one box under the "Highest Level of Education Attained" section for each teacher (i.e. select only High School Diploma or BA/BS or Master's Degree or Doctoral Degree).
5. Select all boxes applicable as of October 15, 2017 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher has a P-3).
6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.

**Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.*

Name of School / Provider	Name of Teacher		Hiring/ Experience				Highest Level of Education Attained			Early Childhood Education Credentials and Certification (Select all that apply)						Language Abilities		
	Last Name	First Name	Date of Hire (mm/dd/yy)	Total Years of Experience as Lead Teacher in Preschool	Preschool Teaching Experience (in years) with Standard, Qualifying Certification	Current Salary Step	BA/BS	Master's Degree	Doctoral Degree	P-3	Nursery (N-K)	Elementary (K-8) +2 years Preschool Exp.	Special Education	CEAS for P-3	CE for P-3	Alternate Route	Bilingual/Cultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)
Sample School	Doe	Jane	09/01/01	1	0	2	1							1				
Sample School	Doe	John	09/01/96	6	5	4		1			1	1			1			5
In-District Regular/Inclusion Teachers																		
SAES		DeHart	09/01/95	13	24	14	1			1		1						

2018-19 Table 4a: Teacher Assistant Education, Credentials, and Experience

District: Middlesex County, South Amboy City

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.

- DIRECTIONS:**
1. Provide the following information for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2017. If necessary, please indicate any positions for 2018-19 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name.
 2. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.).
 3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
 4. Select only one box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).
 5. Complete all areas applicable as of October 15, 2017 for each teacher assistant under the "Credentials and Certification" section.
 6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.
- *Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.

Name of School / Provider	Name of Teacher		Hiring / Experience		Highest Level of Education Attained (Select only One)			Early Childhood Education Credentials and Certification (Select all that apply)			Language Abilities		
	Last Name	First Name	Date of Hire (m/d/yyyy)	Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or higher	CDA	Number of Hours Towards CDA	Other Certification	Bilingual/Cultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)
Sample School	Doe	Jane	09/01/01	0	2	1							
Sample School	Doe	John	09/01/98	5	4			1			1	1	5
In-District Required/Inclusion Teacher Assistants													
SAES	McNamara	Eileen	09/01/94	3	14	1							
Head Start Teacher Assistants													
Other Private Provider Teacher Assistants													

