

## **2000 - ADMINISTRATION**

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**Policy**

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CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

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

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

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

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Administrative Role

**Legal References:** N.J.S.A. 18A:7A-3 et al. Public School Education Act of 1975  
N.J.S.A. 18A:7F-1 et seq. Comprehensive Education Improvement and Financing Act of 1996  
N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:12-21 et seq. School Ethics Act  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
N.J.A.C. 6A:28-1.1 et seq. School Ethics Commission  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-1.1 et seq. School District Operations  
See particularly  
N.J.A.C. 6A:32-4.4,-4.5

**Possible**

**Cross References:**

*2131	Superintendent
*2210	Administrative leeway in absence of Board policy
3293.1	Signatures/facsimiles
*4111	Recruitment, selection and hiring
*4115	Supervision
*4116	Evaluation
*4211	Recruitment, selection and hiring
*4215	Evaluation
*9000	Role of the Board
*9313	Formulation, adoption, amendment of administrative regulations

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

**Policy**

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ORGANIZATIONAL CHART

The administrative organization of the school system shall be as outlined on the Board-approved district organization chart.

This chart shall show how the legal authority of the Board is transmitted through the Superintendent and the School Business Administrator/Board Secretary along specific paths from person to person.

The Superintendent and the School Business Administrator/Board Secretary shall have freedom to reorganize lines of authority, subject to Board approval of major changes and/or the elimination and creation of positions.

The Board expects the administrative structure to keep up to date with the needs for supervision and accountability throughout the school system.

Adopted: June 24, 1985  
Revised: April 12, 1988  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Organizational Chart

**Possible**

**Cross References:** \*1312 Community complaints and inquiries  
2100 Administrative staff organization  
\*2121 Line of responsibility  
\*2131 Superintendent  
\*2210 Administrative leeway in absence of Board policy  
\*3000/3010 Concepts and roles in business and noninstructional operations;  
goals and objectives  
9123 Appointment of Board Secretary  
\*9313 Formulation, adoption, amendment of administrative regulations

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

**Policy**

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LINE OF RESPONSIBILITY

The Board of Education shall operate under a unit control system headed by the Superintendent.

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

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

Adopted: June 24, 1985  
 Revised: April 12, 1988  
 Revised: August 23, 1995  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

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

<b><u>Legal References:</u></b>	<p><u>N.J.S.A.</u> 18A:11-1                      General mandatory powers and duties</p> <p><u>N.J.S.A.</u> 18A:17-5 through -14.3                      Secretaries, Assistant Secretaries and School Business Administrators</p> <p><u>N.J.S.A.</u> 18A:17-15 through -23                      Superintendents and Assistant Superintendent of Schools</p> <p><u>N.J.S.A.</u> 18A:17-24.1 <u>et seq.</u>                      Shared Administrators, Superintendents</p> <p><u>N.J.S.A.</u> 18A:54-20                      Powers of Board (county vocational schools)</p> <p><u>N.J.A.C.</u> 6A:9-12.3                      Authorization</p> <p><u>N.J.A.C.</u> 6A:9-12.4                      School administrator</p> <p><u>N.J.A.C.</u> 6A:9-12.7                      School business administrator</p> <p><u>N.J.A.C.</u> 6A:32-2.1                      Definitions (Superintendent)</p>
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<b><u>Cross References:</u></b>	<p>*1312                      Community complaints and inquiries</p> <p>2100                      Administrative staff organization</p> <p>*2131                      Superintendent</p> <p>*2210                      Administrative leeway in absence of Board policy</p> <p>*3000/3010                      Concepts and roles in business and noninstructional operations; goals and objectives</p> <p>9123                      Appointment of Board Secretary</p> <p>*9313                      Formulation, adoption, amendment of administrative regulations</p>
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\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

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ADMINISTRATIVE STAFF

Evaluation

The law requires the evaluation of all nontenured certified administrators thrice annually and of tenured certified administrators at least annually. The provisions of Board policy #4116 Evaluation of Certified Staff and #4216 Evaluation of Noncertified Staff apply equally to teachers and administrators.

The Superintendent shall supervise development of procedures suited to evaluating administrative performance.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Evaluation, Administrative Staff

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

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

**Regulation**

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ADMINISTRATIVE STAFF

Hiring

The following hiring procedure for Principals and assistant Principals are to be implemented.

1. Applications are to be screened by the personnel office in accordance with current practices.
2. All qualifying applications are then to be submitted to staff committee for interviews in accordance with current practice.
3. The staff committee shall recommend a minimum of three, but no more than six, finalists to the Superintendent.
4. The Superintendent shall interview the recommended applicants and recommend a minimum of three individuals to the Board for final consideration.
5. The Board of Education shall interview the candidates recommended by the Superintendent. In consultation with the Superintendent, the Board may select one of the finalists, or, it may reopen the selection process.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

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SUPERINTENDENT

The Board of Education, in compliance with state law, will evaluate the Superintendent at least annually. 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 Superintendent;
- 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 Superintendent.

The role and responsibility of the Board in this evaluation shall be:

- A. To review, revise and adopt procedures suggested by the Superintendent for implementation of this policy;
- B. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process, and to engage such a consultant if the Board deems it desirable;
- C. To adopt an individual plan for professional growth and development of the Superintendent based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the Board and the Superintendent. The duration of the plan will be three to five years, depending on the Superintendent's contract with the school district;
- D. To hold an annual summary conference between a majority of the full membership of the Board and the Superintendent. This conference shall include a review of the Superintendent's performance in terms of his/her job description;
- E. To adopt, by April 30, subsequent to the annual summary conference, an annual written performance report, approved by a majority of the full membership of the Board. This report shall include:
  - 1. Performance areas of strength;
  - 2. Performance areas needing improvement based upon the job description and evaluation criteria set forth below;
  - 3. Recommendations for professional growth and development;
  - 4. A summary of available indicators of 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 Superintendent;
  - 5. Provision for performance data which have not been included in the report prepared by the Board of Education to be entered into the record by the Superintendent within 10 working days after the completion of the report.

The role and responsibility of the Superintendent shall be to provide information and propose procedures for:

- A. Development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the Superintendent. The evaluation criteria shall include but not be limited to available indicators of 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 Superintendent's performance based upon the job description;
- D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written performance report;
- E. After the Board's adoption of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report.
- F. Preparation and review of the Professional Growth Plan for the administrator's professional development.

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

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Superintendent Evaluation, Superintendent Job Description, CSA, Superintendent, Evaluation

**Legal References:**

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

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
<u>N.J.S.A.</u> 18A:17-15	
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured Superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:17-24	Clerks in Superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:28-3 through -6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals

<u>N.J.S.A.</u> 40:8A-1 <u>et seq.</u>	Interlocal Services Act
<u>N.J.A.C.</u> 6A:9-12	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment and Supervision of Teaching Staff
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-4.3	Evaluation of tenured and nontenured Superintendent
<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of nontenured teaching staff members

8 U.S.C. 1101 et seq. - Immigration and Nationality Act

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:**

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

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

**Exhibit**

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SUPERINTENDENT

Job Description:

Duties:

1. To attend all meeting of the Board of Education and serve as its educational adviser.
2. To be responsible for implementing all educational policies of the Board of Education.
3. To assist the Board of Education in the development of Board policies.
4. To be responsible for the development of administrative regulations.
5. To be responsible for the selection of all instructional and noninstructional personnel assigned to the educational department and recommend them for employment by the Board of Education.
6. To recommend for suspension or discharge any employee in the educational department whose services are unsatisfactory; and to coordinate with the School Business Administrator/Board Secretary in dealing with those employees under the latter's jurisdiction who are regularly assigned to the schools and whose services are unsatisfactory.
7. To recommend the content of course of study to be approved by the Board of Education.
8. To be responsible for the general supervision of the instructional program.
9. To recommend textbooks, instructional supplies, and equipment needed for the efficient operation of the school district for Board approval.
10. To cooperate generally in the operation and maintenance of the school plant.
11. To recommend assignment and transfer of all personnel assigned to the educational department according to the needs of the school district.
12. To supervise the preparation of the annual budget pertaining to the educational department.
13. To approve all request for purchases and expenditures relative to the educational department as set forth in the approved budget and in accordance with Board policies.
14. To be responsible for interpreting the educational program to the public.
15. To keep the Board informed as to school planning needs.
16. To prepare and present to each Board member an agenda of items relative to the educational function before each regular meeting.
17. To be responsible for the professional growth of all personnel.

18. To serve as chairperson of the administrative council and as an ex-officio member of all other councils or committees in the school district.

19. To keep the Board of Education informed concerning needs and conditions of the public schools.

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**Policy**

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ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

In cases where immediate action must be taken within the school system when the Board has provided no guidelines for administrative action, the Superintendent shall have the power to act, but his/her decisions shall be subject to review by the Board at its next regular meeting.

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

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

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

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

**Possible**

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

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

**Policy**

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REPRESENTATIVE AND DELIBERATIVE GROUPS

An administrative group composed of assistant Superintendents, Principals, directors and other administrators shall serve as the Superintendent's "cabinet." This group will meet at the call of the Superintendent.

The Superintendent is authorized to form any other temporary or permanent committees he/she believes necessary. He/she may select the committee members or ask key personnel to advise him/her in making the committee appointments.

The Superintendent, School Business Administrator/Board Secretary, assistant Superintendents, directors and all Principals shall be officially designated as the executive council. The central office administrators shall work together planning, integrating and carrying out a program of work with Principals.

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Revised: August 23, 1995  
Revised: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Representatives, Cabinet, Committee

**Possible**

**Cross References:** \*1220 Ad Hoc Advisory Committee  
\*2240 Research, evaluation and planning  
\*6144 Controversial issues  
\*6162.4 Community resources  
\*6171.3 At-risk and Title 1  
\*9020 Public statements  
\*9130 Committees

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

**Policy**

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NONDISCRIMINATION/AFFIRMATIVE ACTION

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

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

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

Affirmative Action Officer and Team

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

The affirmative action officer shall:

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

The affirmative action team shall:

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

- E. Conduct the annual district internal monitoring to ensure continuing compliance with state and federal law and code.

### Harassment

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

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

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

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the Camden City schools. Harassment by Board members, employees, parents, students, vendors and others doing business with the district is prohibited. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or Principal. Anyone else who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the Superintendent or Board president. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including dismissal. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the Superintendent/Board. Law enforcement shall be summoned when appropriate. This policy statement on sexual harassment shall be distributed to all staff members. Staff or pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a prompt and thorough investigation, and will protect the rights of both the person making the complaint and the alleged harasser.

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

### School and Classroom Practices

In implementing affirmative action, the district shall:

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

These topics are included in the pupil and instruction policies of the district at #5145.4 Equal Educational Opportunity, #6121 Nondiscrimination/Affirmative action, and #6145 Extracurricular Activities.

## Contract/Employment Practices

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

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

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

## Disabled

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

## Report on Implementation

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

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Revised: August 23, 1995  
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## Key Words

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

**Legal References:** N.J.S.A. 2C:16-1 Bias intimidation  
N.J.S.A. 2C:33-4 Harassment  
N.J.S.A. 10:5-1 et seq. Law Against Discrimination  
N.J.S.A. 18A:6-5 Inquiry as to religion and religious tests prohibited  
N.J.S.A. 18A:6-6 No sex discrimination  
N.J.S.A. 18A:18A-17 Facilities for handicapped persons  
N.J.S.A. 18A:26-1 Citizenship of teachers, etc.  
N.J.S.A. 18A:26-1.1 Residence requirements prohibited  
N.J.S.A. 18A:29-2 Equality of compensation for male and female teachers  
N.J.S.A. 18A:37-14  
through -19 Harassment, intimidation, and bullying defined; definitions  
N.J.S.A. 18A:36-20 Discrimination; prohibition  
N.J.S.A. 26:8A-1 et seq. Domestic Partnership Act  
N.J.A.C. 5:23-7.1 et seq. Barrier free subcode of the uniform construction code  
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education  
See particularly:

N.J.A.C. 6A:7-1.4,  
 -1.5, -1.6, -1.7, -1.8  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-12.1 Reporting requirements  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Executive Order 11246 as amended

29 U.S.C.A. 201 – Equal Pay Act of 1963 as amended

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

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

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

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

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

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

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

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

State v. Mortimer, 135 N.J. 517 (1994)

Taxman v. Piscataway Bd. Of Ed. 91 F. 3d 1547 (3d Cir. 1996)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Saxe v. State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001)

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.A.S. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division of Civil Rights.

Manual for the Evaluation of Local School Districts

Comprehensive Equity Plan, New Jersey Department of Education

**Possible**

**Cross References:** \*3320 Purchasing procedures  
 \*4111 Recruitment, selection and hiring  
 \*4111.1 Nondiscrimination/affirmative action  
 \*4131/4131.1 Staff development; inservice education/visitations/conferences  
 \*4211 Recruitment, selection and hiring  
 \*4211.1 Nondiscrimination/affirmative action  
 \*4231/4231.1 Staff development; inservice education/visitations/conferences  
 \*5131 Conduct/discipline

*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6145	Extracurricular activities

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

**Policy**

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SCHOOL DISTRICT ANNUAL REPORT

A "Quality Assurance Annual Report" describing the progress of the district and each school within the district in achieving goals, objectives, and standards of the school system, and a school-level plan containing pupil performance objectives for school improvement shall be prepared by the Superintendent and presented to the Board of Education in conformance with timelines established by the State Department of Education and shall constitute part of the Commissioner's annual evaluation of the district.

The Quality Assurance Annual Report shall be submitted on forms provided by the Department of Education.

This report shall also be made available to the public and shall serve as one means of informing parents/guardians and citizens of the programs and conditions of the schools.

If the district or school is conditionally approved or unapproved by the Commissioner, the Board of Education shall cooperate fully in undertaking corrective action through the development of an educational improvement plan pursuant to New Jersey Administrative Code Regulation.

Adopted: June 24, 1985  
Revised: February 28, 1994  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Quality Assurance Report, Annual Report

**Cross References:** 1120 Communicating with the public  
9430 Evaluation of a District as a whole

**Policy**

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SCHOOL SPONSORED PUBLICATIONS

The Superintendent shall direct development of handbooks or newsletters addressed to the general community including staff, parents/guardians and taxpayers and shall approve the format of any radio or television program developed in the schools for broadcast to the public.

Adopted: June 24, 1985  
 Revised: August 23, 1995  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

District Publications, Publications, Newsletters, Handbooks, Radio, Television

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:17-20 Superintendent; general powers and duties

**Possible**

**Cross References:**

*1000/1010	Concepts and roles in community relations; goals and objectives
*1100	Communicating with the public
*1110	Media
*1111	District publications
*3100	Budget planning, preparation and adoption
*5124	Reporting to parents/guardians
*5125	Pupil records
*5131	Conduct/discipline
*5145.12	Search and seizure
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.10	Technology
*6145.3	Publications
*6146	Graduation requirements
*6171.3	At-risk and Title 1
*6171.4	Special education
9310	Development, distribution and maintenance of governance manual

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

**Policy**

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SCHOOL LEVEL PLANNING TEAM

Each Camden City Public School shall establish a School Planning Team (SPT) in accordance with the Guidelines for Developing, Implementing, Verifying and Evaluating Educational Improvement Plans.

The School Planning Team (SPT) shall coordinate the development, implementation and evaluation of the plan.

Membership on the SPT shall include, but not be limited to, the Principal, teachers, parents and students where appropriate. A majority of the planning team shall be composed of classroom teachers and 25% of the team shall be composed of parents. Teachers and parents shall select other representatives.

The SPT shall keep minutes and attendance of all meetings along with other pertinent records regarding the planning activities.

The SPT roster shall be submitted to the Superintendent of Schools.

All reports shall be submitted to the Superintendent.

Date: January 25, 1993  
Revised: August 23, 1995  
Revised: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

School Planning Team, SPT, Educational Improvement Plan

**Possible**

**Cross References:** \*1220 Ad Hoc Advisory Committee  
2235 District planning team  
\*2240 Research, evaluation and planning  
\*6144 Controversial issues  
\*6162.4 Community resources  
\*6171.3 At-risk and Title 1  
\*9020 Public statements  
\*9130 Committees

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

**Policy**

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DISTRICT PLANNING TEAM

The Camden City Public Schools shall establish a District Planning Team (DPT) in accordance with the Guidelines for Developing, Implementing, Verifying and Evaluating Education Improvement Plans.

The DPT shall:

- A. Involve a broad-based representation from different parts of the educational community, including administrators, supervisors, teachers, support staff, parents, community members, and students where appropriate in the development and implementation of the plan;
- B. Be provided inservice training on the Educational Improvement Plan requirements;
- C. Be provided the resources to support the planning activities; and
- D. Keep minutes and attendance of all meetings
- E. Meet a minimum of 3 times per year
- F. Recommended Personnel
  - 1. (1) Superintendent
  - 2. (4) Assistant Superintendents
  - 3. (1) Business Administrator
  - 4. (9) Directors: 2 Regions, Bilingual, Special Services, Federal and State Funding, Plant Services, Vocational, Adult Education and Staff Development

Date: January 25, 1993  
Revised: August 23, 1995  
Revised: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

District Planning Team, DPT, Educational Improvement Plan

**Cross References:** \*1220 Ad Hoc Advisory Committee  
\*2240 Research, evaluation and planning  
\*6144 Controversial issues  
\*6162.4 Community resources  
\*6171.3 At-risk and Title 1  
\*9020 Public statements  
\*9130 Committees

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

**Policy**

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RESEARCH, EVALUATION AND PLANNING

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

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

Quality Assurance

By October 30 of each year, the Superintendent shall provide a quality assurance report to the public at a regular meeting of the Board. The report shall include all information specified in the administrative code. This report shall be disseminated to all staff and parents, and made available to the media.

School-Level Planning

By September 30, the Principal of each school in the district shall coordinate development and implementation of a two-year school-level plan based on school report card data. This plan shall include pupil performance objectives, a review of progress by teaching and administrative staff, and the involvement of parents.

The performance objectives shall be based on pupil performance or behavior standards as defined in the administrative code.

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

- A. School report card data;
- B. Progress toward achieving pupil performance objectives;
- C. Progress toward achieving core curriculum content standards.

Each Principal shall sign a statement of assurance attesting to these activities on the form prescribed by the commissioner of education.

The Superintendent shall submit each school's objectives to the county Superintendent for review and approval. The report on the achievement of objectives or progress toward benchmarks for the previous year shall be contained in the October 30th annual report.

The Superintendent will supervise the preparation and timely submission of accurate reports in order to ensure compliance with all federal, state, county and local laws and regulations, Board policies, contract terms and conditions. The Superintendent will promptly prepare and file updates and revisions to reports whenever new information becomes available that would require that an amended report be submitted. The Superintendent may delegate the preparation and revision of reports to other employees of the Board.

However, the Superintendent retains final responsibility for the action taken when tasks are delegated. If the revisions and corrections are so significant as to compromise the basic integrity of the report, the Superintendent will inform the Board president in order that appropriate corrective action may be taken by the Board.

Date: June 24, 1985  
 Revised: August 23, 1995  
 Revised: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

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

**Legal References:** N.J.S.A. 18A:7A-10 Evaluation of performance of each school  
N.J.S.A. 18A:7A-11 Annual report of local school district; contents; annual report of commissioner;  
 report on improvement of basic skills  
N.J.S.A. 18A:7A-14 Review of evaluation of district performance  
N.J.S.A. 18A:7F-4 Periodic review of core curriculum content standard by state Board; establishment of thoroughness and efficiency standards and cost per pupil  
N.J.S.A. 18A:7F-6 Approval of budget by Commissioner  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments  
N.J.A.C. 6A:10A-1.1 et seq. *Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts*  
N.J.A.C. 6A:26-2.1 et seq. Long-Range Facilities Plans  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-2.1 Definitions  
N.J.A.C. 6A:32-12.1 Reporting requirements  
N.J.A.C. 6A:32-12.2 School-level planning  
N.J.A.C. 6A:32-13.1 et seq. Student Behavior  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services  
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A., 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1120 Board of education meetings  
 \*1220 Ad hoc advisory committees  
 \*2255 Action planning for T&E certification  
 \*3510 Operation and maintenance of plant  
 \*5020 Role of parents/guardians  
 \*6142.2 English as a second language; bilingual/bicultural  
 \*6171.4 Special education  
 \*7110 Long-range facilities planning  
 \*9130 Committees

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

**Policy**

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

The Board of Education recognizes that it has important functions under the New Jersey state evaluating system: Quality Single Accountability Continuum (QSAC). The Board shall comply with the requirements of the Department of Education's three (3) year evaluating system by completing the District Performance Review (DPR). The District shall be assessed in the following five (5) key areas:

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

The Superintendent shall take the following steps to oversee the efficient completion of the District Performance Review every three (3) years as required by law:

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

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

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

The Board shall ensure that:

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

If the District fails to satisfy the evaluation criteria, the Board shall cooperate in undertaking corrective action plans indicated by the Executive County Superintendent and pursuant to the New Jersey Administrative Code.

Certification requirements for teaching staff members shall not be violated.

#### Equivalency and Waiver Procedures

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

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

All applications for equivalency and waivers shall be in accordance with N.J.A.C. 6A:5-1.4 and shall be signed by the Superintendent and approved by the Board.

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7A-14	Review of evaluation of district performance
	<u>N.J.S.A.</u> 18A:7F-1 <u>et al.</u>	Comprehensive Educational Improvement and Financing Act
	<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
	<u>N.J.A.C.</u> 6A:5-1.1 <u>et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards

Legal References Cont.:

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

See Particularly

N.J.A.C. 6A:30-2.1, 3.2, 5.2

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

N.J.A.C. 6A:32-12.1 Reporting requirements

N.J.A.C. 6A:32-12.2 School-level planning

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Possible

Cross References: \*1120 Board of education meetings

\*1220 Ad hoc advisory committees

\*2240 Research, evaluation and planning

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

**Policy**

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CODE OF ETHICS FOR ADMINISTRATORS

Preamble

Public Education in America rests on firm commitments to the dignity and worth of each individual; to the pre-eminence of enlightenment and reason over force and coercion; and to government by the consent of the governed. Public schools prosper to the extent they merit the confidence of the people. In judging its schools, society is influenced to a considerable degree by the character and quality of their administration. To meet these challenges, school administrators have an obligation to exercise professional leadership.

Society demands that any group that claims the rights, privileges, and status of a profession prove itself worthy through the establishment and maintenance of ethical policies governing the activities of its members. A professional society must demonstrate the capacity and willingness to regulate itself and to set appropriate guides for the ethical conduct of its members. Such obligations are met largely by practitioners through action in a professional society such as the American Association of School Administrators.

Every member of a profession carries a responsibility to act in a manner becoming a professional person. This implies that each school administrator has an inescapable obligation to abide by the ethical standards of his/her profession. The behavior of each is the concern of all. The conduct of any administrator influences the attitude of the public toward the profession and education in general.

These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor and dignity on the profession of school administration. They are not intended as inflexible rules nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in his/her working relationships. They encourage and emphasize those positive attributes of professional conduct which characterize strong and effective administrative leadership.

Policy 1

The professional school administrator constantly upholds the honor and dignity of his/her profession in all his/her actions and relations with pupils, colleagues, school Board members, and the public.

Policy 2

The professional school administrator obeys local, state, and national laws; hold himself/herself to high ethical and moral standards, and gives loyalty to his/her country and to the cause of democracy and liberty.

Policy 3

The professional school administrator accepts the responsibility throughout his/her career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.

#### Policy 4

The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the district.

#### Policy 5

The professional school administrator applying for a position or entering into contractual agreements seeks to preserve and enhance the prestige and status of his/her profession.

#### Policy 6

The professional school administrator carries out in good faith all policies duly adopted by the local Board and the regulations of state authorities and renders professional service to the best of his/her ability.

#### Policy 7

The professional school administrator honors the public trust of his/her position above any economic or social rewards.

#### Policy 8

The professional school administrator does not permit considerations of private gain or personal economic interest to affect the discharge of his/her professional responsibilities.

#### Policy 9

The professional school administrator recognizes that the public schools are the public's business and seeks to keep the public fully and honestly informed about the schools.

#### Overview

High standards of ethical behavior for the professional school administrator are essential and are compatible with his/her faith in the power of public education and his/her commitment to leadership in the preservation and strengthening of the public schools. The true sense of high calling comes to the Superintendent as he/she faces squarely such widely held beliefs as the following:

- A. The effectiveness of the schools and their programs is inescapably the responsibility of the Superintendent.
- B. Every action, or every failure to act, of the Superintendent has consequences in the schools and in the lives of people.
- C. In many situations and to many people in a community, the Superintendent is the living symbol of their schools.
- D. The public entrusts both the day-by-day well-being and the long-range welfare of its children and of its school system to the Superintendent and Board of Education.
- E. The ultimate test for a Superintendent is the effort which he/she makes to improve the quality of learning opportunity for every child in the schools.
- F. In the long run, what happens in and to the public schools of American happens to America.

SOURCE: Code of Ethics, American Association of School Administrators

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Conflict of Interest, Code of Ethics, Board Member Conflict of Interest, Board Member Ethics, Ethics

**Possible**

**Cross References:** \*4112.8 Nepotism  
\*4212.8 Nepotism  
\*9270 Conflict of interest  
\*9271 Code of ethics

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