

# **Work Session**

# **Attachments**

**August 8, 2017**

**Part 1**

Office of the Superintendent  
Township of Ocean School District  
August 4, 2017

MEMORANDUM FOR: All Members of the Board

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

RE: **Miscellaneous Information**

1. **On the Calendar**

August 8, 2017

- 7:00 pm - Executive Session (Closed) – Superintendent's Office
- 7:30 pm - Work Meeting – Auditorium

August 15, 2017 – No Meeting

August 21, 2017

- 7:30 pm – **Tentative – Legislative Ad Hoc Meeting** to be held in the Superintendent's Office
  - Board Members James Dietrich, Steven Clayton, Joseph Hadden and Amy McGovern will meet with Assembly Members Eric Houghtaling and Joann Downey.

August 22, 2017

- TBD - **Tentative- Board of Education Vacancy Interviews**
- 7:00 pm - Executive Session (Closed) – Superintendent's Office
- 7:30 pm - Work Meeting – Auditorium

August 29, 2017

- 8:30 am - 9:00 am – **New Faculty Induction Program**
  - Welcome Address
  - Introduction of District Administrators
  - Introduction of Board of Education Members
- 7:00 pm – Executive Session (Closed)
- 7:30 pm – Work Meeting
- 8:00 pm – Regular Monthly Meeting

# **Work Session**

## **Attachments**

**August 8, 2017**

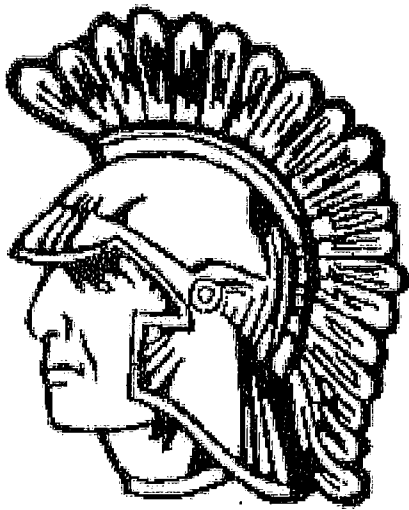
**Part 1**

**COMMUNITY LIAISON, COMMUNICATIONS  
&  
CO-CURRICULAR STUDENT ACTIVITIES**

**Part 1**



# **TOWNSHIP OF OCEAN COACHING GUIDE**



**RUSTY TODD  
DIRECTOR OF ATHLETICS**

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## INTRODUCTION

The information contained in this Coaches' handbook will assist in performing your coaching responsibilities in the Ocean Township School District. As a coach, you should assume these responsibilities in order to establish and maintain superior athletic standards at Ocean Township.

All coaches should understand that as a coach in Ocean Township they are an employee of the school and an agent of the Board of Education and must represent themselves as such.

It is therefore **intended as a point of reference** for you to use when and where decisions are to be made. If you have any questions for the improvement of this handbook, or our Athletic Department, please do not hesitate to bring them to the attention of the Director of Athletics. **All Coaches should be familiar with our policies and procedures.**

## PHILOSOPHY

The program of interscholastic athletics presents additional opportunities for a school system to develop the interests and abilities of the students. Interscholastic athletics offer a special opportunity to capture the enthusiasm generated by interscholastic contests and to channel these enthusiasms toward the development of useful citizenship. Athletics provide a laboratory of experiences and equips the student with standards for functioning in a social situation. These experiences are only valuable with quality coaches leading our programs. We must stress honesty, loyalty, sincerity, and integrity above all. Most importantly, our concern is to provide students with a worthwhile and positive experience.

## DEFINITION OF GOOD COACHING

Good coaching can be defined as the ability to help a young individual develop into the best possible person as well as athlete. Put another way, we want our athletes to recognize and learn to apply the concept of commitment to their everyday lives. Additionally, good coaches are good teachers. Most coaches understand the game and know how things should be done. A good coach has the ability to give his/her players an understanding of the game and the ability to bring out the team's best efforts.

## OBJECTIVES OF THE INTERSCHOLASTIC ATHLETIC PROGRAM

- To develop strength of character, integrity, social competence, and ethical and moral values consistent with the needs and demands of the community and society, and the mission of Ocean Township High School.
- To strengthen in student-athletes the virtues of good sportsmanship, self sacrifice fair play and teamwork essential to success in athletics and in our society.
- To encourage the development of a stronger and healthier young man/woman, with a sound mind, and a healthy work ethic.
- To promote the practice of self-discipline and emotional maturity in learning to make decisions in competitive and pressure situations.
- To provide opportunity for students to strive for excellence in the practice and performance of athletics

- To develop a sense of balance between “work” and “play”.
- To teach participation as a member of a team, and to encourage contribution to the success and well being of a team.
- To motivate students to improve individual athletic playing skills through practice and preparation.
- To teach students the rules and strategies of a particular sport, the importance of adhering to the rules and respect for both the officials administering the rules and their decisions.
- To demonstrate to our athletes that participation in an interscholastic sports program has responsibilities which students must properly fulfill in order to compete.
- To develop in students an understanding of the value of athletics in a balanced educational process

### **COACHES CODE OF ETHICS**

A code of ethics is a number of ethical principles and standards designed to guide a group of people in taking acceptable and approved action.

A coach should:

1. Understand that the purpose of interscholastic athletics is to promote the physical, mental and social well being of students.
2. Set an example of good conduct for his/her team members, students, and general public:
  - a. Act in a sportsman like manner at all times.
  - b. Maintain high personal standards in dealing with students and the public.
  - c. Maintain control of your team members at all practices and games.
3. Respect the decisions of officials and remain undemonstrative in accepting those decisions.
4. Strive for good working relationships with the opposing coaches and schools.
5. Achieve a thorough knowledge and understanding of the rules of the game.
6. Consider the health of his/her players
7. Not play anyone who is sick or injured regardless of the immediate need or consequence.
8. Be supportive of the entire athletic program and coaching staff.
9. Integrate his/her philosophy of athletics with the school’s philosophy of education.
10. Treat visiting teams, coaches and officials as guests.
11. Be responsible for his/her players’ conduct at away contests on the bench, during the game, and also preceding and following the game.

- a. Do not remove your team from the field or court during a contest.
  - b. Insure their safety and keep the athletes on the sidelines if a problem arises.
12. Conduct himself/herself so as to be a credit to the educational profession.
- a. Unprofessionalism will erode your credibility and effectiveness as a coach with everyone involved directly or indirectly with your progress. Vulgarity, profanity, and sarcasm are not the trademarks of an effective coaching style and will not promote good sportsmanship.
  - b. Positive reinforcement and correction should be given. Do not humiliate, denounce, or reprimand an athlete in a manner that might be harmful to the athlete.
13. Emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
14. Recognize that the purpose of athletics is to promote the physical, mental, social, and emotional well being of the individual athletes.

### **SPECIAL NOTES:**

There should be harmony among the entire coaching staff regardless of the sports which individuals are coaching. Coaches of all sports should be working together for similar goals and not competing against each other.

In competition, a coach should defend the rights of the team at all times, but not in an open and flagrant conflict with officials or opposing teams. Disagreements with officials should be conducted in a professional manner. This will prevent inciting players and spectators, as well as improving any chance of overturning an official decision or ruling. The NJSIAA is quite explicit in outlining the coach's role in any type of disturbance at a game and his/her responsibility in helping to control the situation rather than contributing to it. Always be discreet in reprimanding athletes in the presence of spectators and teammates.

### **NJSIAA/CONFERENCE REGULATIONS**

Ocean Township High School is a member of the NJSIAA and the Shore Conference. The by-laws prescribed by these organizations must be followed. Any violation or circumvention of the NJSIAA and/or Shore Conference regulations will be considered a serious offense.

The general and specific guidelines for each sport are available in the athletic office. It is strongly suggested that all coaches familiarize themselves with these regulations.

### **NJSIAA COACHING CERTIFICATIONS AND REGULATIONS**

- A. The person's appointment as coach must be approved by the local educational agency responsible for the member school at which the person coaches.
- B. All new coaches will have 120 days after being hired to register for the NFHS Fundamentals of Coaching (Blended Version) course. Upon completion of the classroom components, coaches will have sixty (60) days to complete the remaining four (4) components. A certificate of course completion must be submitted to the athletic director by June 30th to be eligible to coach at an NJSIAA member school for the subsequent school year.

**UNDER NO CIRCUMSTANCES MAY A COACH TAKE THE NFHS FUNDMENTALS of COACHING COURSE COMPLETELY ONLINE**

- C. All coaches must hold a current certificate in CPR, AED and Basic First Aid. Online CPR/AED training courses do not satisfy this requirement.
- D. Beginning with the 2016-2017 school year all coaches must successfully complete a basic first aid course when renewing or completing CPR/AED certification.
- E. All coaches must have Concussion Awareness training through an on-line course or an in-service program, renewed annually. – NFHS Concussion in Sports Course
- F. All coaches must obtain a “Heat Acclimatization Awareness and Wellness” certificate or its equivalent, renewed annually. – NFHS Heat Illness Prevention
- G. Coaches currently in place, and/or who have experience coaching in an NJSIAA high school prior to the 2006-2007 school year, will be exempt from the NFHS Fundamentals of Coaching requirement.

Note: The above regulations do not apply to the coaches appointed by the school to accompany student athletes to individual events.

**STAFF ASSIGNMENTS AND GUIDELINES**

**A. DIRECTOR OF ATHLETICS**

The Director of Athletics of Ocean Township High School shall generally assume full responsibility for the organization and administration of the total athletic program as delegated by the Principal and will specifically:

1. Be responsible to the principal for all matters involving interscholastic athletics.
2. Represent his school at athletic meetings - divisional, county, state, and others in which his school is involved.
3. Keep up with developing trends in athletics and their administration by attending athletic meetings and conferences whenever it is in the best interest of the school athletic program.
4. Prepare a budget each year to cover the required expenditures necessary to conduct the total interscholastic athletic program.
5. Be responsible for submitted requisition for all athletic equipment and supplies.
6. Hold professional meetings with members of the athletic staff. Regular meetings should be held at the start of each sports season: fall, winter, and spring.
7. Arrange schedules for all athletic contests and file contracts in the office of the Athletic Director.
8. Submit completed seasonal schedules to the Board of Education for approval.
9. Arrange transportation for all athletic teams.
10. Contract for all home game officials.
11. Check the eligibility of all athletes with the School Counseling Office.
12. Oversee the care, maintenance, and storage of all athletic equipment.
13. Attend as many home games, meets, and contests as possible and attend away games when possible.
14. Provide for the proper administration and supervision of all athletic contests. This would include:
  - selling and taking of tickets
  - arranging for sufficient police coverage

- arranging for medical and ambulance coverage
  - provide seating facilities
  - provide necessary facilities for the visiting team
15. Hire all Head Coaches, Assistant Coaches, Site Managers, etc., and recommend the best qualified people available for coaching positions.
  16. Evaluate the coaching personnel.
  17. Participate in public relations functions as they relate to the role of athletics.
  18. Cooperate with the custodial staff in the planning for maintenance and improvement of facilities.
  19. Assign facilities, when necessary, in the best interest of the program.
  20. Stimulate cooperation between the coaches of the various sports, and between coaches, teachers, and administrators concerning general athletic policies.
  21. Have a general knowledge of the NJSIAA and Shore Conference rules and regulations.

#### **B. SITE MANAGER**

The Site Manager will assist the Athletic Director in providing coverage of, and assure the smooth and effective functioning of athletic events.

The Site Manager will also:

1. Assist in organizing and administering the overall program of extracurricular athletics and co-curricular activities.
2. Be responsible, during events, to see that:
  - the contest starts on time
  - the needs of the visiting team are met as appropriate
  - the officials are present
  - the audience is behaving in an appropriate manner
  - the playing area is in good condition and conforms to all NJSIAA rules and regulations
  - other activities delineated by the Principal and Director of Athletics.
3. Accompany team to tournaments as directed, when pertinent and necessary.
4. Be available to perform the duties of this position, which include evenings, weekends, and school holiday recesses.
5. Perform related duties as required by the Principal and Director of Athletics.
6. Check the condition of the home/away site prior to the contest to ensure the safety of the participants.

#### **C. HEAD COACH**

1. Assignment of staff with the approval of the Athletic Director.
2. Identify goals, which you intend to strive for in your sports for the season at hand.
3. Establish a daily practice schedule.
4. Coordinate the practice schedule so as to provide student direction and supervision of assistants.
5. Be certain that each athlete has a permission slip signed by a parent or guardian and a medical examination including a medical history questionnaire.
6. Secure and supervise managers.
7. Promote the total sports program with student body administration, teaching staff, and the public; provide pertinent and timely game schedules and results to the news media.
8. Assist the Athletic Director in budget requests, inventory, and storage of supplies and equipment.
9. Attend clinics and encourage assistants to update knowledge of techniques and rules.



10. Encourage team members to improve character traits such as industriousness, loyalty, self-respect, punctuality, fairness, respect for others, and maintain academic as well as athletic excellence.
11. Distribution and collection of equipment with assistance from the Athletic Director.
12. Be aware of and adhere to the rules and regulations of Ocean Township High School, the Shore Conference, and the NJSIAA
13. Teach individual and team skills and fundamentals in an effort to get the very best individual and/or team performance.
14. Demonstrate proper fitting and use of athletic equipment.
15. Instruct the proper and legal techniques and fundamentals of the particular sport, and warn of the dangers of injury if not followed.
16. Teach the rules of the game.
17. Evaluate your sport and your assistants and go over it with the Athletic Director at the end of the season.
18. Attend functions related to improvement, promotion and recruitment of athletes for your sport; e.g., Curriculum Night, Leadership Ceremony, Senior Awards Banquet, etc.
19. Provide for safety and welfare of participants; initiate accident reports with the Athletic Trainer and other athletics records as necessary.
20. Facilitate college recruitment of athletes through letters of recommendation, information and tape availability, and personal contacts. Also, provide athlete counseling when appropriate.
21. Encourage academic achievement of all athletes through diligent monitoring and counseling.
22. Prepare an annual end of season report of your sport as prescribed by the Athletic Department. This report must be in no later than one week after your last contest.
23. Certification in CPR/AED.
24. Perform other related duties as appropriate to the assignment and defined by the Director of Athletics.

#### **D. ASSISTANT COACH**

1. Work with the head coach in establishing daily plans, and to follow the system and procedures as directed by him/her.
2. Assist the head coach in all matters related to the duties of the head coach.
3. Attend clinics, seminars, etc. so as to update knowledge of techniques and rules.
4. All assistant coaches will be assigned positions by the Head Coach and the Director of Athletics.
5. Encourage team members to improve character traits as outlined for the head coach.
6. Teach individual and team skills and fundamentals in an effort to get the very best individual and/or team performance.
7. Demonstrate proper fitting and use of athletic equipment.
8. Instruct the proper and legal techniques and fundamentals of the particular sport, and warn of the dangers of injury if not followed.
9. Teach the rules of the game.
10. Attend varsity contest as requested and provide support for the head coach in decisions and management of assigned sport events.
11. Perform scouting duties as assigned by the Head Coach.
12. Encourage academic achievement through active cooperation and communication with the teaching staff.
13. Be aware of and adhere to the rules and regulations of Ocean Township High School, Shore Conference, and NJSIAA.
14. Carry out student relationships with a firm hand and fairness at all times.
15. Certification in CPR/AED.
16. Perform other related duties as assigned by the Head Coach.

**E. VOLUNTEER COACH**

1. Volunteer athletic coaches may serve only under the direction and immediate supervision of a head and/or assistant coach employed by the Board.
2. Volunteer athletic coaches must clearly understand their duties and responsibilities and perform no services outside those duties.
3. Volunteer athletic coaches serve only in a support capacity and only head or assistant coaches employed by the Board are responsible for the supervision and instruction provided to pupils participating in the athletic program.
4. Volunteer athletic coaches shall respect the individuality, dignity and worth of each pupil.
5. Volunteer athletic coaches are not permitted access to pupil records.
6. Volunteer athletic coaches must exercise discretion in disclosing any confidential pupil matters the coach becomes aware of as a result of their volunteer responsibilities.
7. Volunteer athletic coaches must consult with the Head Coach regarding any matters or questions regarding their duties and responsibilities.
8. Volunteers shall receive no financial remuneration.
9. Volunteer athletic coaches, may be immediately relieved of their volunteer responsibilities, with or without cause, by the Superintendent with such action to be recommended to the Board by the Superintendent at the next Board Meeting following relief of duties.
10. Volunteer coaches cannot be a parent/guardian, relative or any additional familial relationship of any student currently on the team.
11. Volunteer Athletic Coaches may serve for 1 year but must reapply at the end of their term.
12. Volunteer Coaches shall be approved for one season time period and will be subject to renewal by the Board of Education based on the recommendation of the Athletic Director, who will consult with the Head Coach.
13. Volunteer coaches must be recommended to the Board of Education by the Athletic Director.
14. Volunteer coaches must be fingerprinted and have a criminal background check at the volunteer's expense.
15. Volunteer coaches must be New Jersey Substitute Teacher certified and on the Township of Ocean substitute list.
16. Volunteer coaches must sign a waiver for worker's compensation.
17. Volunteer coaches must provide documentation that a Mantoux test has been administered.
18. Certification in CPR/AED.

**F. ATHLETIC TRAINER**

1. Shall provide injury evaluation, emergency care, treatment, and rehabilitation to student-athletes.
2. Shall insure that all student-athletes meet state and local medical clearance regulations.
3. Shall monitor student-athletes for health related concerns during practices and games.
4. Shall assist coaches in utilizing appropriate guidelines relating to exercise and stretching, weight conditioning, and hydration.
5. Shall maintain accurate records for all athletic injuries and treatments, coordinate accident reports, insurance claims and referrals.
6. Shall maintain training room and modalities in a safe, hygienic, and professional manner.
7. Shall communicate with coaches, parents, and physicians as necessary to obtain the best possible care for injured student-athletes.
8. Shall develop nutritional plans for interested athletes or coaches.
9. Shall provide all necessary and relevant safety equipment for all teams.

## EMERGENCY PHONE NUMBERS

Ocean Township Police:		732-531-1800
Athletic Director:	(Cell)	732-439-1670
	(Office)	732-531-5650 Ext.1014
Athletic Trainer:	(Cell)	908-433-1137
	(Office)	732-531-5650 Ext. 1016
Athletic Secretary:	(Office)	732-531-5650 Ext. 1014

## GENERAL MEDICAL SUPPLIES AND PROCEDURES

### Injury and Insurance

1. All requests for first-aid supplies shall be made through the Athletic Trainer.
2. The Athletic Trainer will evaluate any injury, determine procedures to be followed and be responsible for determining when the athlete may return. When an injury requires a physician's care, the Athletic Trainer will work with the attending physician.
3. A phone will be provided in the training room for the sole purpose of contacting the Athletic Trainer or medical personnel.
4. Coaches are responsible for filing the accident injury report to the Athletic Office after consulting with the Athletic Trainer. Coaches must be sure the athlete has written medical clearance before returning to play/practice.
5. Any concern surrounding the treatment or return status of an athlete must be brought directly to the attention of the Athletic Director.
6. If the injury is serious, you must call the parents immediately. If no one is home, call a relative or neighbor. All coaches should have emergency phone numbers in his/her medical kit.
7. While waiting for the ambulance, do not allow the injured athlete to remain alone at any time. With head neck and back injuries the player should not be moved. With fractures of other joints (wrist, ankle, arm) the player may be moved and placed in a comfortable position. Move as little as possible. Apply ice to the injured area. Again, have someone remain with the player. If moved to the locker room, have someone accompany the player.
8. Try to have player information available when the police and ambulance arrive. This will facilitate matters.
9. If a parent is not available to accompany the injured athlete in the ambulance, a coach or faculty member should do so. No injured athlete should be sent "alone" to the hospital. Remain at the hospital until a parent arrives. Contact the Director of Athletics upon arriving at the hospital.

## MEDICAL AWAY CONTEST PROCEDURES

In all cases when time is of importance and hospitalization seems necessary, the coach will:

- Contact the personnel of the host school and follow the emergency procedures of that institution.
- If only one coach is present, he must remain with the team for the remainder of the contest and the trip home.
- If an Assistant Coach is present and it seems necessary and advisable, he may accompany the injured athlete.
- The student's parent/guardian must be informed as soon as possible.
- On the day following the accident, the Athletic Trainer must be informed and an accident report filed in the Athletic Office.

## TRAINING ROOM POLICY

1. The training room is for athletes in season with the appropriate permission and physical examination.
2. The training room is the facility for injury evaluation and rehabilitation, not a player's suite.
3. To avoid problems, please keep your equipment and players in their respective areas.
4. Injury rehabilitation will take place by appointment in order to avoid congestion. (During lunch and PE periods if possible.)
5. All preventative taping will be done 1/2 hour before your scheduled practice/game.
6. During your practice hours, the trainer will be in the training room or on the fields at the Ocean Township High School Athletic Complex.
7. All athletic injuries are recorded in the training room log for insurance and personal reasons. **We would appreciate your cooperation for a smooth operation and report all injuries.**
8. Remember that **all coaches should be prepared in emergency first aid/injury recognition.**

## NJSIAA INFECTIOUS DISEASE POLICY

If an individual gets someone else's blood on his/her skin, protective gloves should be worn to wipe the blood off with a disposable towel using disinfectant such as isopropyl alcohol (rubbing alcohol).

**NOTE:** If any blood gets on an opponents uniform during competition or a teammate's uniform during practice, it is not necessary to clean the uniform at that point unless the opponent or teammate has an open cut or unskinned area, or the blood is on a part of the uniform which might come in contact with mucous membranes.

If the student athlete does have an open cut or unskinned area or believes the blood might come in contact with mucous membranes, then the uniform should be wiped with a disinfectant such as isopropyl alcohol (rubbing alcohol).

## PHYSICAL EXAMINATION REGULATIONS

The New Jersey State Interscholastic Athletic Association (NJSIAA), which is the governing body for high school athletics, has recommended that *"each student medical examination shall be conducted at the medical home of the student"*, pursuant to NJAC 6A: 16-2.2. Due to this regulation, student-athletes will need to obtain individual sports team physicals from their own private physicians ("medical home"). Students without a "medical home" will be provided a medical examination by the school's physician.

We recommend that medical appointments for student-athletes be made well in advance of the season. The **Ocean Township Athletic Department Athletic Pre-Participation Physical Examination Packet** is available in our Nurse's Office, Athletic Director's Office, as well as the district's website. Please be sure to utilize our school forms when obtaining a sports physical (all information required by our school district and the state is included on these forms) and understand that only licensed physicians who have completed the "Cardiac Assessment Professional Development Module" are permitted to perform these examinations. No student-athletes will be allowed to participate on any athletic team until proper medical examinations have been reviewed by the school nurse and approved by the school physician. Athletic Physicals are valid for 365 days from the date of the original physical. However, ***Health History Update Questionnaires*** are required if the original physical was conducted more than 60 days before the first official practice date.

This is to ensure that there has been no change in the student-athlete's condition. It is important that all timelines be met - athletes may not participate until paperwork is submitted, recorded and processed. Late submissions may result in the athlete missing practices and/or games.

#### **Summary of Physical Examination Information/Athletic Paperwork**

- If a student-athlete has valid documentation of a physical (within 365 days and verified by the nurse) he/she needs to complete the Health History Update Questionnaire, as well as the athletic paperwork packet. The physical forms are submitted to the school nurse prior to the start of each season. The athletic paperwork packet is to be returned to the Athletic Office. Both the physical and athletic paperwork need to be returned in order for the student-athlete to be eligible to participate.
- If a student-athlete needs a new physical, he/she should complete the entire Athletic Participation Physical Packet and bring the forms with them to their own doctor or submit to the nurse for an appointment with the school doctor.
- The doctor should emphasize any problems or concerns or special circumstances; as such, the school nurse will alert coaches in these instances.
- Previously known injuries should be brought to the physician's attention for more careful examination.
- Original physical examination forms will be filed in the School Nurse's Office, along with emergency cards and contacts for all athletes. Coaches should also have emergency contact information available at all times for student-athletes who are cleared to play.

#### **ATHLETIC ELIGIBILITY - NJSIAA**

All students at Ocean Township High School wishing to participate in athletic programs under the sponsorship of the school are subject to the New Jersey State Interscholastic Athletic Association (NJSIAA) eligibility requirements. Eligibility requirements may also be superseded by specific rules and decisions of the Shore Conference of High Schools and the NJSIAA, in which Ocean Township High School holds membership.

- An entering freshman is automatically eligible for fall and winter athletic programs in the school.
- A student must pass at least 30.0 credits each year to be eligible for the athletic program in the first of the succeeding year. Summer school credits are applied to the preceding school year.
- A student must pass 15.0 credits during the first semester to be eligible for any program that begins in the second semester (spring season).
- A student, once eligible for a sport, is entitled to continuous participation until that specific sports season concludes. Please Note: a student may be suspended and/or removed from a team for violation of either team and/or school rules.
- Any student who reaches the age of 19 prior to September 1st will not be eligible to participate in the athletic program under NJSIAA rules and regulations.
- Consideration of gender, religion, race or politics shall not prohibit participation in athletic programs.

#### **NJSIAA RANDOM DRUG TESTING**

The NJSIAA will test certain randomly selected individuals and teams that qualify for a state championship tournament or state championship competition for banned substances. The results of all tests shall be considered confidential and shall only be disclosed to the student, his or her parents, and his or her school. No student may participate in NJSIAA competition unless the student and the student's parent/guardian consent to random testing.

## **ATHLETIC ELIGIBILITY - LOCAL**

**High School** - Eligibility will be determined at bi-quarterly intervals by means of checklists and/or report cards maintained by the classroom teachers and submitted to the athletic director. Two or more failing grades with a numerical value of less than 70 in any subject will render a student ineligible for a minimum of one week. Any student athlete or class/school elected leader who is found to be under the influence of or in possession of drugs/alcohol either in or out of school will be ineligible to participate in his/her respective sport or activity pending evaluation by the Student Assistance Counselor and successful completion of the recommended treatment/counseling program as determined by the SAC. Use of tobacco, smokeless or otherwise is strictly prohibited. Reinstatement of eligibility must be approved by school administration in consultation with the SAC. Disciplinary action will be consistent with school policy and team rules.

## **HARASSMENT, INTIMIDATION AND BULLYING**

Acts of Harassment, Intimidation and Bullying are strictly prohibited within our athletic programs. A safe and civil environment on athletic teams are necessary for our students to prosper and achieve athletic success. Harassment, intimidation, or bullying is conduct that disrupts the ability of an athlete to perform and a coach's ability to coach student-athletes in a safe and disciplined environment.

The NJ Anti-Bullying Bill of Rights Law defines HIB as, "Any gesture, any written, verbal, or physical act, or any electronic communication whether it be a single incident or a series of incidents that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds in cases in which a school employee is made aware of such actions."

Any such acts or reports of harassment, intimidation and bullying will be investigated, addressed swiftly, and adhere to the consequences outlined in our student handbook.

## **SUPERVISION**

Our number one priority for coaches is the safety, security, and well-being of the student athletes under our care. Coaches must supervise their team in the locker room and team buses **AT ALL TIMES**; team control is a must. All students going to and from athletic events must be accounted for with a head count/roster before leaving the high school and before returning from the visiting site. All student athletes should ride on the team bus to and from events, unless prior notification is granted from the building principal or athletic director. Also, do not unlock doors and then leave the locker room unattended. When leaving the locker room lock all doors and advise your athletes to secure their valuables. Lock all gates or areas that pertain to your sport and **never give your keys to a student.**

## **TEAM MEETINGS**

Coaches should hold a minimum of two team meetings per season. The first meeting should be held before practice begins to explain to potential players the requirements and responsibilities of participating in that sport at that level. By clearly explaining team membership requirements prior to the start of the season, coaches may avoid conflicts

during the season. The second required meeting should be held following the season, to “wrap things up” give coaches views on the season, present any team awards, explain out-of-season training and collect equipment. Here a coach can summarize the season and set a positive tone for the following year. All coaches must give their summer practice plans to the Athletic Office prior to the end of the school year relating to practices, conditioning, leagues, etc. The Athletic Director must approve any other meeting dates.

## **TEAM RULES CODE OF CONDUCT**

Each Head Coach must establish his/her own set of team rules and the penalties for breaking them. These rules must have the prior approval of the Athletic Director. It is strongly suggested that these team rules be put in writing and a copy given to each candidate. Consistency by all coaches in the implementation of penalties is of utmost importance.

Each coach is responsible for alerting the Athletic Director when one team rule or Code of Conduct has been violated. If you have a problem with an athlete or parent, please notify the Athletic Director immediately.

It is impossible to foresee everything that could occur, and there could exist many “loopholes” in the writing of rules. Before severely disciplining an athlete, a coach should discuss the matter with the Athletic Director.

## **COACH/PARENT MEETING**

All head coaches are required to have a parent meeting prior to the start of your respective sports season. You must send out a letter indicating date, time and place of your meeting and have a sign in sheet. **I will need a copy of the letter and sign in sheet.** At this meeting, the coach should give information to the parent regarding team rules and procedures, communication, practice/game schedule, special equipment needed, lettering criteria, and other pertinent information for that respective sports season. This meeting is not to discuss specifics about their child, it should focus on team philosophies.

## **TRYOUTS AND THE START OF SPORTS SEASONS**

It is intended that all students participating in athletics are in attendance at the start of their specific sport season. The NJSIAA has specific dates as to when fall, winter and spring sports can officially begin and it is expected that all potential team members adhere to these dates. It is also understood that situations arise where a potential student-athlete cannot be in attendance at the start of a particular sport season. In those instances the coach will have the discretion to allow a student to join the team up to the beginning of the first regular season event in that particular sport. Once the regular season has begun the athletic director will decide whether or not a potential student-athlete can participate during that specific season. These situations will be evaluated on a case by case basis, and take into account all mitigating factors, including levels of play, numbers on teams, school discipline, etc. If the coach, student-athlete or parent are not happy with the athletic director's decision they can appeal to the school principal. Factors such as ineligibility due to grades, injuries and transfers will be treated differently and at the discretion of the coach and athletic director.

## **COMMUNICATIONS**

All coaches must go through proper channels when dealing with any athletic matters.

Anything pertaining to athletics should be directed to the Athletic Director who, in turn, will bring the matter to the Principal.

A coach should not deviate from this procedure by opening discussions with anyone other than the Athletic Director. If someone approaches any coach initially, the coach should be cordial and tell him/her the matter will be brought to the Athletic Director's attention.

## **DISQUALIFICATIONS**

Coaches must report ejection's immediately. Any coach or player ejected from a game will be suspended for two additional games, one game in football, as mandated by the NJSIAA. In addition to these suspensions, each coach or player will meet with the Director of Athletics. At this time further suspensions and penalties may be enacted. In case of subsequent ejections, suspensions will be appropriated in accordance with the NJSIAA's rules and regulations. These ejections will be reviewed by the school administration. The school reserves the right to enact further disciplinary actions for any ejection.

After the second disqualification of an individual, the penalties are doubled. After the third disqualification, possible ineligibility from athletics may result for part or all of the remainder of the school year.

If a 12<sup>th</sup> grade student is disqualified from the last contest of the season, he/she must sit out 2 regular-season games in his/her next sport participation. An underclassman, when disqualified, must sit out the next 2 regular season games in that sport, even if the suspension extends to the following season.

Suspension is defined as not being in attendance at a game in any way. After any disqualification, the school administration may increase the penalties beyond that of the NJSIAA

## **PROCEDURES DURING AN ALTERCATION**

1. The Head Coach should immediately come to the aid of the officials in restraining the combatants.
2. The assistant coach (es) should make certain that no player leaves the bench area under any circumstances.
3. In case of only one coach in attendance, the coach should first keep the remaining players on the bench, and then proceed to help the officials.
4. Each coach should review the policy and the penalties to be assessed for that particular sport with his/her team.

## **ELECTRONIC COMMUNICATION/SOCIAL MEDIA**

Twitter, Facebook and other forms of social media are an excellent outlet and forum to promote your team, connect with students and parents, and spotlight your teams.

I encourage you to use social media to publicize your team's highlights, accomplishments and accolades, but please take the necessary precautions to ensure appropriate use.

- Establish a Twitter handle or Facebook page that is separate from your personal account and clearly identifies the school team.
- Do not give any student access to the team's account information. All team accounts, websites, etc., should be managed by the coach.
- Keep your posts general, positive and intended for the team. Do not use social media to communicate with individual students.

Please refer to BOE Policy 3282 "Use of Social Networking Sites" for more information.

## **OVERNIGHT ATHLETIC TRIPS**



All overnight athletic trips and events must have Board of Education approval. The coach should write up an itinerary for the event and turn it in to the athletic director at least 1 ½ months prior to the trip so that it can be forwarded to the BOE for approval. As overnight trips are an extension of the school day, and a school related event any and all discipline that should occur would follow our OTHS Discipline Model found in the Student Handbook.

## **TRANSPORTATION**

All coaches need to know where they are going and the location of the event. Each coach at every level will receive a weekly transportation schedule – check departure times, opponents and sites. If there are any discrepancies, please notify the athletic office immediately. Emergencies may occur; e.g. lack of bus driver, buses, these problems are beyond our control and may require a change on event day. On away events during weekends and vacations the Athletic Department will have bus drivers' names and numbers available.

## **ATTENDANCE AND EXTRACURRICULAR ACTIVITIES**

Students (including all athletes) absent from school may not participate in any extracurricular activity held on the date of the absence. A student must attend school at least two hours on the day of the school activity (game, practice, meet, dance, award ceremony, performance, etc.) in order to participate in the activity.

## **BUDGET**

The Athletic Department has a budget, which must be closely followed. For all sports, the head coach at the varsity level should direct all requests for both varsity and sub varsity to the Athletic Director. Although administered with the help of the head coach, the budget is the responsibility of the Athletic Director. Head coaches should submit a budget each fall, which will be reviewed by the Athletic Director. Once approved, purchases are made. Every effort will be made to provide necessary equipment, uniforms and gear for all teams provided that funds are available. However, requests for items, which are nonessential, or deemed inappropriate for competition or inconsistent with Ocean Township's Athletic Department's philosophy will receive immediate denial.

## **WEIGHT ROOM POLICY**

1. All areas regarding medical supervision or injuries for the weight room program will follow the same procedures as per our athletic team procedures.
2. At no time are athletes to utilize the weight room without supervision of a coach, teacher or supervisor.
3. Athletes utilizing the weight room must be supervised if utilizing the locker room.

## **MUSIC BEFORE ATHLETIC EVENTS**

Many of our teams have certain music mixes on their electronic devices that they like to play prior to sporting events. While I understand and support music being playing prior to games it is the coach's responsibility to approve it. Music with curse words, talking about crime and violence and sexual innuendos have no place in high school sports. Many times the "clean" version is not acceptable for a high school or community event. If you as coaches do not want to take the time to listen to the music that your student-athletes would like to play prior to games, I completely understand but know there will not be any music played at the event. Please address this with your team and listen to the music prior to it being played. As you are the coach and leader of your program, it is your responsibility and a reflection on you and the Ocean Township School District.

## **TEAM CUTS**

Coaches must complete any squad reductions (cutting) before the first regularly scheduled game. A candidate cut from a team because of ability or interest may try out for another sport that season. **Please report cuts and quits to the Athletic Office immediately.**

## **RECRUITING**

Coaches should make every effort to encourage or recruit more students to participate in his/her sport. However, there should be no effort to recruit or lure students from other sports of the same season as your team. Athletics is voluntary and the student should be free to choose. We must not attempt to influence an athlete to select one sport over another. If your opinion is requested, give the student or his parents your honest opinion. Be certain that all of those involved understand that this is strictly your opinion and does not necessarily guarantee success.

In some cases, you may find an athlete is undecided as to what activity he should enter. Despite the fact that it may cost you an athlete, tell him/her truthfully what you think his/her chances will be. If you believe he/she will be much more successful in another activity, do not hesitate to indicate so. The important thing we want is participation.

## **SPARTAN HEAD/LOGOS**

As many of our teams order clothing and materials for their student-athletes and as fundraisers it is important that we use logos that identify and unite our programs. These logos and symbols give our students a sense of pride and belonging to something bigger than themselves. In order to bring our teams and community together, we should all be using the same symbols and mascot. The Spartan mascot chosen by the organizations of the Ocean Township School District is what should be used on letterhead, clothing or any other form of branding as it is an established tradition and part of our school history. You may also use a block "O" as that has become a secondary logo through the years. If by chance you are looking at another styled logo, please see me prior to making any orders or purchasing for approval. These mascot/symbols are below:



## **PUBLICITY**

All Head Coaches are responsible for providing the necessary information concerning the press publicity for their individual sports. In this day and age emails and text messages are used to report publicity for our student-athletes and teams. Please use whatever method you are comfortable with, but be sure that our student-athletes and programs are recognized. Listed below are the news media that the Head Coach or student manager shall contact following all athletic contests.

**Asbury Park Press**  
**Star Ledger**  
**Jersey Sports News**  
**The Link News**  
**The Coaster**

All favorable publicity for Ocean Township High School and the student athlete is desirable. Discuss your players, opponents, etc. as you see fit. However, you should refrain from the following:

1. Discussion of school policies or controversial subjects that need interpretation by the administration.

2. Remarks to the press that are critical concerning squad members, equipment, facilities, etc.
3. Do not allow a student to submit an article to the press unless you have read it.

#### **PLEASE NOTE:**

1. Secure first and last names of every player on both teams before the contest (if needed).
2. Make note of both conferences overall records before the contest.
3. Keep up to date statistics so the news media can be informed of our athletic achievements correctly.

#### **EQUIPMENT ISSUE**

Equipment for a particular sport will be issued to the Head Coach by the Athletic Director. The coach in turn will issue, or have issued equipment to the candidates for the team and make a record of issue which will be kept by the coach and forwarded to the Athletic Director.

No equipment is to be taken from the school grounds by students except for use in a school sponsored contest or for laundering purposes.

It is recommended that athletes not be allowed to wear athletic uniforms issued by the Athletic Department other than when participating in school sponsored contests or practices, or pep rallies.

Coaches and athletes must clean out lockers and offices, as well as make arrangements for storage of equipment and supplies.

All Athletic Department equipment and uniforms are loaned to the athlete to use during his/her season of participation. If equipment or uniform is not returned (lost or stolen) or returned in an unusually damaged condition, it must be paid for by the athlete, and could jeopardize their participation in other sports or school activities. If an athlete is terminating his/her team member status, his/her equipment must be turned in to the coach immediately.

#### **SCHEDULING**

1. Regularly scheduled divisional games arranged by the Shore Conference and are contracted for in accordance with all NJSIAA regulations.
2. Non-divisional games and scrimmages are contracted for by the Athletic Directors of schools involved. Suggestions relative to the scheduling of scrimmages and non-league contests will be asked of the head coach every other year (2 year scheduling cycle). The Athletic Director will try to accommodate requests as best as possible.

#### **MORNING ANNOUNCEMENTS**

Announcements will be read each morning by a member of the student body. This is an opportunity to inform school and the student body of any notable accomplishment our athletes have made. Announcement forms can be picked up in the Main Office and should be filled out by the Head Coach. All coaches should take full advantage of this service, please limit this to varsity teams only. Please note that all morning announcements should be brief and to the point.

#### **NON OPENING OF SCHOOL**

If school is called off/canceled before opening, all athletic events scheduled for home that day are postponed. (Exception: conference or state tournaments if being played.)

### **CONTESTS/PRACTICES WHEN SCHOOL IS CLOSED DUE TO INCLEMENT WEATHER**

There will be no home games on days when school is closed due to inclement weather. Road contests will be determined after discussion with the Superintendent, Principal, Athletic Director, and opposing team. These decisions will be made on a per game basis. Practices during inclement weather related school closings will be determined by the Superintendent, Principal, and Athletic Director on a per event basis. At no time will the coaches or team members safety be put in jeopardy. If there is a question regarding the weather, practice will be cancelled.

### **EMERGENCY CLOSING DURING SCHOOL**

In the event of an emergency closing of the school during the school day, no athletic teams will practice and the building should be cleared of students and staff immediately.

### **PRACTICE EXCUSES**

As a coach we want all of our student-athletes to be in attendance at all times. Occasionally there may be circumstances where students cannot be in attendance. Please be sure to have policies and procedures in place to address these instances. **Please know that students cannot be penalized for missing practices or games due to school related trips or testing (S.A.T.'s). Also no student is to be penalized for missing practice or games for religious holidays.**

### **CLINICS AND COACHING AIDS**

Where possible the school will allow coaches to attend clinics. All coaches are responsible for clinic expenses. Coaching aides may be purchased by the school but then become the property of the school. Coaching texts must be purchased by the coach and are not covered by the school. They are personal coaching aides that are part of the coach's library, as they may not have any use to the school in the event of a change of staff. All requests to attend coaching clinics are to be made in writing using the proper forms, and are subject to approval prior to attending any clinics.

### **END OF THE SEASON**

1. **EQUIPMENT COLLECTION** (Coaches are to assist the Athletic Director with all items listed below.)
  - Collect all equipment from athletes.
  - Separate items that will require reconditioning from those that will not. Count items in both groups and record.
  - List all items not returned on a separate sheet with the name of the athlete and his homeroom number.
  - Turn in all equipment collected with an inventory of same to the Athletic Director.
  - No school equipment is to be issued for out of season use without approval of the Athletic Director.
2. **FINAL REPORT**

Within one week of the completion of your season, submit to the Athletic Director the completed annual End of Season report for your sport. This report should include letter winners by grade in alphabetical order, team records, statistics, and special honors.

### 3. AWARDS

#### a. Letter Awards

Prior to the first contest the head coach will determine criteria for letter awards. At the end of the season, the coach will receive the end of season report, which must be completed accurately and returned to the Athletic Director by a specific date. Letter winners should be marked for special awards; e.g., All State, etc., Managers and statisticians are included in the list submitted, as well as supporting units; however, in order for them to qualify for an award they must attend practices and abide by the rules established by the respective coaches. Students who are senior and did not meet the established criteria should receive a letter if they are in good standing.

#### b. Special Awards

- 1) Special awards such as memorial awards require communication between head coach and Athletic Director to determine criteria and to select the athlete(s) who qualify. The Athletic Director will notify the coach of the details in regard to conferring the award.
- 2) **Booster Club Policy Regarding School Awards For Division Championship Teams** - Varsity teams that win division championships will be awarded \$30.00 for the purchase of jackets, blankets, etc., for each varsity letter winner and all coaches from the Booster Club. As per Booster Club policy at least 50% of the team must be members of the Booster Club in order to qualify for the \$30.00 award.

#### c. Banquets

All individual banquets are the responsibility of the individual team. All costs incurred and individual awards are the responsibility of the program hosting the banquet. **Regardless if the banquet is funded by an individual team it is still a school sponsored activity as students are involved and therefore alcohol consumption by parents or coaches is strictly prohibited.**

### 4. EVALUATION

Each coach, Head and Assistant, is evaluated at the end of each season. The Director of Athletics is responsible for evaluating the Head Coach and the Assistant Coaches.

If a head coach is not in favor of appointing the same coaching staff members for the upcoming athletic season, he/she should notify the Athletic Director in writing.

It is hoped that this evaluation becomes a vehicle of constructive criticism and will improve and strengthen our coaching abilities.

**Township of Ocean Schools**  
**Oakhurst, New Jersey**  
**Observation Report**

**Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Sport:** \_\_\_\_\_ **Year:** \_\_\_\_\_

	EXEM	EXC	SA	NI	UNS	NA
<b>1. <u>Knowledge:</u></b>						
a. Demonstrates knowledge and expertise of his/her sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates knowledge of the legal responsibilities associated with coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates knowledge of Shore Conference, NJSIAA, and NCAA policies and regulations as they apply to high school sports participation and game rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates sound sport strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates the proper handling of athletic injuries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Develops high caliber and quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaches fundamental skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. <u>Management Skills:</u></b>						
a. Maintains team discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Commands respect by example in appearance, manners, behavior and language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Evaluates player personnel in an objective, fair, and consistent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develops and implements effective practice plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Participates in professional development activities related to his/her position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provides proper supervision of athletes at all required times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses practice time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Develops and implements effective game plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Demonstrates daily consideration of student safety on the field, court, mat and in the locker room and weight room area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Accepts and profits from constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Demonstrates evidence of flexibility in thought and behavior patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Completes required paperwork in an organized and timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Serves as a positive role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. <u>Administrative Duties:</u></b>						
a. Upholds school and district policies, rules, and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Monitors student athlete academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Holds pre-season meeting with students and parents to inform them of philosophy, expectations, policies, and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ensures that all athletes have a current and approved physical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Collection of equipment and uniforms at the conclusion of the season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Demonstrates ability to complete a clear game and end of the season report for the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

sport.

- g. Supervises the proper distribution, use, and secure storage of athletic equipment before and after practices/games.
- h. Attends league, conference, and NJSIAA meetings.
- i. Attends seasonal coaches meeting.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Leadership and Communication Skills:**

- a. Establishes realistic goals and objectives.
- b. Emphasizes commitment, pride and team spirit.
- c. Provides athletes an opportunity to achieve success.
- d. Uses ethical means of motivation.
- e. Provides clear, specific directions to athletes.
- f. Demonstrates self-control and poise.
- g. Conducts self in a professional manner with officials.
- h. Keeps athletic director informed of all team developments.
- i. Communicates effectively with the building administration, faculty, parents and athletes.
- j. Develops positive relationships with parents and community.
- k. Develops positive rapport with coaching staff.
- l. Organizes coaching staff.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**RATING SCALE:**

- **Exemplary (EXEM)** - Performance is consistently exceptional in meeting performance criteria.
- **Exceeds (EXC)** - Performance is consistently above average in meeting performance criteria.
- **Satisfactory (MS)** - Performance is consistently satisfactory in meeting performance criteria.
- **Needs Improvement (NI)** - Performance does not meet athletic department criteria therefore needs improvement.
- **Unsatisfactory (UNS)** - Performance is not consistently acceptable in meeting performance criteria.
- **Not Applicable (N/A)**

**COMMENDATIONS:**

**SUGGESTIONS:**

Recommendation for reappointment: Yes No

\_\_\_\_\_  
Signature of Coach

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Athletic Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

The coach must sign this report. The signature indicates only that the coach has read the report, not that he/she necessarily agrees with the content. The employee has the right to include a written statement as an addendum to the evaluation.



**TOWNSHIP OF OCEAN BOARD OF EDUCATION  
WORK MEETING MINUTES  
July 25, 2017**

**CALL TO ORDER**

Mr. James Dietrich, President, called the meeting to order at 7:00 p.m. in the office of the Superintendent at the District Administration Building, 163 Monmouth Road, Oakhurst, N.J.

**STATEMENT OF ADEQUATE NOTICE**

Mr. Dietrich read the statement of notice as required by the Open Public Meetings Act, N.J.S.A. 10:4-6.

**ROLL CALL OF ATTENDANCE**

Present: Mr. Steven Clayton, Mr. James Dietrich, Mr. Joseph Hadden, Mrs. Amy McGovern, Mrs. Denise Parlamas and Mr. John Stuppi. Dr. David Marshall, Mr. Michael Palutis and Mrs. Sylvia Sylvia-Cioffi were absent.

Staff in attendance: Mr. Kenneth Jannarone, School Business Administrator and Dr. James Stefankiewicz, Superintendent of Schools.

**Enter Executive Session – 7:02 p.m.**

*Approval: Motion offered by Mr. Dietrich, seconded by Mrs. Parlamas and carried 6-0.*

Move for the approval to enter Executive Session, in conformance with the Open Public Meeting Act, for the purpose of discussing: Personnel (Agenda) and Litigation (Township of Ocean versus Loch Arbour). It is anticipated at this time that the above stated subject(s) shall be made public at such time as the need for non-disclosure no longer exists. Board of Education will be in executive session for approximately 25 minutes and will not take action upon returning to work session.

**Adjourn Executive Session – 7:32 p.m.**

*Approval: Motion offered by Mr. Clayton, seconded by Mrs. McGovern and carried 6-0.*

Move for the approval to adjourn from Executive Session and resume public session.

**PRESIDENT'S REPORT:** Mr. Dietrich

The following item(s) were discussed:

- Board of Education reminder regarding ethics, litigation, and social media.
- Discussed committee assignment changes.
- Workshop meetings in auditorium starting on August 8th
- Taxes –Town hall meeting for residents on July 26<sup>th</sup> at 7:30 pm.
- State Assembly meeting on August 21<sup>st</sup>.

**VICE PRESIDENT'S REPORT:** No Report

**SUPERINTENDENT'S REPORT:** Dr. Stefankiewicz

Dr. Stefankiewicz discussed the following item(s):

- Bradley Beach send/receive relationship and a possible future arrangement.
- Some interest regarding tuition policy.
- 'Inside Addition- Celebrity Back to School' for Wendy Williams at OTHS.

**SCHOOL BUSINESS ADMINISTRATOR'S REPORT:** Mr. Jannarone

The following item(s) were discussed:

- Timing Board of Education vacancy advertisement and interviews tentatively scheduled on August 22<sup>nd</sup>.
- Harvey Construction meeting with committee chair and architect.
- August 21<sup>st</sup> meeting with Assembly – Mrs. McGovern, Mr. Hadden, Mr. Clayton and Mr. Dietrich at 7:30 pm.

## **Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

- Asbury Park Press coverage of construction projects.
- Policy review coming – 2 workshop meetings, 8<sup>th</sup> and 22<sup>nd</sup>.
- Save the date new addition projects ribbon cutting September 5<sup>th</sup>.

### **PUBLIC COMMENT:**

- Gino Dellomo, resident, asked about the Psychologist internship.
- Paul Mayerowitz, resident, asked about transportation, school doctors and political contributions.

### **COMMITTEE REPORTS:**

#### **COMMUNITY LIAISON, COMMUNICATIONS & CO-CURRICULAR**

##### **STUDENT ACTIVITIES:** Mr. Clayton

The following item(s) were discussed:

1. **Discussion: Approval of Minutes:**

Board of Education and Administration discussed the minutes in accordance with Board of Education bylaws #168 “Recording of Board Meetings” of the following meeting(s):

Work Meeting/ Executive Session Minutes – July 11, 2017

2. **Discussion: Board Member Resignation**

Board of Education and Administration discussed the resignation, with regret, of Mrs. Sylvia Sylvia-Cioffi from the Board of Education, effective immediately, due to her appointment to the State Board of Education, and authorize the Board Secretary to advertise for potential candidates to fill the vacancy on the Board of Education.

#### **FINANCIAL MANAGEMENT & RESOURCE SERVICES:** Mrs. McGovern

The following item(s) were discussed:

1. **Discussion: Jointure Agreement**

Board of Education and Administration discussed the Township of Ocean School District in a transportation affiliation agreement with Millstone Township School District for transportation of their student residing in the Township of Ocean to Millstone Township Middle School, by MOESC Cooperative Transportation, effective January 30, 2017 through March 21, 2017 for a total cost of \$10,672.20.

2. **Discussion: ESEA Fiscal Year 2018 Grant Allocations**

Board of Education and administration discussed the acceptance of funds under the Elementary and Secondary Education Act (ESEA) Grant Application FY 2018 (school year 17-18). This notification is required under ESEA-NCLB compliance regulations. Salary and staff information will be forth coming.

Title I Part A: Improving Academic Achievement of Disadvantaged	\$460,727
Title II Part A: Teacher & Principal Quality	99,988
Title III: Instruction for Limited English Proficient	34,638
Title III: Immigrant Students	8,472
Title IV Part B: 21 <sup>st</sup> Century Community Learning Centers	<u>10,000</u>
Total Allocation	\$613,825

**Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

Note: This is a reduction of \$39,803 in Federal funding from last year.

3. **Discussion: MOESC Staffing of Aides**

Board of Education and Administration discussed an agreement with Monmouth-Ocean Educational Services Commission to provide part-time instructional, special education and transportation aide placements as possibly needed for the period of July 1, 2017 through June 30, 2018.

4. **Discussion: Use of Facilities**

Board of Education and Administration discussed use of facilities according to the attached list dated July 25 2017.

5. **Discussion: Resolution-Reduction in State Aid**

**Whereas**, the Township of Ocean School District was issued state aid notices in February 2017 in the amount of \$7,770,200 or approximately 10% of the district General Fund budget;

**Whereas**, the New Jersey Department of Education on July 14, 2017 has issued revised 2017-2018 state aid notices, totaling \$7,614,796. This reflects a decrease of \$155,404 in adjustment aid to the school district;

**Whereas**, due to increased special education costs, it is projected that the school district will qualify for additional extraordinary special education aid at a small percentage of the total additional cost incurred by the school district.

**Therefore be it resolved**, that the Township of Ocean Board of Education has determined that the estimated additional extraordinary special education aid will increase approximately \$155,404 in 2017-2018 and will offset the loss of adjustment aid in the amount of \$155,404 for 2017-2018. The Board of Education therefore authorizes the attached estimated revenue adjustment for the 2017-2018 school budget, and the submission of this budget adjustment to the Department of Education County Office.

6. **Discussion: Professional Services Resolutions for the 2017-2018 School Year**

Board of Education and Administration discussed the award of contracts to the following for the 2017-2018 school year:

Awarded to:	Dr. Robert Murphy
	Meridian Health System
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract	Elementary School Physician
Amount of Contract:	\$8,000 per year

Awarded to:	Dr. Bernard Adler
	Meridian Health System
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract:	Intermediate School Physician
Amount of Contract:	\$9,000 per year

Awarded to:	Dr. Vinya Chopra
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**Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

Duration: Seaview Orthopaedic  
September 1, 2017 to June 30, 2018  
Nature and Type of Contract: High School Physician  
Amount of Contract: \$10,000 per year

Awarded to: Dr. Sudha Garla  
Atlantic Medical Associates  
Duration: September 1, 2017 to June 30, 2018  
Nature and Type of Contract: New Employee Physicals w/Drug Testing/ \$120.00 ea. and  
Amount: Employee Random Drug & Alcohol Testing/  
\$80.00 ea. - CDL License Physicals w/Drug & Alcohol Testing/  
\$155.00 ea. - CDL License Physicals w/o/Drug & Alcohol  
Testing/ \$75.00 ea. - Student Random Drug & Alcohol Testing  
w/Physical/ \$135.00 ea.

- a. These contracts will be awarded as a “Professional Service” in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-2h, being that it is for services performed by persons authorized by law to practice a recognized profession.
- b. The above professional has submitted a political contribution disclosure form in accordance with N.J.S.A. 19A-20.26.
- c. A copy of this resolution as well as the contract and political contribution form shall be placed on file with the Secretary of the Board and will be available for public inspection along with notice to the newspaper of record for this award.

**7. Discussion: Professional Services Resolutions**

Board of Education and Administration discussed the following Therapy Contract.

Awarded to: BAYADA Home Health Care. Inc.  
Duration: July 10, 2017 to August 17, 2017  
Nature and Type of Contract: In-School Nursing Care &  
Transportation to and from  
Amount of Contract: \$54.00/hour RN Services-2 days/wk  
\$44.00/hour LPN Services-2 days/wk

- a. These contracts will be awarded as a “Professional Service” in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-2h, being that it is for services performed by persons authorized by law to practice a recognized profession.
- b. The above professional has submitted a political contribution disclosure form in accordance with N.J.S.A. 19A-20.26.
- c. A copy of this resolution as well as the contract and political contribution form shall be placed on file with the Secretary of the Board and will be available for public inspection along with notice to the newspaper of record for this award.

**INSTRUCTION & EDUCATION:** Dr. Marshall

The following item(s) were discussed:

1. **Discussion: Alternate Placement - Out of District for the 2017-2018 School Year**

Board of Education and Administration discussed an alternate placement, out of district, for student number 73927 into the Monmouth County Vocational School District's CLASS Academy Alternative High School Program for the 2017-2018 school year. The student will begin attendance at CLASS Academy on September 7, 2017. Yearly tuition for the seat will be \$6,040.00.

2. **Discussion: Addendums to Out of District Tuition for the 2017 Extended School Year Program**

Board of Education and Administration discussed addendums (3) to out of district tuition for the 2017 Extended School Year Program in accordance with the attached memorandums dated July 11, 2017 (1) and July 13, 2017 (2).

3. **Discussion: Professional Development Activities – Staff**

Board of Education and Administration discussed the attached memorandums (3) dated July 21, 2017 re: Staff Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B. The attendance at said activities is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

4. **Discussion: Student Observers**

Board of Education and Administration discussed Student Observers for the 2017 Fall semester in accordance with the attached memorandum dated July 21, 2017.

5. **Discussion: Student Teachers**

Board of Education and Administration discussed the placement of Student Teachers for the 2017-2018 school year in accordance with the attached memorandum dated July 21, 2017.

6. **Discussion: Field Placement/Social Work**

Board of Education and Administration discussed the request of Tracy Pawlukanis to complete her School Social Work Field Placement, 13 ½ hours per week, during the period of September 5, 2017 – June 22, 2018. Ms. Pawlukanis is a graduate student at Rutgers University School of Social Work. The field placement is a requirement toward the completion of her Master's Degree in Social Work. Ms. Karen Dunn, Social Worker at Ocean Township High School will be her supervisor.

7. **Discussion: School Psychologist Internship**

Board of Education and Administration discussed the request of Jillian Rosenfeld to complete her School Psychologist Internship, a minimum of 720 hours, during the period of September 5, 2017 – June 22, 2018. Ms. Rosenfeld is a graduate student at Georgian Court University's School Psychology Program. Ms. Bridget Burns, School Psychologist at Ocean Township High School will be her supervisor.

8. **Discussion: Student Observer**

Board of Education and Administration discussed the request of Brenna Clark to complete, on or

## **Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

before August 17, 2017, four (4) hours of observation at the 2017 Special Education Extended School Year Program. The observation is a course requirement for Ms. Clark's studies in secondary education at Lehigh University. Ms. Angelica DeFillipis will be her supervisor.

**NEGOTIATIONS:** No Report

**PERSONNEL:** Mrs. Parlamas

The following item(s) were discussed:

### **1. Discussion: Issuance of Contracts**

Board of Education and Administration discussed issuing contracts to the following:

#### **To fill vacancy non-tenure track positions:**

Sherryl Cesario	Instructional Assistant	\$23,570.00
	Ocean Township Elementary School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Ms. Cesario replaces Gilbert Unger who resigned effective June 22, 2017.)

Joseph DeAngelis	Instructional Assistant	\$23,570.00
	Township of Ocean Intermediate School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Mr. DeAngelis replaces Susan MacDonald who retired effective July 1, 2017.)

Michaela Gemignani	Instructional Assistant	\$23,570.00
	Ocean Township High School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Newly budgeted position.)

Rosanna Higgins	Instructional Assistant	\$23,570.00
	Township of Ocean Intermediate School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Ms. Higgins replaces Rachel Gerstein who resigned effective June 30, 2017.)

Michael Mazza	Instructional Assistant	\$23,570.00
	Wayside Elementary School	Step 1
	Non-Tenure Track Position	
	Actual Start & Effective Dates: Pending criminal history background check	

(Newly budgeted position.)

**Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

**To fill a vacancy position:**

Gilbert Unger	Special Education Teacher	\$54,615.00
	Ocean Township Elementary School	BA/Step 1
	Actual Start Date: September 5, 2017	
	Effective Date: September 1, 2017	

(Mr. Unger replaces Deborah Smith who resigned effective July 1, 2017.)

2. **Discussion: Substitute Nurse – 2017 Special Education Extended School Year Program (ESY)**

Board of Education and Administration discussed hiring Brenda Kelly as a Substitute Nurse for the 2017 Special Education Extended School Year Program (ESY) through August 2017.

3. **Discussion: Resignation**

Board of Education and Administration discussed the resignation of Joanna Gray, Social Studies Teacher, High School effective July 17, 2017.

4. **Discussion: Chorus Director – Township of Ocean Intermediate School**

Board of Education and Administration discussed hiring Helen Kernizan as the Chorus Director at the Township of Ocean Intermediate School, for the 2017-2018 school year, in accordance with the attached memorandum dated July 19, 2017.

5. **Discussion: Substitute Bus Drivers for the 2017 Summer Months**

Board of Education and Administration discussed hiring Brian Conover and Linda Coakley to work during the 2017 Summer months, as Substitute Bus Drivers.

6. **Discussion: Substitute Bus Drivers for the 2017-2018 School Year**

Board of Education and Administration discussed hiring Anthony Dibello and Michelle DeMarzo as Substitute Bus Drivers for the 2017-2018 school year.

7. **Discussion: Rehired Staff Member for the 2017-2018 School Year**

Board of Education and Administration discussed rehiring the following staff member for the 2017-2018 school year, effective September 1, 2017:

John Kinzel	Social Studies Teacher
	Ocean Township High School

(At the May 9, 2017 work meeting, the Board approved the non-renewal of Mr. Kinzel, due to staffing needs, for the 2017-2018 school year. Mr. Kinzel will replace Joanna Gray who resigned.)

8. **Discussion: Employment Status of District Employee**

Board of Education and Administration discussed the employment status of district employee # 6252.

9. **Discussion: Substitute Teachers for the 2017-2018 School Year**

Board of Education and Administration discussed Substitute Teachers for the 2017-2018 school year in accordance with the attached list dated July 21, 2017.

10. **Discussion: Issuance of Contract**

**Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

Board of Education and Administration will discuss issuing a contract to the following:

**To fill a vacancy/non-tenure track position:**

Theresa M. Noebels	Assistant Dispatcher/Bus Driver	\$43,000.00
	Transportation Department	Non-Represented
	Non-Tenure Track Position	Prorated
	Actual Start and Effective Dates: pending	
	criminal history background check and release from	
	current employer.	

**PLANNING & CONSTRUCTION:** Mr. Palutis

The following item(s) were discussed:

**1. Discussion: Gym Audio Systems Award**

Board of Education and Administration discussed the award of gym audio systems for both Wanamassa Elementary School and Ocean Township High School utilizing the ESCNJ 14/15-20 and ESCNJ 15/16-70 Cooperative Purchasing Contracts to the following:  
(As per attached quotes)

- |  |                    |
|--|--------------------|
| a. Open Systems, Manalapan NJ, Wanamassa Audio System .....                | \$18,927.64        |
| b. Open Systems, Manalapan, NJ, Ocean Township High School Audio System .. | <u>\$18,927.64</u> |
|  | \$37,855.28        |

**2. Discussion: OTHS Performing Arts Center Renovation/Addition Equipment Award**

Board of Education and Administration discussed the award audio technology systems for referendum new construction and renovations of Ocean Township High School utilizing and authorizing free membership of Buy Board, a National Purchasing Cooperative for the following: (As per attached quotes: 4281095, 4281191, 4281650, 4281651)

- |   |                    |
|---|--------------------|
| a. Sweetwater, Fort Wayne, NJ, OTHS Music Technology Lab.....             | \$62,440.42        |
| b. Sweetwater, Fort Wayne, NJ, OTHS Band Room Audio .....                 | \$ 4,712.05        |
| c. Sweetwater, Fort Wayne, NJ, OTHS Music Technology Lab.....             | \$ 4,712.05        |
| d. Sweetwater, fort Wayne, NJ, OTHS Performing Arts/Dance Room Audio..... | <u>\$ 5,182.85</u> |
|   | \$77,047.37,       |

**TECHNOLOGY COMMITTEE:** Mr. Stuppi

The following item(s) were discussed:

**1. Discussion: Computer Co-Operative Purchase**

Board of Education and Administration discussed the purchase of 840 Dell Chromebooks 11, including 4 year warranty on-site pro support service, with licensing and a case, from Ocean Computer Group, in the amount of \$273,000, and another purchase of an additional 265 Dell Chromebooks 11, including 1 year mail-in with remote diagnosis service with licensing, from Ocean Computer Group, in the amount of \$59,492.50, for a total of \$332,492.50 as per the attached quote #PW014224, WSCA/NASPO Contracts # B27160 and #AR602 and NJ State Contract #89967.



**Twp of Ocean BOE Work Meeting Minutes (continued) – July 25, 2017**

**2. Discussion: Computer Co-Operative Purchase**

Board of Education and Administration discussed the purchase of 55 Dell OptiPlex 5050 desktop computers in the amount of \$54,631.50 as per the attached quote #PW01017, WSCA/NASPO Contracts #B27160 and #AR602.

**OLD BUSINESS:** None

**NEW BUSINESS:**

- Board of Education members discussed paying for Ocean shirts that indicate them as Board members.

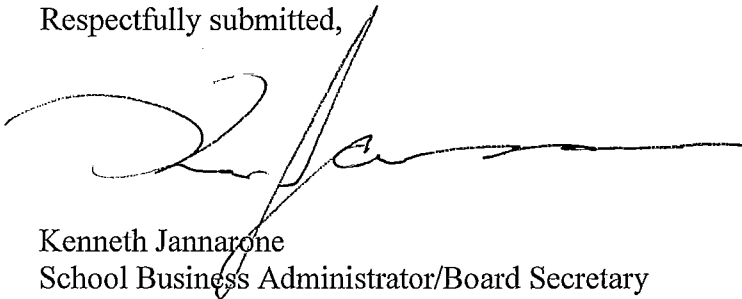
**PUBLIC COMMENT:**

- Gino Dellomo, resident, asked about an update on school doctors and cameras on busses. He also asked about the tennis center and sports teams, allow and discussed when they could use it. He continued to inquiry about tuition enrollment regarding Pre-K waiting lists and the number of children, bullying anonymous reporting systems and any changes in regard to Loch Arbour.

**ADJOURN MEETING: 8:03 p.m.**

There being no further business Mrs. McGovern made a motion, seconded by Mrs. Parlamas, that the meeting be adjourned. This motion carried: 6-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Kenneth Jannarone', written over a horizontal line.

Kenneth Jannarone  
School Business Administrator/Board Secretary

**MINUTES OF THE REGULAR MONTHLY MEETING  
TOWNSHIP OF OCEAN  
July 25, 2017**

**CALL TO ORDER**

The Board President, James Dietrich, called the Regular Monthly Meeting of the Township of Ocean Board of Education to order at 8:08 p.m. in the auditorium of the School District's Administration Building.

**STATEMENT OF NOTICE**

Adequate notice of the meeting to be held by the Township of Ocean Board of Education on Tuesday, January 17, 2017 at 8:00 p.m. has been provided in accordance with the requirements of Chapter 231, Public Laws, 1975.

1. Notice of the meeting was posted on the bulletin board in the lobby of the Administration Building, 163 Monmouth Road, Oakhurst, New Jersey, all Ocean Township District Schools and Transportation, and the School District Website [www.oceanschools.org](http://www.oceanschools.org) on January 4, 2017.
2. Notice of the meeting was transmitted to the Asbury Park Press on January 6, 2017 and The New Coaster Newspapers on January 6, 2017.
3. Notice of the meeting was filed with the Municipal Clerk, Township of Ocean and the Municipal Clerk, Village of Loch Arbour on January 4, 2017.

**ROLL CALL**

The following members were present: Mr. Steven Clayton, Mr. James Dietrich, Mr. Joseph Hadden, Mrs. Amy McGovern, Mrs. Denise Parlamas and Mr. John Stuppi. Dr. David Marshall, Mr. Michael Palutis and Mrs. Sylvia Sylvia-Cioffi were absent.

**PRESIDENT'S REPORT** – No Report

**SUPERINTENDENT'S REPORT** – Dr. Stefankiewicz

Dr. Stefankiewicz reported on the following:

CTE summer presentation.

.....  
Superintendent presented the District HIB report, (see below) reviewed the statistics and a comparison with the prior year. The Superintendent opened this part of the meeting to the public: no public comments

**District HIB Summary Report**

In support of the Anti-Bullying Bill of Rights and in accordance with Board of Education Policy 5512, the Superintendent is required to report to the public twice each year on acts of Harassment, Intimidation and Bullying. The information that I am providing this evening covers the reporting period from January 1, 2017 through June 30, 2017. This information includes the number, nature, effect, and mode of the incidents as well as disciplinary action taken. The report also includes training sessions for teachers and administrators as well as bullying prevention programs for students.

**District Results**

6 incidents of HIB

Nature of Incidents:

Race	1
Color	0
Religion	1
Ancestry	0
Origin	0
Gender	1
Sexual Orientation	1
Gender Identity & Expression	0
Mental, Physical or Sensory	
Disability	0
Other Distinguishing Characteristics	4

Mode of HIB Incidents:

Gesture	0
Written	1
Verbal	2
Physical	2
Electronic Communication	4

These actions resulted in both suspensions and detentions. All of the offenders were mandated to participate in counseling sessions. When necessary, counseling was provided for victims as well. Details of this report are provided in the attachments for tonight's meeting. Public comment is invited.

**PUBLIC COMMENTS-AGENDA:**

- Paul Mayerowitz urged the Board of Education to vote no and not approve the tremendous loss of Board of Education member's, Sylvia Sylvia-Cioffi, resignation.

**APPROVAL OF BILLS:** Mrs. McGovern

Mrs. McGovern made a motion, seconded by Mrs. Parlamas, for approval of the following paid items:

1. **APPROVAL OF BILLS**

Move for the approval of the following paid items:

Supplemental Bills List	June 29, 2017	160,000.00
Bills List	July 25, 2017	3,389,311.67
Payroll (10 Month)	June 22, 2017	1,666,839.31
Employer FICA & DCRP	June 22, 2017	20,726.27
Payroll	June 30, 2017	450,757.36
Employer FICA & DCRP	June 30, 2017	23,866.04
Payroll	July 14, 2017	408,183.79
Employer FICA & DCRP	July 14, 2017	21,733.30
Total		<u>\$6,141,417.74</u>

Motion(s) carried: 6-0

**COMMITTEE REPORTS:**

**COMMUNITY LIAISON COMMUNICATIONS & CO-CURRICULAR**

**STUDENT ACTIVITIES:** Mr. Clayton

Mr. Clayton made a motion, seconded by Mrs. Parlamas, for approval of the following item(s):

1. **Donation of Backpacks and School Supplies for the 2017-2018 School Year**

Move to approve the request of Cedar Village at Ocean, an over 55 community, to donate backpacks filled with school supplies (pencils, crayons, pens, notebooks, etc.) to needy children, grades K-5, in our district. This is an entire community project and is titled “Stuff the Bus.”

2. **Approval of Minutes**

Move to approve the minutes in accordance with Board of Education Bylaws #168 “Recording of Board Meetings” of the following meeting(s):

Work Meeting/Executive Session Minutes – July 11, 2017

3. **Board Member Resignation**

Move to approve the resignation, with regret, of Mrs. Sylvia Sylvia-Cioffi from the Board of Education, effective immediately, due to her appointment to the State Board of Education, and authorize the Board Secretary to advertise for potential candidates to fill the vacancy on the Board of Education. The Board all thanked Mrs. Sylvia-Cioffi for her dedication, hard work, passion and service on the Board of Education for the students of the Township of Ocean.

Motion(s) for item(s): 6-0

**FINANCIAL MANAGEMENT & RESOURCE SERVICES:** Mrs. McGovern

Mrs. McGovern made a motion, seconded by Mr. Clayton, for approval of the following item(s):

1. **Acceptance and Certification of Monthly Financial Reports**

*The following resolution certifies that budget balances at the end of June were adequate to pay all remaining obligations of the 2016-2017 school year and that account groupings required by the State have adequate balances. The Board is also certifying that the independent reports of the Treasurer and the Business Office are in agreement.*

**RESOLUTION**

Pursuant to N.J.A.C. 6:20-2.12 (d), the Township of Ocean Board of Education accepts the preliminary Board Secretary/School Business Administrator's Certification as of June 30, 2017 that no budgetary appropriations account has obligations and payments which in total exceed the amount appropriated by the Township of Ocean Board of Education; and

Pursuant to N.J.A.C. 6:20-2.12 (e), we the members of the Township of Ocean Board of Education, of the County of Monmouth, after having reviewed the preliminary REPORT OF THE SECRETARY, and upon consultation with the appropriate officials, certify that as of June 30, 2017 it is to the best of our knowledge that no major account or fund has been over-expended and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year; and

The Township of Ocean Board of Education hereby accepts the preliminary Board Secretary's Report and Treasurer of School Monies Report, which said reports are in agreement for the month ending June 30, 2017.

2. **Transfers**

*The following motion is to transfer monies from one account in the budget to another and provide the adequate balances referred to in the first motion.*

Move for approval of the attached RESOLUTION dated, June 30, 2017 covering APPROPRIATION TRANSFERS in the 2016-2017 GENERAL FUND 10; said transfers shall result in no change in the total original Appropriations.

3. **Security Drill Reports for June 2017:**

**Fire Drill**

Ocean Township High School.....	June 1, 2017
Twp. of Ocean Intermediate School.....	June 9, 2017
Ocean Township Elementary School .....	June 12, 2017
Wanamassa Elementary School .....	June 7, 2017
Wayside Elementary School.....	June 7, 2017

**Reverse Evacuation Drill**

Ocean Township Elementary School .....	June 13, 2017
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**Active Shooter Drill**

Twp. of Ocean Intermediate School.....	June 13, 2017
Wayside Elementary School .....	June 19, 2017
Wanamassa Elementary School. ....	June 13, 2017

**Lockdown Drill**

Ocean Township High School.....	June 15, 2017
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**AED Drill**

Ocean Township High School.....	June 20, 2017
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4. **Use of Facilities**

Move to approve the use of facilities according to the attached list dated July 25, 2017.

5. **ESEA Fiscal Year 2018 Grant Allocations**

Move to approve the acceptance of funds under the Elementary and Secondary Education Act (ESEA) Grant Application FY 2018 (school year 17-18). This notification is required under ESEA-NCLB compliance regulations. Salary and staff information will be forth coming.

Title I Part A: Improving Academic Achievement of Disadvantaged	\$460,727
Title II Part A: Teacher & Principal Quality	99,988
Title III: Instruction for Limited English Proficient	34,638
Title III: Immigrant Students	8,472
Title IV Part B: 21 <sup>st</sup> Century Community Learning Centers	<u>10,000</u>

Total Allocation \$613,825

Note: This is a reduction of \$39,803 in Federal funding from last year.

6. **Resolution-Reduction in State Aid**

**Whereas**, the Township of Ocean School District was issued state aid notices in February 2017 in the amount of \$7,770,200 or approximately 10% of the district General Fund budget;

**Whereas**, the New Jersey Department of Education on July 14, 2017 has issued revised 2017-2018 state aid notices, totaling \$7,614,796. This reflects a decrease of \$155,404 in adjustment aid to the school district;

**Whereas**, due to increased special education costs, it is projected that the school district will qualify for additional extraordinary special education aid at a small percentage of the total additional cost incurred by the school district.

**Therefore be it resolved**, that the Township of Ocean Board of Education has determined that the estimated additional extraordinary special education aid will increase approximately \$155,404 in 2017-2018 and will offset the loss of adjustment aid in the amount of \$155,404 for 2017-2018. The Board of Education therefore authorizes the attached estimated revenue adjustment for the 2017-2018 school budget, and the submission of this budget adjustment to the Department of Education County Office.

7. **Boiler Cleaning & Maintenance Service**

Move to approve the extension of the 2016-2017 pricing for Boiler Cleaning & Maintenance Service for the 2017-2018 school year to Central Boiler Repair Co., Inc. of Oakhurst, NJ for a 0% increase as follows:

Cleaning (19 boilers) .....	\$7,735.00
Hourly standard labor charge.....	\$80.00

8. **Mission One**

Move to approve the continuation of an agreement with Mission One Staffing Services, to provide classroom and bus aides for special education programs and transportation, on an as needed basis during the 2017-2018 school year.

9. **Donation**

Move to approve a donation of shirts from AdPro for the Spartan School of Business and Finance students with an approximate value of \$350.00.

10. **MOESC Staffing of Aides**

Move to approve an agreement with Monmouth-Ocean Educational Services Commission to provide part-time instructional, special education and transportation aide placements as possibly needed for the period of July 1, 2017 through June 30, 2018.

11. **Resolution for Shared Services Insurance Fund**

Move to approve a renewal of the NJ Shared Insurance Services, including workers compensation, and property and liability coverage, with the New Jersey School Insurance Group, for a one year premium (July 1, 2017-June 30, 2018), for a total amount of \$1,113,579; includes

all lines of coverage, enabling school districts to cooperate with each other to make the most efficient use of resources.

12. **MOESC-Best Academy**

Move to approve a tuition agreement with Monmouth-Ocean Educational Services Commission for special education services for one (1) student (#73958) attending Best Academy for an amount of \$44,750.00 for the 2017-2018 school year.

13. **Jointure Agreement**

Move to approve the Township of Ocean School District in a transportation affiliation agreement with Millstone Township School District for transportation of their student residing in the Township of Ocean to Millstone Township Middle School, by MOESC Cooperative Transportation, effective January 30, 2017 through March 21, 2017 for a total cost of \$10,672.20.

14. **Professional Services Resolutions for the 2017-2018 School Year**

Move to approve the award of contracts to the following for the 2017-2018 school year:

Awarded to:	Dr. Robert Murphy
	Meridian Health System
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract	Elementary School Physician
Amount of Contract:	\$8,000 per year

Awarded to:	Dr. Bernard Adler
	Meridian Health System
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract:	Intermediate School Physician
Amount of Contract:	\$9,000 per year

Awarded to:	Dr. Vinya Chopra
	Seaview Orthopaedic
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract:	High School Physician
Amount of Contract:	\$10,000 per year

Awarded to:	Dr. Sudha Garla
	Atlantic Medical Associates
Duration:	September 1, 2017 to June 30, 2018
Nature and Type of Contract and Amount	New Employee Physicals w/Drug Testing/ \$120.00 ea. Employee Random Drug & Alcohol Testing/ \$80.00 ea. - CDL License Physicals w/Drug & Alcohol Testing/ \$155.00 ea. - CDL License Physicals w/o/Drug & Alcohol Testing/ \$75.00 ea. - Student Random Drug & Alcohol Testing w/Physical/ \$135.00 ea.

a. These contracts will be awarded as a "Professional Service" in accordance with the Public

School Contracts Law, N.J.S.A. 18A:18A-2h, being that it is for services performed by persons authorized by law to practice a recognized profession.

- b. The above professional has submitted a political contribution disclosure form in accordance with N.J.S.A. 19A-20.26.
- c. A copy of this resolution as well as the contract and political contribution form shall be placed on file with the Secretary of the Board and will be available for public inspection along with notice to the newspaper of record for this award.

15. **Professional Services Resolutions**

Move to approve the following Therapy Contract.

Awarded to:	BAYADA Home Health Care. Inc.
Duration:	July 10, 2017 to August 17, 2017
Nature and Type of Contract:	In-School Nursing Care & Transportation to and from
Amount of Contract:	\$54.00/hour RN Services-2 days/wk \$44.00/hour LPN Services-2 days/wk

- a. These contracts will be awarded as a “Professional Service” in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-2h, being that it is for services performed by persons authorized by law to practice a recognized profession.
- b. The above professional has submitted a political contribution disclosure form in accordance with N.J.S.A. 19A-20.26.
- c. A copy of this resolution as well as the contract and political contribution form shall be placed on file with the Secretary of the Board and will be available for public inspection along with notice to the newspaper of record for this award.

Motion(s) on items carried: 6-0

Thanks to AdPro for their donation to the high school ‘School of Finance’.

**INSTRUCTION & EDUCATION:** Mr. Hadden

Mr. Hadden made a motion, seconded by Mrs. McGovern for approval of the following item(s):

1. **Master’s Thesis Project and Survey**

Move to approve Monik Suit, part-time Basic Skills Teacher at the Wanamassa Elementary School, to complete a Master’s thesis project during the period of September 2017 and October 2017. Ms. Suit is a graduate student at Georgian Court University. The thesis project is part of the university’s graduation requirements. Ms. Suit will create math learning centers in one third and one fourth grade classroom at Wanamassa School. The purpose of the thesis is “to investigate how using math learning centers in a third and fourth grade classroom will affect students’ academic performance and personal interests.” The project will be incorporated into the current math curriculum and will not interfere with Ms. Suit’s contractual hours or responsibilities in teaching District required curriculum. Ms. Suit will distribute surveys associated with the project to all



students participating. Parent permission slips will be sent home prior to the start of the project. Information, dated June 30, 2017, regarding the project and copies of the surveys are attached.

2. **HIB Self-Assessment for the Period of July 1, 2016- June 30, 2017**

Move to approve, for the period of July 1, 2016- June 30, 2017, the District's Self-Assessment for Determining the HIB Grades, in accordance with the attached memorandum dated July 7, 2017 and summary packets (5), denoted by school.

3. **Alternate Placement - Out of District for the 2017-2018 School Year**

Move to approve an alternate placement, out of district, for student number 73927 into the Monmouth County Vocational School District's CLASS Academy Alternative High School Program for the 2017-2018 school year. The student will begin attendance at CLASS Academy on September 7, 2017. Yearly tuition for the seat will be \$6,040.00.

4. **Addendums to Out of District Tuition for the 2017 Extended School Year Program**

Move to approve addendums (3) to out of district tuition for the 2017 Extended School Year Program in accordance with the attached memorandums dated July 11, 2017 (1) and July 13, 2017 (2).

5. **Professional Development Activities – Staff**

Move to approve the attached memorandums (3) dated July 21, 2017 re: Staff Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B. The attendance at said activities is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

6. **Student Observers**

Move to approve Student Observers for the 2017 Fall semester in accordance with the attached memorandum dated July 21, 2017.

7. **Student Observer**

Move to approve the request of Brenna Clark to complete, on or before August 17, 2017, four (4) hours of observation at the 2017 Special Education Extended School Year Program. The observation is a course requirement for Ms. Clark's studies in secondary education at Lehigh University. Ms. Angelica DeFillipis will be her supervisor.

8. **Student Teachers**

Move to approve Student Teachers for the 2017-2018 school year in accordance with the attached memorandum dated July 21, 2017.

9. **Field Placement/Social Work**

Move to approve the request of Tracy Pawlukanis to complete her School Social Work Field Placement, 13 ½ hours per week, during the period of September 5, 2017 – June 22, 2018. Ms. Pawlukanis is a graduate student at Rutgers University School of Social Work. The field placement is a requirement toward the completion of her Master's Degree in Social Work. Ms. Karen Dunn, Social Worker at Ocean Township High School will be her supervisor.

10. **School Psychologist Internship**

Move to approve the request of Jillian Rosenfeld to complete her School Psychologist Internship, a minimum of 720 hours, during the period of September 5, 2017 - June 22, 2018. Ms. Rosenfeld is a graduate student at Georgian Court University's School Psychology Program. Ms. Bridget Burns, School Psychologist at Ocean Township High School will be her supervisor.

Motion(s) carried: 6-0

**LEGISLATIVE POLICY:** No Report

**NEGOTIATIONS:** No Report

**PERSONNEL:** Mrs. Parlamas

Mrs. Parlamas made a motion, seconded by Mr. Hadden, for approval of the following item(s):

1. **Substitute Teachers for the 2017-2018 School Year**

Move to approve Substitute Teachers for the 2017-2018 school year in accordance with the attached lists (2) dated July 7, 2017 and July 21, 2017.

2. **Credit Reimbursement – Winter 2016 and Spring 2017**

Move to approve credit reimbursement for courses completed during the Winter 2016 and Spring 2017, in accordance with the attached list dated July 7, 2017.

3. **Change on Guide – Revised Contracts – September 1, 2017**

Move to approve change on guide for staff members who have submitted proof of completion of their required courses in accordance with the attached list dated July 7, 2017.

4. **Athletic Coach - Assistant Gymnastics**

Move to approve Nicole Farina as the Assistant Gymnastics Coach, for the 2017-2018 school year, in accordance with the attached memorandum dated July 5, 2017.

5. **Chorus Director – Township of Ocean Intermediate School**

Move to approve Helen Kernizan as the Chorus Director at the Township of Ocean Intermediate School, for the 2017-2018 school year, in accordance with the attached memorandum dated July 19, 2017.

6. **Substitute Nurse – 2017 Special Education Extended School Year Program (ESY)**

Move to approve Brenda Kelly as a Substitute Nurse for the 2017 Special Education Extended School Year Program (ESY) through August 2017.

7. **Substitute Bus Drivers for the 2017 Summer Months**

Move to approve Brian Conover and Linda Coakley to work during the 2017 Summer months, as Substitute Bus Drivers.

8. **Substitute Bus Drivers for the 2017-2018 School Year**

Move to approve Anthony Dibello and Michelle DeMarzo has substitute Bus Drivers for the 2017-2018 school year.

9. **Resignation**

Move to approve the resignation of Joanna Gray, Social Studies Teacher, High School effective July 17, 2017.

10. **Issuance of Contracts**

Move to approve that contracts be issued to the following:

**To fill vacancy positions:**

Anthony DePasquale	Director of School Counseling, Grades K-12	\$113,108.00
	Ocean Township High School	Guide 3/Assistant
	Actual Start Date: August 17, 2017	Principals/Step 6
	Effective Date: September 1, 2017	

(Mr. DePasquale was previously approved at the June 13, 2017 work meeting pending criminal history background check and release from current employer; both are in order. Mr. DePasquale replaces Mr. Samuel Fierra, who resigned effective June 30, 2017.)

James Nottingham, Jr.	Guidance Counselor	\$58,515.00
	Ocean Township High School	MA/Step 1
	Actual Start Date: September 5, 2017	
	Effective Date: September 1, 2017	

(Mr. Nottingham was previously approved at the June 20, 2017 regular monthly meeting, pending criminal history background check; clearance has been received. Mr. Nottingham replaces Summer Kabourakis who was transferred to the Intermediate School.)

Gilbert Unger	Special Education Teacher	\$54,615.00
	Ocean Township Elementary School	BA/Step 1
	Actual Start Date: September 5, 2017	
	Effective Date: September 1, 2017	

(Mr. Unger replaces Deborah Smith who resigned effective July 1, 2017.)

**To fill vacancy non-tenure track positions:**

Sherryl Cesario	Instructional Assistant	\$23,570.00
	Ocean Township Elementary School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Ms. Cesario replaces Gilbert Unger who resigned effective June 22, 2017.)

Joseph DeAngelis	Instructional Assistant	\$23,570.00
	Township of Ocean Intermediate School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Mr. DeAngelis replaces Susan MacDonald who retired effective July 1, 2017.)

Minutes of the Regular Monthly Meeting –  
July 25, 2017 Continued:

Michaela Gemignani	Instructional Assistant	\$23,570.00
	Ocean Township High School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Newly budgeted position.)

Rosanna Higgins	Instructional Assistant	\$23,570.00
	Township of Ocean Intermediate School	Step 1
	Non-Tenure Track Position	
	Actual Start Date: September 6, 2017	
	Effective Date: September 1, 2017	

(Ms. Higgins replaces Rachel Gerstein who resigned effective June 30, 2017.)

Michael Mazza	Instructional Assistant	\$23,570.00
	Wayside Elementary School	Step 1
	Non-Tenure Track Position	
	Actual Start & Effective Dates: Pending criminal history background check	

(Newly budgeted position.)

Theresa M. Noebels	Assistant Dispatcher/Bus Driver	\$43,000.00
	Transportation Department	Non-
	Non-Tenure Track Position	Represented
	Actual Start and Effective	Prorated
	Dates: pending criminal history background check and release from current employer.	

11. **Rehired Staff Member for the 2017-2018 School Year**

Move to approve the rehiring of the following staff member for the 2017-2018 school year, effective September 1, 2017:

John Kinzel	Social Studies Teacher
	Ocean Township High School

(At the May 9, 2017 work meeting the Board approved the non-renewal of Mr. Kinzel, due to staffing needs, for the 2017-2018 school year. Mr. Kinzel will replace Joanna Gray who resigned.)

Motion(s) on items carried: 6-0

**PLANNING & CONSTRUCTION:** Mr. Dietrich

Mr. Dietrich made a motion, seconded by Mrs. McGovern, for approval of the following item(s):

1. **Gym Audio Systems Award**

Move to approve the award of gym audio systems for both Wanamassa Elementary School and Ocean Township High School utilizing the ESCNJ 14/15-20 and ESCNJ 15/16-70 Cooperative Purchasing Contracts to the following: (As per attached quotes)

- a. Open Systems, Manalapan NJ, Wanamassa Audio System ..... \$18,927.64
- b. Open Systems, Manalapan, NJ, Ocean Township High School Audio System.. \$18,927.64  
\$37,855.28

2. **OTHS Performing Arts Center Renovation/Addition Equipment Award**

Move to approve the award audio technology systems for referendum new construction and renovations of Ocean Township High School utilizing and authorizing free membership of Buy Board, a National Purchasing Cooperative for the following: (As per attached quotes: 4281095, 4281191, 4281650, 4281651)

- a. Sweetwater, Fort Wayne, NJ, OTHS Music Technology Lab..... \$62,440.42
- b. Sweetwater, Fort Wayne, NJ, OTHS Band Room Audio ..... \$ 4,712.05
- c. Sweetwater, Fort Wayne, NJ, OTHS Music Technology Lab..... \$ 4,712.05
- d. Sweetwater, fort Wayne, NJ, OTHS Performing Arts/Dance Room Audio ..... \$ 5,182.85  
\$77,047.37 ,

Motion(s) on items carried: 6-0

**TECHNOLOGY:** Mr. Stuppi

Mr. Stuppi made a motion, seconded by Mr. Clayton, for approval of the following item(s):

1. **Computer Co-Operative Purchase**

Move to approve the purchase of 840 Dell Chromebooks 11, including 4 year warranty on-site pro support service, with licensing and a case, from Ocean Computer Group, in the amount of \$273,000, and another purchase of an additional 265 Dell Chromebooks 11, including 1 year mail-in with remote diagnosis service with licensing, from Ocean Computer Group, in the amount of \$59,492.50, for a total of \$332,492.50 as per the attached quote #PW014224, WSCA/NASPO Contracts # B27160 and #AR602 and NJ State Contract #89967.

2. **Computer Co-Operative Purchase**

Move to approve the purchase of 55 Dell OptiPlex 5050 desktop computers in the amount of \$54,631.50 as per the attached quote #PW01017, WSCA/NASPO Contracts #B27160 and #AR602.

Motion(s) on items carried: 6-0

**OLD BUSINESS:** None

**NEW BUSINESS:**

- Board of Education President made a public announcement regarding workshop meeting location change to the auditorium.

**PUBLIC COMMENTS:**

- Brian Lefferson, resident, asked about the Loch Arbour decision as it relates to taxes and expressed his interest in the Board's open seat.
- Paul Mayerowitz, resident, discussed Loch Arbour and the taxes and asked about the litigation. Mr. Mayerowitz asked about students, and about the educational standards for private schools email to state Board of Education and his surprise that there are no state standards for private schools.

- Mrs. Hudson, resident, talked about private schools and spoke about the procedure for the state Board of Education appointment.
- Mrs. Carol Alto, resident, expressed her concerns for kids trying to play tennis and concerned with the district getting agreement with new tennis facility being built in front of the township pool.

**ADJOURNMENT: 8:52 p.m.**

There being no further business, Mrs. McGovern made a motion, seconded by Mrs. Parlamas, that the meeting be adjourned. This motion carried: 6-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Ken Jannarone', written over a horizontal line.

Kenneth Jannarone  
School Business Administrator/  
Board Secretary

## **FINANCIAL MANAGEMENT & RESOURCE SERVICES**

Office of the School Business Administrator  
Township of Ocean School District  
August 8, 2017

## **REQUESTS FOR USE OF SCHOOL FACILITIES**

### **OT Hoops**

TOIS, 8<sup>th</sup> Grade Gym  
September 7, 2017, October 5, 12, 19, & 26,  
2017, November 2, 2017, March 1, 6, 15, 20,  
22, 27, & 29, 2018, April 11, 18, & 25, 2018,  
May 2, 9, & 16, 2018, June 6, & 20, 2018  
7:00 pm – 9:00 pm  
Purpose: Skill & Drill Basketball  
Use of Facility Fee: \$0.00

### **Jersey Shore Basketball Club**

September 13, 20, & 27, 2017, October 4, 11,  
18, & 25, 2017, November 1, 8, & 15, 2017  
7:30 pm – 9:00 pm  
Purpose: Basketball Practice for OTHS Students  
Use of Facility Fee: \$0.00





## **AGREEMENT FOR USE OF THE JCC JERSEY SHORE INDOOR SWIMMING POOL**

The JCC Jersey Shore, having its principal offices located at 100 Grant Avenue in Deal Park, NJ 07723 and Ocean Township HS having its principal offices located at 550 West Park Avenue, Oakhurst, NJ 07755 agree as follows:

- 1. PURPOSE:** agree to use of indoor swimming pool and facilities located at the JCC Jersey Shore by Ocean Township HS swim team to conduct swim team practices and interscholastic swim meets during the 2017-2018 school year interscholastic swimming season.
- 2. TERM:** This agreement will commence on November 6, 2017 and end on February 14, 2018
- 3. TIME SLOTS:**
  - A. Practices:** The swim team shall have use of the swimming pool to conduct team practices on the following days/times:  
Days: Monday-Friday (40 practices total)  
Time: 2:30-4:00pm, six lanes  
Swim members and coaches shall have access to the JCC 15 minutes prior to the scheduled start of practice time. Swim team members and coaches must vacate the JCC no later than 15 minutes after the scheduled end of practice time.
  - B. Interscholastic Swim Meets:** Swim team members and coaches shall have use of the swimming pool to conduct interscholastic swim meets on the dates and times attached to this agreement as schedule A. Competing team members, coaches and spectators shall have access to the JCC 15 minutes prior to the scheduled start of the swim meet. Competing swim members, coaches and spectators must vacate the JCC no later than 30 minutes after the conclusion of the swim meet.
  - C. Additional Pool Time:** Use of the pool for swim team practices or meets in addition to the time slots set forth in Paragraph 3A and B may be schedule at the discretion of the JCC director. Additional swim team practices and meets must be schedule in writing signed by the JCC director.

**4. FEES:**

A. Ocean Township HS will pay a fee in the amount of \$18207.00 for use of the pool for the swim team, practice and meet time slots set forth in paragraphs 3A and B. The usage fees will be due and payable as per the following schedule:

25% November 15<sup>th</sup> (\$4551.75)

50% January 15<sup>th</sup> (\$9103.50)

25% February 15<sup>th</sup> (\$4551.75)

B. Ocean Township HS will pay additional fees agreed to in advance by the parties, for additional pool times scheduled pursuant to paragraph 3C. Additional time will be charged at a rate of \$45 per lane per hour for any time not previously clarified under attached schedule A of the contract.

**5. INSURANCE AND INDEMNITY**

A. Ocean Township HS shall provide and maintain in force during the term of this agreement, liability insurance covering the JCC for any liability for property damage or personal injury arising as a result of its use of the JCC swimming pool and facilities.

B. Ocean Township HS agrees to indemnify and hold the JCC and it's employees harmless against and all claims arising from it's use of the JCC swimming pool and facilities under the terms of this agreement with an insurance level not less than \$2,000,000.

**6. MISCELLANEOUS**

A. Ocean Township HS will provide the JCC with an official team roster of all swim team members and coaches as well as coaches' certifications, prior to November 1, 2017.

B. Ocean Township HS shall provide adequate supervision of all swim team members, competitors and spectators during swim team practices and meets.

C. Swim team members and coaches are responsible for keeping the pool, locker room, showers, rest rooms and bleacher areas clean, neat and organized.

D. All lockers must be emptied at the end of each swim team practice and meet. The JCC will not be responsible for lost, misplaced or stolen property.

E. The JCC will provide Ocean Township HS with the use of two pace clocks for interscholastic swimming meets.

**7. BENEFIT:**

a. This agreement shall be binding upon and inure to the benefit of legal representatives and successors of parties hereto.

**8. CONSTRUCTION:**

a. This agreement is being delivered and is intended to be performed in the State of New Jersey and shall be construed and enforced in accordance with the laws thereof.

**9. NOTICES:**

- a. All notices, requests, demands, and other communications hereunder shall be written, and shall be deemed to have been duly given if delivered or mailed, by certified mail, return receipt requested, to the parties hereto at the address stated on the first page of this contract.

**10. COUNTERPARTS:**

- a. This agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

**11. NO EMPLOYEE RELATIONSHIP:**

- a. The parties represent, covenant and warrant that no employment relationship is created by this agreement.

**12. DEFENSE AND INDEMNIFICATION:**

- a. The JCC Jersey Shore shall defend, indemnify and hold Ocean Township HS harmless from and against any claims for damages to person or property, including attorney fees, arising from the acts JCC Jersey Shore, its agents, officers and employees.

**13. NO ASSIGNMENT:**

- a. This contract may not be assigned to any party.

**14. EFFECTIVE DATE:** This agreement is effective on the date of the last signature affixed to this document.

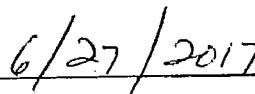
\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Business Administrator

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
JCC Executive Director

  
\_\_\_\_\_  
Date

## **INSTRUCTION & EDUCATION**

# AP® School Summary by Student Demographics (2017)

This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Jul 11, 2017, Report Run Jul 12, 2017

Ocean Township High School (311039) Total Students: 286; Total Schools: 1

## School Totals by Score

Score	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Fren Lang	Ital Lang	Span Lang	Total Exams	% of Total Exams
5	8	3	1			1	6	3	5	1		1		2		3			1		1	36	6.5
4	17	3	7	6	5		10		12	3	1	1	1	6		5	1				3	81	14.6
3	26	8	9	5	2	4	29	4	11	9	1	2	4	18		4	7	5		5	6	159	28.6
2	7	7	7	13	4	1	24	2	2	17	2	4	3	17	6	10	17	10		8		161	29.0
1	1		1	24	2	6	16	8	1	20	3	1	2		6	16	6	2		4		119	21.4
Total	59	21	25	48	13	12	85	17	31	50	7	9	10	43	12	38	31	17	1	17	10	556	100.0

## School Totals by Education Level

Score	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys 2	Fren Lang	Ital Lang	Span Lang	Total Exams
< 9th Grade	5																					
	4																					
	3																					
	2																					
	1																					
Total Number of Exams																						

Subject	Biology			Calculus AB			Calculus BC			Calc BC:AB Sub		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Year												
Exams	16	11	43	36	40	50	16	17	7	16	17	7
Mean Score	2.875	2.545	2.84	1.389	1.150	1.96	2.813	1.529	2.00	3.563	1.824	2.00
Subject	Chemistry			Comp Science			Eng Lang			Eng Lit		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Year												
Exams	7	6	12	13	17	9	50	36	59	31	31	21
Mean Score	2.00	1.667	1.5	2.077	2.235	2.67	3.338	3.278	3.41	2.903	3.387	3.10
Subject	Env Science			European Hist			French			Human Geog.		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Year												
Exams	29	45	38	40	29	25	4	3	1	31	25	48
Mean Score	3.069	2.244	2.18	2.475	2.345	3.00	2.50	3.00	5.00	1.645	1.80	1.85
Subject	Italian			MacroEco			MicroEco			Music Theory		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Year												
Exams	11	16	17	15	21	13	15	22	12	5	NA	NA
Mean Score	1.73	1.813	2.06	2.00	2.095	2.77	2.267	2.636	2.08	1.800	NA	NA
Subject	Music Aural Sub			Music NonAural Sub			Physics 1			Physics 2		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Year												
Exams	5	NA	NA	5	NA	NA	14	19	31	7	12	17
Mean Score	2.40	NA	NA	1.80	NA	NA	2.00	1.789	2.10	1.429	2.417	2.18
Subject	Psychology			Spanish			Statistics					
	2015	2016	2017	2015	2016	2017	2015	2016	2017			
Year												
Exams	91	90	85	12	9	10	7	12	10			
Mean Score	2.912	3.122	2.60	3.167	3.667	3.50	1.857	3.667	2.40			
Subject	US Govt			US History								
	2015	2016	2017	2015	2016	2017						
Year												
Exams	31	32	17	37	27	31						
Mean Score	2.548	3.250	2.29	3.514	2.926	3.58						

# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 9 Assessment, 2016-2017

Fall

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*		VOCABULARY	AVG SCORE	WRITING*							
								LITERARY	INFORMATION			EXPRESSION	CONVENTIONS						
CROSS-STATE					4,925	745	47	[REDACTED]		[REDACTED]	32	[REDACTED]							
[REDACTED]								29	26			45	34	24	42	33	26	41	34
STATE					4,084	745	47	[REDACTED]		[REDACTED]	32	[REDACTED]							
[REDACTED]								29	26			45	34	24	42	32	26	42	34
DISTRICT					168	752	50	[REDACTED]		[REDACTED]	34	[REDACTED]							
[REDACTED]								24	19			57	25	24	51	25	27	48	29
OCEAN TWP HIGH					168	752	50	[REDACTED]		[REDACTED]	34	[REDACTED]							
[REDACTED]								24	19			57	25	24	51	25	27	48	29

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-790)	5	Exceeded Expectations (791-850)
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Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations
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# DISTRICT SUMMARY OF SCHOOLS

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION



## ENGLISH LANGUAGE ARTS / LITERACY Grade 9 Assessment, 2016-2017

Spring

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*		
								LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS	
CROSS-STATE					189,287	741	46				31			
STATE					98,847	748	49				33			
DISTRICT					95	737	46				30			
OCEAN TWP HIGH					95	737	46				30			

Combined Fall + Spring 263 (100%)  
 OTHS 4s + 5s 48%  
 State 51%  
 Cross State 43%

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-790)	5	Exceeded Expectations (791-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



## ENGLISH LANGUAGE ARTS / LITERACY Grade 10 Assessment, 2016-2017

Fall

PERFORMANCE DISTRIBUTION BY %										NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*								
													LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS							
CROSS-STATE										9,742	736	44	44	44	21	36	46	15	39	49	12	40	47	9	44
27 15 19 28 12																									
STATE										3,922	737	44	44	44	23	34	44	17	39	47	13	40	45	10	47
22 17 22 29 10																									
DISTRICT										76	734	44	44	39	21	39	43	16	41	47	16	37	50	12	38
20 26 20 28 7																									
OCEAN TWP HIGH										76	734	44	44	39	21	39	43	16	41	47	16	37	50	12	38
20 26 20 28 7																									

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-793)	5	Exceeded Expectations (794-850)
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Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations
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# DISTRICT SUMMARY OF SCHOOLS

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION



OCEAN TWP  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 10 Assessment, 2016-2017

*Spring*

PERFORMANCE DISTRIBUTION BY %				NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			WRITING*		
22	14	19	31	14			LITERARY	INFORMATION	VOCABULARY	AVG SCORE	EXPRESSION	CONVENTIONS
CROSS-STATE				173,815	741	47	37 18 45	39 16 45	37 19 44	31	42 11 47	41 11 48
STATE				88,332	741	46	37 18 45	39 16 45	37 19 44	32	41 10 49	40 10 50
DISTRICT				86	724	41	48 23 29	53 13 34	40 26 35	26	60 8 31	52 13 35
OCEAN TWP HIGH				86	724	41	48 23 29	53 13 34	40 26 35	26	60 8 31	52 13 35

*Combined Fall + Spring*  
*OHS 4s + 5s % 32%*  
*State " 45%*  
*Cross-State " 45%*

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-793)	5	Exceeded Expectations (794-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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## DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 11 Assessment, 2016-2017

Fall

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELAL AVG OVERALL SCORE	AVG SCORE	READING*		VOCABULARY	AVG SCORE	EXPRESSION		WRITING*	
								LITERARY	INFORMATION						
CROSS-STATE					15,487	719	38				24				
STATE					4,018	733	44				28				
DISTRICT					39	726	40				28				
OCEAN TWP HIGH					39	726	40				28				

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-791)	5	Exceeded Expectations (792-850)
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Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations
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\* Numbers are percentages

# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

## ENGLISH LANGUAGE ARTS / LITERACY Grade 11 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %				NUMBER OF STUDENTS	ELA/L AVG. OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
22	18	23	29	8			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE				109,354	734	44	43	42	44	28	45	44
22	18	23	29	8			21	22	20		18	22
STATE				70,856	735	44	43	43	43	28	46	45
22	18	22	29	8			21	21	20		17	20
DISTRICT				27	707	34	70	74	70	19	78	74
33	48	7	11	0			19	19	22		7	15
OCEAN TWP HIGH				27	707	34	70	74	70	19	78	74
33	48	7	11	0			19	19	22		7	15

Combined Fall + Spring  
 OTHS 4s = 55% 23% 66 (23%)  
 State 37% 74,874  
 Cross-State 35% 124,841

1	Did Not Yet Meet Expectations (650-699)	3	Approached Expectations (725-749)	4	Met Expectations (750-791)	5	Exceeded Expectations (792-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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## MATHEMATICS

Algebra I Assessment, 2016–2017

114

PERFORMANCE DISTRIBUTION BY %						NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*										
								MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING							
CROSS-STATE						7,256	735	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]						
18	23	20	37	2	39			41	23	36	40	27	34	47	18	36	42	19
STATE						2,670	732	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
16	26	24	33	2	37			42	28	30	42	31	27	44	22	34	42	24
DISTRICT						73	730	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
14	19	40	27	0				37	34	29	45	33	22	48	33	19	34	26
OCEAN TWP HIGH						73	730	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
14	19	40	27	0	27			37	34	29	45	33	22	48	33	19	34	26

<b>1</b>	<b>Did Not Yet Meet</b> Expectations (650-699)	<b>2</b>	<b>Partially Met</b> Expectations (700-724)	<b>3</b>	<b>Approached</b> Expectations (725-749)	<b>4</b>	<b>Met</b> Expectations (750-804)	<b>5</b>	<b>Exceeded</b> Expectations (805-850)
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\* Numbers are percentages

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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Algebra I

OCEAN TWP  
NEW JERSEY

MATHEMATICS

Algebra I Assessment, 2016-2017

Spring

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
14	25	25	33	3			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE					262,920	738				
							37	41	50	48
							27	26	18	16
							37	33	33	35
STATE					110,285	743				
							32	37	46	44
							25	26	18	16
							43	38	37	40
DISTRICT					237	753				
							22	26	35	32
							55	48	14	17
							54	51	51	51
OCEAN TWP HIGH					145	733				
							37	39	55	50
							30	24	20	25
							26	25	25	25
OCEAN TWP INTERMEDIATE					92	784				
							0	4	3	4
							96	86	91	91
							20	20	20	20

Combined Fall + Spring

OTHs 4s + 5s % 27%

State. 42% 112,955

Cross-State. 36% 20,176

OTHs + TOIS % 4s + 5s 47% 310

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-804)	5	Exceeded Expectations (805-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS

Geometry



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

**MATHEMATICS**  
Geometry Assessment, 2016-2017 *Fall*

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
16	39	28	17	1			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>CROSS-STATE</b>					724	6,902	56 25 19	57 24 19	68 10 22	54 25 21
<b>STATE</b>					730	3,987	45 30 26	48 28 24	61 12 27	47 26 27
<b>DISTRICT</b>					728	125	44 34 22	48 36 16	55 13 32	43 30 26
<b>OCEAN TWP HIGH</b>					728	125	44 34 22	48 36 16	55 13 32	43 30 26

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-782)	5	Exceeded Expectations (783-850)
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Met or Exceeded Expectations	Approached Expectations	Did Not Yet Meet or Partially Met Expectations
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\* Numbers are percentages

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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Geometry

OCEAN TWP  
NEW JERSEY

MATHEMATICS

Geometry Assessment, 2016-2017 *Spring*

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	MATHEMATICS*										
						MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING							
CROSS-STATE					138,883	735	[REDACTED]		[REDACTED]		[REDACTED]					
10	28	31	28	4			32	36	30	34	54	17	29	47	21	32
STATE					88,141	734	[REDACTED]		[REDACTED]		[REDACTED]					
10	29	31	26	4			30	38	31	31	55	16	28	49	21	30
DISTRICT					97	736	[REDACTED]		[REDACTED]		[REDACTED]					
4	32	36	23	5			35	35	30	37	36	27	52	22	27	46
OCEAN TWP HIGH					94	734	[REDACTED]		[REDACTED]		[REDACTED]					
4	33	37	23	2			36	36	28	38	37	24	53	22	24	48
OCEAN TWP INTERMEDIATE					3							DATA SUPPRESSED TO PROTECT STUDENT PRIVACY				
							100									

DATA SUPPRESSED TO PROTECT STUDENT PRIVACY

Combined Fall + Spring

24% 219

OTHs 4s + 5s %

30% (92,128)

State -

31% (145,785)

Cross-State

OTHs + TOJS % 4s + 5s. 25% (222)

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-782)	5	Exceeded Expectations (783-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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\* Numbers are percentages

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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

MATHEMATICS  
Algebra II Assessment, 2016-2017 *Fall*

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE					706	15,793	72 15 13	73 12 15	66 20 14	74 12 14
49	26	12	12	1						
STATE					720	3,952	56 20 24	58 15 27	53 22 25	60 14 26
35	22	18	23	2						
DISTRICT					740	47	38 15 47	40 11 49	36 30 34	34 17 49
26	13	19	34	9						
OCEAN TWP HIGH					740	47	38 15 47	40 11 49	36 30 34	34 17 49
26	13	19	34	9						

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-807)	5	Exceeded Expectations (808-850)
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↑	Met or Exceeded Expectations	↔	Approached Expectations	↓	Did Not Yet Meet or Partially Met Expectations
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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

Algebra II

OCEAN TWP  
NEW JERSEY

MATHEMATICS

Algebra II Assessment, 2016-2017

*Spring*

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*										
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING							
CROSS-STATE					124,568	723											
	34	22	18	24	3	56	17	27	53	20	27	60	14	26	58	15	27
STATE					75,021	723											
	34	21	18	24	3	55	17	29	53	20	27	60	13	26	59	14	27
DISTRICT					19	720											
	32	21	21	26	0	53	21	26	58	21	21	63	16	21	63	11	26
OCEAN TWP HIGH					19	720											
	32	21	21	26	0	53	21	26	58	21	21	63	16	21	63	11	26

*Combined Fall + Spring*

*OTHS 4s + 5s % 39% 66*

*State. 27% 78,973*

*Cross-State. 25% 140,361*

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-807)	5	Exceeded Expectations (808-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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\* Numbers are percentages

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## DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 3 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %										NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*		
													LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS	
CROSS-STATE										421,107	738	45	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-809)	5	Exceeded Expectations (810-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## MATHEMATICS

Grade 3 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE	426,427	742				
STATE						
DISTRICT	100,007	751				
OCEAN TWP ELEMENTARY	257	754				
WANAMASSA	72	740				
WAYSIDE	58	768				
	127	756				

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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## DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 4 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELA/AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	EXPRESSION	WRITING* CONVENTIONS
CROSS-STATE					423,528	742	47	34 25 40	36 22 42	34 27 39	32	37 17 46	35 27 39
STATE					100,314	753	50	26 24 50	27 21 51	28 27 45	36	22 15 63	24 22 54
DISTRICT					243	758	52	20 28 52	19 21 59	16 29 55	37	14 15 71	12 21 67
OCEAN TWP ELEMENTARY					73	748	49	33 23 44	27 21 52	26 27 47	35	25 21 55	25 29 47
WANAMASSA					60	771	57	7 30 63	10 17 73	7 22 72	40	7 5 88	0 13 87
WAYSIDE					110	757	52	18 30 52	19 25 56	15 34 51	37	10 17 73	10 20 70

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## MATHEMATICS

### Grade 4 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE					737	427,307	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div><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1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-795)	5	Exceeded Expectations (796-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %										NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*				AVG SCORE	WRITING*										
													LITERARY	INFORMATION	VOCABULARY	EXPRESSION		CONVENTIONS										
CROSS-STATE										415,030	743	47	35	24	41	33	25	42	34	24	42	31	41	16	43	34	23	43
12	18	26	38	5	43																							
STATE										98,489	755	50	27	23	50	25	23	52	27	24	49	36	23	14	63	19	20	61
7	12	22	48	11	59																							
DISTRICT										259	759	52	24	18	58	17	25	58	21	29	50	37	20	12	67	15	19	66
7	9	21	56	8																								
OCEAN TWP INTERMEDIATE										259	759	52	24	18	58	17	25	58	21	29	50	37	20	12	67	15	19	66
7	9	21	56	8	64																							

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-796)	5	Exceeded Expectations (799-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## MATHEMATICS

Grade 5 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*									
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING						
CROSS-STATE					417,373	737										
12	24	30	29	6			38	29	34	39	26	35	38	24	38	38
STATE					99,447	747										
6	18	30	37	9			24	29	46	31	26	43	28	24	48	30
DISTRICT					261	754										
4	10	30	44	12			11	27	61	23	26	51	24	26	50	25
OCEAN TWP INTERMEDIATE					261	754										
4	10	30	44	12			11	27	61	23	26	51	24	26	50	25

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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↓	Did Not Yet Meet or Partially Met Expectations	↔	Approached Expectations	↑	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %				NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*		
							LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS	
CROSS-STATE				407,715	741	46	34 27 39	34 27 38	36 24 39	31	34 23 42	32 25 44	
STATE				97,417	752	49	26 26 48	26 26 48	30 25 46	35	21 21 59	19 21 61	
DISTRICT				256	753	50	26 26 48	24 25 50	25 26 49	35	21 22 57	15 21 64	
OCEAN TWP INTERMEDIATE				256	753	50	26 26 48	24 25 50	25 26 49	35	21 22 57	15 21 64	

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-789)	5	Exceeded Expectations (790-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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## DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

## MATHEMATICS

Grade 6 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE					734	409,892				
									</	

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-787)	5	Exceeded Expectations (788-860)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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\* Numbers are percentages

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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

DISTRICT SUMMARY OF SCHOOLS

OCEAN TWP  
NEW JERSEY

ENGLISH LANGUAGE ARTS / LITERACY  
Grade 7 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %				NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*		
14	17	24	31	14			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS	
CROSS-STATE				407,420	743	47	33 23 44	34 24 42	39 21 41	32	35 15 50	32 19 49	
STATE				98,961	756	51	25 21 54	26 23 51	32 21 47	37	22 11 67	19 15 66	
DISTRICT				236	754	50	24 23 53	23 24 53	28 22 50	36	23 10 67	18 14 68	
OCEAN TWP INTERMEDIATE				236	754	50	24 23 53	23 24 53	28 22 50	36	23 10 67	18 14 68	

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-764)	5	Exceeded Expectations (765-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## MATHEMATICS

Grade 7 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
							MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE					734	395,309				
12	26	33	25	3			37 33 30	38 32 30	43 27 31	46 23 31
STATE					741	96,096				
8	20	32	34	6			28 31 41	31 31 38	32 26 42	37 23 40
DISTRICT					751	235				
4	10	31	48	7			13 27 60	29 29 42	20 23 57	23 29 48
OCEAN TWP INTERMEDIATE					751	235				
4	10	31	48	7			13 27 60	29 29 42	20 23 57	23 29 48

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-785)	5	Exceeded Expectations (786-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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# DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

## ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, 2016-2017

PERFORMANCE DISTRIBUTION BY %					ELA/L AVG OVERALL SCORE	NUMBER OF STUDENTS	READING*			AVG SCORE	WRITING*		
							LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS	
CROSS-STATE					742	400,708				32			
STATE					757	98,856				37			
DISTRICT					757	246				37			
OCEAN TWP INTERMEDIATE					757	246				37			

1	Did Not Yet Meet Expectations (650-689)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-793)	5	Exceeded Expectations (794-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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## DISTRICT SUMMARY OF SCHOOLS



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

OCEAN TWP  
NEW JERSEY

**MATHEMATICS**  
Grade 8 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %					MATH AVG OVERALL SCORE	NUMBER OF STUDENTS	MATHEMATICS*			
28	22	24	23	3			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
<b>CROSS-STATE</b>					725	316,063	53   22   25	54   20   26	54   15   31	48   22   30
<b>STATE</b>					728	63,769	47   25   28	49   22   28	50   16   34	45   25   29
<b>DISTRICT</b>					736	157	30   31   39	40   24   36	45   17   38	38   25   36
<b>OCEAN TWP INTERMEDIATE</b>					736	157	30   31   39	40   24   36	45   17   38	38   25   36
14	20	30	36	1						

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-800)	5	Exceeded Expectations (801-850)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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**Office of the Assistant Superintendent of Schools  
Curriculum & Instruction**

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**Township of Ocean Schools**



MEMORANDUM FOR: James Stefankiewicz , Ed. D.

FROM: Janet Forino

DATE: August 4, 2017

RE: Student Teachers

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Please present for Board Approval at the next scheduled board meeting the student teachers listed below.

Leah Subrizi  
Monmouth U  
TOIS  
Jeff Reisler

Patrick Del Vecchio  
Monmouth U  
TOIS  
Susan English

Jessica Kuck  
Monmouth U  
OTHS  
Krysten Semerano

**Office of the Assistant Superintendent of Schools  
Curriculum & Instruction**

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**Township of Ocean Schools**



MEMORANDUM FOR: James Stefankiewicz , Ed. D.

FROM: Janet Forino

DATE: August 4, 2017

RE: Student Observers

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Please present for Board Approval at the next scheduled board meeting the student observers listed.

Angelica Mejia  
Brookdale CC  
Wayside  
Melissa McHugh  
Amy Volek

Angela Bradley  
Brookdale CC  
Wanamassa  
Stacey Tetto  
Michelle DeGennaro



**Office of the Assistant Superintendent of Schools  
Curriculum & Instruction**  

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**Township of Ocean Schools**



**MEMORANDUM FOR:** James Stefankiewicz, Ed. D.  
**FROM:** Melody Ragle  
**RE:** N.J.A.C. 6A:23B-1.2(c)3  
**DATE:** August 4, 2017  
**CC:** Kelly Weldon, Ken Jannarone

Below are Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B for BOE approval. The attendance at said activity is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

Last Name	First Name	Subject	Workshop	Date	Fee
Klohr	Robin	Speech	Collaborative Approach using ABA – RPDA**	10/30/17	n/a
O'Neill	Patrick	Supv of Innovation Technology	Ed Camp Jersey Shore 2017 - Monmouth University	8/24/17	n/a
Picerno	Christine	Supv of Math, Science & G&T	Ed Camp Jersey Shore 2017 - Monmouth University	8/24/17	n/a
Klohr	Robin	Speech	Effective Instructional Strategies to Teach Phonetic Awareness – RPDA**	5/31/18	n/a
Hicks	Michael	Sped Ed	ReThink/VB/MAPP Training - Admin	9/13/17	**

*\*Registration fees are supported by local professional development funds and Title IIA of NCLB*

*\*\*Substitute at rate of \$85 per day*

*\*\*\*Regional Professional Development Academy*

SPECIAL SERVICES OFFICE  
TOWNSHIP OF OCEAN SCHOOL DISTRICT  
DATE: July 31, 2017

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent

FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services

RE: Cancellation ESY Out of District 2017

Please submit the following cancellation for board approval:

<u>School</u>	<u>Student</u>	<u>Classification</u>	<u>Tuition</u>
Coastal Learning	1	*ESERS	\$8,290.00
	1	*ESERS	\$8,290.00
		1:1 Aide	\$3,780.00

Effective: July 28, 2017

\*Eligible for Special Education and Related Services

cc: K. Weldon  
K. Jannarone  
M. Mosca

SPECIAL SERVICES OFFICE  
TOWNSHIP OF OCEAN SCHOOL DISTRICT  
DATE: August 1, 2017

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent

FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services

RE: Addendum Out of District ESY 2017

Please submit the following for board approval:

<u>School</u>	<u>Student</u>	<u>Classification</u>	<u>Tuition</u>
Children's Center	1	*ESERS 4 days @ \$296.12	\$7,106.88

Effective: August 2, 2017

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\*Eligible for Special Education and Related Services

cc: K. Weldon  
K. Jannarone  
M. Mosca

## PERSONNEL



## Ocean Township High School

550 West Park Avenue  
Oakhurst, NJ 07755  
[www.oceanschools.org](http://www.oceanschools.org)  
732-531-5650

**James Stefankiewicz, Ed.D.**  
Superintendent of Schools

**Gina Hagerman**  
Assistant Principal  
**Michael Lambusta**  
Assistant Principal  
**Anthony DePasquale**  
Director of School Counseling  
**H. Rusty Todd**  
Director of Athletics & Student Activities

**Dawn C. Kaszuba**  
Principal

**MEMORANDUM FOR:** Dr. James Stefankiewicz, Superintendent of Schools

**FROM:** H. Rusty Todd<sup>H.R.T.</sup>, Director of Athletics & Student Activities/Grades 5-12

**DATE:** July 31, 2017

**RE:** Assistant Band Director - OTHS

I would like to recommend Alyssa Clark for the position of Assistant Band Director at Ocean Township High School for the 2017-2018 school year.

Ms. Clark is highly qualified for the position as she is a music teacher at TOIS and fills the role of Band Director at TOIS as well. Ms. Clark is well aware that the TOIS Band Director and the Assistant Band Director at OTHS will not conflict in any way, and understands that she will give a 100% effort and commitment to each position. I have discussed with her and Mr. Titmas (HS Band Director) schedules for each position and we are confident that it will work and be beneficial to both the intermediate and high school band students.

Ms. Clark should be placed on the Group III, Year 2 Non-Athletic Program Salary Guide and receive \$4,713.00 for the 2017-2018 school year.

If you have any questions or concerns, please contact me.

HRT: tpc

*Home of the Spartans!*



# Kate Compton

31 Oak Street (908)902-3276  
Lincroft, NJ 07738 Comptonk2@gmail.com

OBJECTIVE	Secure a school OT position and utilize my skills as a pediatric therapist to work within a team setting.	
EDUCATION	<b>University of Scranton, Scranton, PA</b> <b>Major:</b> Occupational Therapy, BS (2004) <b>Minor:</b> Psychology / <b>Concentration:</b> Human Development <b>Cumulative GPA for BS:</b> 3.64 overall, and 3.67 major (4.0 index) – <i>cum laude</i> <b>Major:</b> Occupational Therapy, MS (2005) <b>Cumulative GPA for MS:</b> 3.89 major (4.0 index)	
CLINICAL EXPERIENCE	<b>JFK Rehabilitation Hospital, Edison, NJ</b> <b>Title:</b> In-patient/Day Rehabilitation Occupational Therapist <b>Responsibilities:</b> Evaluation, treatment planning, discharge planning, and providing treatment to the adult community with varying physical and cognitive challenges. <b>OT Level II – Trinitas Hospital, Elizabeth, NJ</b> Psychosocial Rehabilitation (Child Psychiatric Unit) <b>Responsibilities:</b> This experience reinforced providing care, in a multidisciplinary care setting, to the child and adolescent population. <b>OT Level II – Riverview Medical Center, Red Bank, NJ</b> Physical Rehabilitation (Rehabilitative In-patient Unit) <b>Responsibilities:</b> This hospital setting required me to communicate daily with physicians and other health care professionals as well as supervise my own client caseload and health care aids. <b>OT Level I – Riverside Rehabilitation Center, Plains, PA</b> Physical Rehabilitation (Out-patient / Hand Rehabilitation setting) <b>Responsibilities:</b> This experience helped in the expansion of knowledge in the areas of interviewing, evaluating, developing goals, and implementing treatment plans. <b>OT Level I – Riverview Medical Center, Red Bank, NJ</b> Psychosocial Rehabilitation (Acute In-patient Unit) <b>Responsibilities:</b> Facilitated group discussions, educated clients, promoted physical activity, motivated and counseled clients.	
HONORS	Dean's List (2000-2005) Presidential Honors (2002-2005)	Loyola Scholarship (2000-2005) Navesink Library Scholarship (2001)
PROFESSIONAL ACCOMPLISHMENTS	Binoness/BTE Trained (2007) Certified Kinesiotape Practitioner (2007) Certified in use of Therapeutic Listening (2014)	CPR Certified (1997-present) In-service Provider (Present) Certified in use of ILS (2015)
RESEARCH AND PUBLICATIONS	<b>Publication:</b> <i>OT Advance – The Workers' Compensation Crisis</i> (Published May 16, 2005) <b>Research:</b> The Role of Occupational Therapy and Other Health Care Professions in the Treatment of Alcohol Dependence (Master's Thesis) <b>OT Advocacy Project</b> - presentation of occupational therapy for high school students (2007) <b>Participation in the Student-Faculty Interview Board</b> (2001 and 2005) <b>Vice President of Student Occupational Therapy Association</b> - representation of peers (2003)	
LEADERSHIP		
EMPLOYMENT	<b>Union Beach School District (2015-June 2017)</b> <ul style="list-style-type: none"><li>Position: School based OT involved in daily documentation, goal writing, use of IEP direct, collaboration with teachers, classroom modifications, use of assistive technology, providing treatment in individual and group settings</li></ul> <b>Abilities in Action, Shrewsbury, NJ (2010-present)</b> <ul style="list-style-type: none"><li>Position: Pediatric OT involved in treatment of children with ASD, SPD, ADHD, LD, and other diagnosis relating to sensory disorders, ADLS, strength, FM, GM, visual processing difficulties and developmental delays.</li></ul> <b>Blythedale Children's Hospital, Valhalla, NY (2007- 2009)</b> <ul style="list-style-type: none"><li>Position: Pediatric in-patient, out-patient, and school-based OT. Evaluations and treatments provided for children ages birth-21. IEPs completed and attended CSE meetings.</li></ul> <b>JFK Rehabilitation Hospital, Edison, NJ (2005 –2007)</b> <ul style="list-style-type: none"><li>Position: In-patient Rehabilitation Occupational Therapist</li></ul> <b>University of Scranton Graduate Assistant (University of Scranton OT Department)</b> <ul style="list-style-type: none"><li>Graduate Scholarship Program (2004 – 2005) Assistant laboratory professor for Hand Rehabilitation and Kinesiology</li></ul>	

# Melissa D'Agostino

2601 Beech Street · Point Pleasant, NJ 08742 · 609-707-0223  
mdagost19@gmail.com

## **Objective**

To secure a position as a school psychologist allowing me to continue utilizing my experience and skills in assessment, program development, counseling, and consultation.

## **Education**

Drexel University, Philadelphia, PA

Bachelor of Science in Education – June 2007

Certification: Elementary Education

Major: Elementary Education – GPA: 3.78; Minor: Psychology – GPA: 4.00

Rowan University, Glassboro, NJ

Master of Arts in School Psychology – May 2010

Educational Specialist Degree – May 2013

Certification: School Psychologist

## **Experience**

School Psychologist – Collingswood Public School District, Collingswood, NJ

September 2013 – Present

- Support a caseload of 70 individuals including 9<sup>th</sup>-12<sup>th</sup> graders, students attending programs out of district, as well as students participating in the district's 18-21 transition program
- Participate in the development and growth of the high school Vocational and Transition to Adult Life programs
- Consult with teachers in implementing students' behavior plans
- Plan group counseling sessions for MD and ED student populations
- Plan individual counseling sessions and observe students to assess generalization of strategies learned
- Develop and implement behavioral intervention plans based on the results of Functional Behavioral Assessments
- Increased the profit of the school store in the 2015-2016 school year by \$4,000 through student lead marketing and merchandising
- Create and lead training presentations for instructional assistants and school psychology interns each year
- Train school psychology interns on the Battelle Developmental Inventory as the lead administrator

Internship – Collingswood Public School District, Collingswood, NJ

September 2012 – June 2013

- Completed 23 evaluations
- Assessments Administered: WISC-IV, WNV, WPPSI-IV, SB5, BDI-2, BASC-2, ABAS-2, WIAT-III, YCAT, CTOPP
- Participated in Elementary and Secondary I&RS committees
- Developed and implemented class wide and individual behavior intervention plans
- Conducted individual and group counseling sessions at the elementary and secondary levels as well as play therapy sessions with elementary students

Practicum – Gloucester Township School District, Blackwood, NJ

January 2012 – May 2012

- Completed 6 evaluations including a Functional Behavioral Assessment, Psychoeducational Evaluation, Psychological Evaluation, and a Functional Assessment
- Assessments Administered: WISC-IV, SB5, BASC-2, and Conners 3<sup>rd</sup> Edition
- Participated in middle school I&RS committee
- Observed annual review meetings

Pre-Practicum – Gloucester Township School District, Blackwood, NJ

November 2009 – January 2010

- 60 hours spent shadowing a school psychologist

## **Work Experience**

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SEMI Coordinator – Woodlynne Public School District, Woodlynne, NJ

February 2013 – June 2013

- Logged related services for the Woodlynne Public School District
- Monitor completion of Random Moment Time Surveys
- Ensure all student and staff information is up to date

Customer Service/Management – The Men's Wearhouse, Deptford, NJ and Springfield, PA

October 2003 – June 2012

- Lead by example; modeled and participated in the team selling process
- Coached team members to ensure their success in reaching statistical goals
- Personally addressed employee performance concerns and disciplinary problems
- Effectively managed store budget
- Marketed products and services to drive volume

Camp Counselor – Camp Laurel, Mt. Laurel, NJ

June 2006 – June 2011 (seasonal)

- Planned weekly activities
- Provided one-to-one support for Autistic students

## **Honors and Awards**

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- AJ Drexel Scholarship Recipient
- Dean's List – April 2004, 2005; June 2004, 2005, 2006
- Member of Phi Eta Sigma National Honor Society
- Second Academic Honors – June 2005, 2006
- Member of the National Society of Collegiate Scholars
- Member of Psi Chi: The National Honor Society in Psychology
- Member of the Upsilon Chapter of Alpha Epsilon Lambda: The National Honor Society of Graduate and Professional Students



**SUBSTITUTES FOR BOARD APPROVAL**  
**August 4, 2017**

Geniton, Norma	K-8
Hutchinson, Berkeley	Coach
Loizos, Daniel	6-12
Lopes, Danny	K-12

SPECIAL SERVICES OFFICE  
TOWNSHIP OF OCEAN SCHOOL DISTRICT  
DATE: August 1, 2017

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent

FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services

RE: Recommendations for Summer Employment #3 2017

Please submit the attached list for board approval:

\*Tentative costs include CST evaluations, as well as IEP meeting, and attendance of a district regular education teacher and a special education teacher. Teacher cost is calculated at one hour of summer curriculum work at \$35. per IEP meeting for each teacher attending the meeting.

Rationale for CST Summer Evaluations

Special Education Code (NJAC 6A:14) mandates that LEAs/Child Study Teams are required to respond to parental requests within a 20 day time line including summer vacation. Weekends count towards the 20-day time line and only legal holidays may be excluded. As a result of this **many school districts have revised CST contracts to 12-month employees. Current CST members in Ocean Township have a 10-month contract. MOESC could do summer evaluations for the district, however the cost of an evaluation would be significantly higher than the amount we paid our in-house staff. MOESC would charge an additional fee to complete the IEP.**

The sum of \$43,500.00 was budgeted for summer CST evaluations. To date with additions and deletions to this amount the current total stands at (\$11,605.00).

**The district has no option for denying these requests** but could contract for CST services through the county. Again the cost of these evaluations would be twice the amount paid to district CST members. The district currently has limited CST members willing to perform these summer evaluations.

cc: Kenneth Jannarone, Business Administrator

Summer Employment  
2017  
#3

STUDENT	GR/SCHOOL	STAFF	COST
1 Student	12/OTHS	2 Teachers	\$ 70.00
1 Student	3/OTES	Cichy	\$ 275.00
1 Student	7/TOIS	2 Teachers	\$ 70.00
1 Student	6/TOIS	Bauries/Marks.Schwartz/2 Teachers	\$ 895.00
1 Student	6/TOIS	Bauries/Marks.Schwartz/2 Teachers	\$ 895.00
1 Student	6/TOIS	2 Teachers	\$ 70.00
1 Student	8/TOIS	2 Teachers	\$ 70.00
1 Student	10/OTHS	2 Teachers	\$ 70.00
1 Student	1/Wana	Olson/Brown/Fisher/2 Teachers	\$ 895.00
1 Student	PS/Wana	2 Teachers	\$ 70.00
1 Student	PS/Wana	2 Teachers	\$ 70.00
1 Student	6/TOIS	Schwartz/2 Teachers	\$ 345.00
1 Student	PS/OTES	Olson/Cichy/Kelly/Klohr / 2 Teachers	\$ 1,170.00
1 Student	5/TOIS	Santucci	\$ 275.00
1 Student	10/OTHS	Horan/Burns	\$ 550.00
1 Student	PS/OTES	2 Teachers	\$ 70.00
1 Student	PS/OTES	2 Teachers	\$ 70.00
1 Student	PS/WAN	Fisher/ Olson/ Brown/ Walters/2 Teachers	\$ 1,170.00
1 Student	6/TOIS	Bauries/Marks/Dunn/2 Teachers	\$ 895.00
1 Student	10/OTHS	2 Teachers	\$ 70.00
1 Student	11/OTHS	2 Teachers	\$ 70.00
1 Student	PS/Wana	2 Teachers	\$ 70.00
		Total	\$ 8,205.00

# **Work Session**

# **Attachments**

**August 8, 2017**

**Part 2**

**(Policies & Regulations)**

**COMMUNITY LIAISON, COMMUNICATIONS  
&  
CO-CURRICULAR STUDENT ACTIVITIES**

**(Part 2- Policy & Regulations)**

## 0000.02 INTRODUCTION

### Definitions

The following terms used in these bylaws, policies, and regulations shall have the meanings set forth below unless the context requires a different meaning or a different definition is supplied:

“Board” means the Board of Education of Township of Ocean.

“Bylaw” means a rule of the Board for its own operation.

“Chief School Administrator” means the Chief Executive Officer of this school district, whose title in this district is Superintendent.

“Collective Bargaining”, “Negotiated Agreement”, or “Collective Bargaining Agreement” means a contract collectively negotiated by the Board of Education and a recognized bargaining unit.

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

“Core Curriculum Content Standards” means the New Jersey **Student Learning Standards** ~~Core Curriculum Content Standards and the Common Core State Standards initiatives coordinated by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.~~

“County Superintendent” means the Executive County Superintendent of Schools designated by the Department of Education for this school district. ~~“Executive County Superintendent” means the “County Superintendent.”~~

“Day” means a calendar day.

“Division of Youth and Family Services” or “DYFS” means the New Jersey Department of Children and Families – Division of Child Protection and Permanency or DCP&P.

“Executive County Superintendent” means the “County Superintendent designated by the Department of Education for this school district.”



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

Bylaws  
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INTRODUCTION (M)

“Full Board” means the authorized number of voting members of the Board of Education.

“Meeting” means a gathering that is attended by or open to all of the members of the Board of Education, held with the intent on the part of the Board members present to discuss or act as a unit on the specific public business of the Board of Education.

**“New Jersey Student Learning Standards” or “NJSLs” means standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, and the Common Core State Standards adopted by the State Board on June 16, 2010, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following areas: English language arts; mathematics; science; social studies; visual and performing arts; comprehensive health and physical education; world languages; technology; and 21st century life and careers. The standards are established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-46 and as a basis for the evaluation of school districts in accordance with N.J.A.C. 6A:30.**

“Parent” means the natural parent(s), adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student provided such parental rights have not been terminated by a court of appropriate jurisdiction.

“Policy” means a Statement, formally adopted by the Board of Education, in which the Board recognizes the mandates and constraints of law, establishes practices and standards binding on staff members and students, and gives direction to the Superintendent.

“President” means the President of the Board of Education.

“Principal” means the administrator in charge of a school building or facility; except where prohibited by law, “Principal or designee” means the qualified person duly delegated by the Principal to discharge a particular duty in place of the Principal.

“Professional employee” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.



“Pupil” means a student enrolled in a school in this district.

“Regulation” means a Statement developed and promulgated by the Superintendent that details the specific operations by which Board policy or a legal mandate is implemented.

“Secretary” means the Secretary of the Board of Education.

“Student” means a pupil enrolled in a school in this district.

“Superintendent” means the Chief School Administrator of this school district; except where prohibited by law, “Superintendent or designee” means the qualified person duly delegated by the Superintendent to discharge a particular duty in place of the Superintendent.

“Support staff member” means an employee who holds a position for which no certificate issued by the New Jersey State Board of Examiners is required.

“Teaching staff member” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.

“Treasurer” means the Treasurer of School Moneys for this school district.

## Construction

The following rules of construction apply to these bylaws, policies and regulations:

1. Wherever possible, language shall be given its clear and ordinary interpretation;
2. Language shall be construed to have a meaning that complies with law;
3. In the event bylaws, policies and regulations conflict with one another, the later adopted bylaw, policy or regulation shall take precedence over the earlier, and the more specific bylaw, policy or regulation shall take precedence over the more general;





4. Except as otherwise provided by the context, the auxiliary verbs “shall,” “will,” and “must” indicate a mandated action, and the auxiliary verb “may” indicates an action that is permitted but is not mandated.

## Effectuation

Except as may otherwise be expressly provided, a bylaw, policy or regulation will become effective on the date it is adopted and a revised bylaw, policy or regulation will become effective on the date it is revised.

## Citations

Bylaws, policies and regulations may contain citations to the following codifications of State and Federal laws and regulations:

1. United States **Code Statutes – U.S.C.**  
~~20 U.S.C.A. Education~~
2. United States Regulations – **Code of Federal Regulations (C.F.R.)** ~~34 C.F.R. Education~~
3. New Jersey Statutes  
  
N.J.S.A. 2C Code of Criminal Justice  
N.J.S.A. 9 Children-Juvenile and Domestic Relations  
N.J.S.A. 10 Civil Rights  
N.J.S.A. 11 Civil Service  
N.J.S.A. 17 Corporations and Institutions for Finance and Insurance  
N.J.S.A. 18A Education  
N.J.S.A. 19 Elections  
N.J.S.A. 24 Food and Drug  
N.J.S.A. 26 Health and Vital Statistics  
N.J.S.A. 27 Highways  
N.J.S.A. 30 Institutions and Agencies  
N.J.S.A. 34 Labor and Worker's Compensation  
N.J.S.A. 36 Legal Holidays  
N.J.S.A. 39 Motor Vehicles and Traffic Regulation  
N.J.S.A. 41 Oaths and Affidavits  
N.J.S.A. 45 Professions and Affidavits  
N.J.S.A. 47 Public Records



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

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INTRODUCTION (M)

N.J.S.A. 52 State Government, Departments, and Officers  
N.J.S.A. 53 State Police  
N.J.S.A. 54 Taxation  
N.J.S.A. 59 Tort Claims

4. New Jersey Administrative Code

N.J.A.C. 1 Administrative Law  
N.J.A.C. 6 & 6A Education  
N.J.A.C. 8 Health  
N.J.A.C. 10 Human Services  
N.J.A.C. 13 Law and Public Safety  
N.J.A.C. 17 Treasury-General

### Severability

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education or until regulations issued by the Superintendent are amended.

### Enactment

The official record of the adoption, issuance, amendment, or repeal of the bylaws, policies and regulations of this district shall be the minutes of meetings of the Board of Education. Such alterations shall be duly entered in this manual; a master copy of the bylaw, policy and regulation manual shall be maintained by the Superintendent or designee and shall be the manual to which all others may be compared for accuracy.

Adopted: March 1987

Revised: 28 January 2014, 29 August 2017



## 1240 EVALUATION OF SUPERINTENDENT

### M

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

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

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

There shall be an annual summary conference between the Board of Education, with a majority of its total membership present or committee thereof, and the Superintendent which shall be held before **the annual** ~~a-written~~ performance report is filed. The conference shall be held in executive session, unless the Superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:



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

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

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
3. Recommendations for professional growth and development;
4. A summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.

The evaluation procedure for a non-tenured Superintendent shall be completed by July 1 each year.

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

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



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### EVALUATION OF SUPERINTENDENT

subject to collective bargaining involve matters of educational policy or managerial prerogatives.

The Board of Education shall add to the Superintendent's personnel file all **annual** ~~written~~ performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in **the annual** ~~written~~ performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the New Jersey Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

**The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.** The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

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

The provisions of this Policy, Regulation, and N.J.A.C. 6A:10-8.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129

N.J.A.C. 6A:10-1.1 et seq.; 6A: 10-8.1 et seq.

Adopted: 22 August 2000

Revised: 18 February 2014, 26 July 2016, 29 August 2017



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

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EVALUATION OF SUPERINTENDENT (M)

### R 1240 EVALUATION OF SUPERINTENDENT (M)

#### A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures

1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.
3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.
4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.

#### B. Annual Summary Conference

1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an ~~a~~Annual ~~Written~~ ~~p~~Performance ~~r~~Report.
2. The annual summary conference between the Board of Education, with a majority of its total membership present of committee thereof, and the Superintendent shall be held before the ~~a~~Annual ~~Written~~ ~~p~~Performance ~~r~~Report is prepared and filed.
3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.



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## OCEAN TOWNSHIP BOARD OF EDUCATION

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### EVALUATION OF SUPERINTENDENT (M)

4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.
5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:
  - a. Performance of the Superintendent based upon the Board approved job description;
  - b. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
  - c. Indicators of student progress and growth toward program objectives.

#### C. Annual ~~Written~~ Performance Report

1. The ~~a~~Annual ~~Written~~ ~~p~~Performance ~~r~~Report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:
  - a. Performance area(s) of strength;
  - b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1 (c)2;
  - c. Recommendations for professional growth and development;
  - d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and



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### EVALUATION OF SUPERINTENDENT (M)

- e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.
2. The Board President, or the Board President's designee, shall prepare a draft of the ~~aAnnual Written~~ **pPerformance rReport** after the annual summary conference.
3. The draft of the ~~aAnnual Written~~ **pPerformance rReport** shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.
  - a. In the event a Board member believes a provision(s) of the draft of the ~~aAnnual Written~~ **pPerformance rReport** is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the ~~aAnnual Written~~ **pPerformance rReport**. The draft of the ~~aAnnual Written~~ **pPerformance rReport** may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive Education in executive session to make a final determination.
4. The draft of the ~~aAnnual Written~~ **pPerformance rReport** shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the ~~aAnnual Written~~ **pPerformance rReport** from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.
5. In the event the Superintendent does not agree with a provision(s) in the draft of the ~~aAnnual Written~~ **pPerformance rReport**, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).





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### EVALUATION OF SUPERINTENDENT (M)

6. A majority of the Board's full membership shall approve the draft of the ~~aAnnual Written pPerformance rReport~~ before presenting the final ~~aAnnual Written pPerformance rReport~~ to the Superintendent.
7. The Superintendent may submit a written response to the final ~~aAnnual Written pPerformance rReport~~, which shall be attached to the report.

#### D. Non-tenured Superintendent of Schools

1. The evaluation procedure for a non-tenured Superintendent shall also be completed by July 1 each year.

Adopted: 18 February 2014

Revised: 26 July 2016, 29 August 2017



**NEW**

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Board of Education Website Accessibility

## 1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's website is accessible to individuals with disabilities in compliance with the requirements of Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35.

For the purposes of this Policy, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.

The accessibility of online content and functionality will be measured according to the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).

By conforming to the benchmarks for measuring accessibility set forth above the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, except where doing so would impose an undue burden or create a fundamental alteration of the district's website. When fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.

To ensure that the district's website conforms with the above benchmarks for measuring accessibility, except where doing so would impose an undue burden or create a fundamental alteration of the district's website, the Superintendent of



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### Board of Education Website Accessibility

Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:

1. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
2. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
  - a. Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
  - b. Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;
  - c. If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
  - d. If online forms and tables are used, making those elements accessible;
  - e. Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
  - f. Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;



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Board of Education Website Accessibility

- g. Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
  - h. Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
  - i. Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.
- 3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable law.

Section 504 of the Rehabilitation Act of 1973  
Title II of the Americans with Disabilities Act of 1990  
34 C.F.R. Part 104; 28 C.F.R. Part 35

Adopted: 29 August 2017



## ***Abolished***

### ~~2320. INDEPENDENT STUDY PROGRAMS~~

~~The Board of Education authorizes an independent study program aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.~~

~~An independent study program and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. The Principal shall certify completion of the independent study program based on specific instructional objectives.~~

~~The Principal may utilize a performance or competency assessment to approve pupil completion of an independent study program, including those occurring all or in part prior to the pupil's high school enrollment.~~

~~A group independent study program shall be approved in the same manner as other approved courses. Independent study programs shall be on file in the school district and subject to review by the Commissioner of Education or designee.~~

~~N.J.A.C. 6A:8-5.1 et seq.~~

~~Cross reference: Policy Guide No. 5460~~

~~Adopted: 31, March 2009~~



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## 2415.06 UNSAFE SCHOOL CHOICE OPTION

The New Jersey Department of Education (NJDOE) is required to establish an Unsafe School Choice Option (USCO) Policy per the Elementary and Secondary Act (ESEA) of 1965, as reauthorized under the Federal Every Student Succeeds Act of 2015 (ESSA). The USCO Policy requires that students who attend a persistently dangerous public elementary or secondary school as determined by the NJDOE, or become victims of a violent criminal offense while in or on school grounds of a public school that they attend, be allowed to attend a safe public school within the district. ~~The Unsafe School Choice Option (USCO) USCO provision under the ESSA of The No Child Left Behind Act of 2001 (NCLB) §9532~~ contains two provisions that apply to school districts that receive funds under **ESSA NCLB**: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving ~~NCLB~~ **ESSA** funds must be prepared to complete the transfer of students who choose to exercise Provision I and Provision II of ~~NCLB~~ and this ~~Unsafe School Choice Option~~ **USCO** Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under **ESSA NCLB**. The Superintendent is required to certify compliance with this USCO Policy to the ~~New Jersey Department of Education (NJDOE)~~ in the application for **ESSA NCLB** funds.

### USCO Policy Provision I - Persistently Dangerous Schools (PDS)

#### 1. ~~Criteria for Determining PDS Persistently Dangerous Schools.~~

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the ~~New Jersey Department of Education (NJDOE)~~ for three consecutive years and is part of a school district that receives funds under **ESSA NCLB**. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify ~~persistently dangerous schools~~ **PDS** on or before July 31 of each year, ~~in compliance with Federal regulations (68 FR 16789).~~

#### 2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

**A school district will be notified by the NJDOE on or before July 31 of each year if a school(s) in the school district has been identified as a**



**PDS.** Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the **date of the** notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.

Students are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer students should be made simultaneously. Parents of enrolled students must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring students.

To the extent possible, the district will allow transferring students to transfer to schools that **have not been identified as low performing, under the State's ESSA accountability system** ~~are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring.~~ **When a transfer school is not available within the school district, the district may seek arrangements for students to transfer to the nearest charter school or neighboring district; however, this is not required.** The district ~~may~~ **will** take into account the needs and preferences of the affected students and parents.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

If a school in the district is identified **by the NJDOE** as persistently dangerous, the district will submit to the NJDOE, ~~on or before August 25,~~ documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all students exercising the option by the first day of the school year. **Additionally,** ~~t~~**The district is required to** ~~will also~~ develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide **the**





schools with guidance for ~~its their~~ corrective action plans, as well as monitor the school district's timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school's progress towards completing ~~its their~~ corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining ~~persistently dangerous schools~~ (PDS). A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by **September 30** ~~August 25~~ of that year, which will apply to the respective school year. The school district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the **date of** notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year **in accordance with 2. above.**

A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by **evidence of the school's progress toward successfully completing the approved corrective action plan, and evidence of incidents that no longer meet the criteria for determining PDS, described above, for one school year, the year in which the corrective action plan was in effect** ~~and in accordance with guidance provided by the NJDOE.~~

4. Procedures and Guidelines for Early Warning of Schools.

**When a school meets the criteria set forth in this Policy for one year, the district will be informed of the types of offenses reported that have led to an early notification. This notification, on or before August 15 of each year, will be informational only. A school that no longer meets the criteria for PDS for one year will no longer be considered in early notification status. A school that meets the criteria for two consecutive years will move into early warning status outlined below.**

~~Effective in 2004, If~~ a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of ~~their~~ pattern of offenses on or before August 15 of each year. If notified, the district will



develop and submit ~~to the NJDOE~~ for approval a **school safety plan** to ~~the NJDOE~~ a ~~corrective action plan~~ on or before September 30 of the same year, which will apply to the respective school year. The **school safety** ~~corrective action plan~~, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide ~~the~~ an **early warning** school with guidance for ~~its~~ ~~their~~ **school safety** ~~corrective action plan~~, as well as monitor the school's timely completion of the approved plan. ~~This school shall become a top priority for intensified district support for research-based programs and technical assistance.~~ A school receiving an "early warning" notice is not required to provide the transfer option to students.

In the spring of each following year, the NJDOE will reevaluate the school's progress towards completing ~~its~~ ~~their~~ ~~corrective action~~ **school safety** plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining PDS ~~persistently dangerous schools~~. ~~The s~~Schools will be notified of ~~its~~ ~~their~~ status on or before July 31 of the respective year.

A school that ~~has successfully completed their Corrective Action Plan and reported violent incidents that~~ no longer meets the ~~c~~Criteria for Determining **PDS Persistently Dangerous Schools** for one school year, (the year in which the **school safety** ~~corrective action plan~~ was in effect), will no longer be required to submit a **school safety** ~~Corrective Action~~ ~~p~~Plan.

A school that **meets the criteria for PDS** ~~does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy~~ for a third consecutive year will be designated as persistently dangerous and will be required to submit for approval a revised ~~c~~Corrective ~~a~~Action ~~p~~Plan on or before September 30 of that year, which will apply to the respective school year. ~~The district will also~~ **and** provide the transfer option to students in the school designated as persistently dangerous.

5. Schools Not Receiving **ESSA NCLB** Funds, but Meeting the Criteria for PDS.

School buildings and districts that do receive Federal funds under **ESSA NCLB**, but meet any one of the criteria for **PDS** ~~persistently dangerous~~



~~schools,~~ will be contacted by the NJDOE and be required to develop and submit for approval a **school safety Corrective Action pPlan** on or before September 30 of the respective year. The **school safety Corrective Action pPlan** must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school **with** guidance for ~~its their school safety Corrective Action pPlan,~~ as well as monitor the school's timely completion of the approved plan.

## USCO Policy Provision II – Victims of Violent Criminal Offenses

The **Unsafe School Choice Option** ~~Victim of Violent Criminal Offenses~~ provision **under the of NCLB ESSA** requires a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

**The individual victim provision of this Policy attempts to fulfill the requirement for the school district to provide relief to students who have been victimized, while providing a school with a practical means for making determinations on incidents of victimization that are within the purview of the school district. The individual victim section of this Policy has been crafted to enable school staff to make reasonable determinations and actions regarding this Policy.** The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)123*, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

### 1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled student has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends. These criteria only apply to a student who has become a victim of one or more of the violent criminal offenses enumerated below:

A student is considered a victim of a violent criminal offense when:

- a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and



- b. One or more of the following applies:
- (1) Law enforcement officials have filed formal charges against the **offender(s) perpetrator(s)** for commission of the violent crime; or
  - (2) The **offender(s) perpetrator(s)** of the violent crime has **received sanctions in accordance with the Board of Education's Code of Student Conduct** ~~been disciplined in accordance with school policy;~~ or
  - (3) The **offender(s) perpetrator(s)** of the violent crime either has not been identified or is not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or
  - (4) The pre-existence of a restraining order against the **offender(s) perpetrator(s)** ~~of the violent crime.~~

## 2. Procedures and Guidelines

Effective the first day of each school year ~~beginning in 2003,~~ the district must be prepared to begin the transfer of any student who chooses to exercise the **individual unsafe school** choice option provision. The district must offer, within **fourteen** ~~ten~~ calendar days **of the incident**, an opportunity to transfer to a safe public school within the district to any student who has become a victim of a violent criminal offense while in or on the grounds of a public school that the student attends. While the student must be offered the opportunity to transfer, the student may elect to remain at the school.

To the extent possible, the district will allow any transferring student to transfer to a school that **has not been identified as low performing,** is ~~making adequate yearly progress in accordance with NCLB under the State's ESSA accountability system and has not been identified as being in need of school improvement, corrective action or restructuring.~~ **In addition, when a transfer school is not available within the district, the district may seek arrangements for a student to transfer to the nearest charter school or neighboring district; however, this is not required.** The district ~~may~~ will take into account the needs and



preferences of the affected student and his or her parent(s). Transfers must occur within thirty days of the determination that the student was a victim of a violent criminal offense.

3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision **of this Policy** are identified and explained below. The offenses apply to completed offenses, as well as ~~threats and attempts to commit the offenses~~. The offenses and attempts to commit the offenses apply only when they occur in or on the **school grounds, as defined in N.J.A.C. 6A:16-1.3**, of ~~the~~ a school that the student attends. The offenses apply whether they occur wholly or in part in or on the grounds of a ~~the~~ school that the student attends. The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. ~~For the purposes of this Unsafe School Choice Option Policy, the term "victim" shall not include a student who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.~~

4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this ~~Unsafe School Choice Option~~ Policy.

- a. Homicide [N.J.S.A. 2C:11-2] - A **student** ~~person~~ is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the student's parent, sibling, or relative in or on school grounds.
- b. Assault [N.J.S.A. 2C:12-1(A)(a)(1)(1-3) and 2C:12-1(Bb)(1-4)] - A person is a victim of an assault when the actor: purposely,



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knowingly, or recklessly causes bodily injury to the victim ~~[N.J.S.A. 2C:12-1(a)(1)]~~; negligently, recklessly, knowingly, or purposely causes bodily injury to the victim with a deadly weapon ~~[N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]~~; attempts by physical menace to put the victim in fear of imminent serious bodily injury ~~[N.J.S.A. 2C:12-1(a)(3)]~~; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. ~~[N.J.S.A. 2C:12-1(d)(4)]~~.

- c. Aggravated Sexual Assault [N.J.S.A. 2C:14-2] - A **student** ~~person~~ is a victim of a **sexual assault when the student is a victim of an act of sexual contact when the victim is less than thirteen years old and the actor is at least four years older than the victim, or the student is a victim of aggravated sexual assault when the actor commits an act of sexual penetration with the victim under any of the following circumstances:**

- (1) The victim is less than thirteen years old.
- (2) The victim is **at least thirteen, but less than sixteen years old; and the actor is at least four years older than the victim.**
- (3) The victim is **at least sixteen years old, but less than eighteen years old; and the actor has supervisory or disciplinary power over the victim.**
- (4) The actor uses physical force or coercion.
- (5) The victim is one whom the actor knew or should have known was physically helpless, mentally defective, or mentally incapacitated.

(a) — At least thirteen, but less than sixteen years old; and

(i) — The actor is related to the victim by blood or affinity to the third degree; or

(ii) — The actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional or occupational status; or



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- (iii) — ~~The actor is a foster parent, a legal guardian or stands in loco parentis within the household.~~
  - (3) — ~~The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.~~
  - (4) — ~~The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.~~
  - (5) — ~~The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.~~
  - (6) — ~~The actor uses physical force or coercion and severe personal injury is sustained by the victim.~~
  - (7) — ~~The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.~~
5. — ~~Sexual Assault — A person is a victim of a sexual assault when:~~
- a. — ~~The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or~~
  - b. — ~~The actor commits an act of sexual penetration with a victim under any of the following circumstances:~~
    - (1) — ~~The actor uses physical force or coercion, but the victim does not sustain severe personal injury.~~
    - (2) — ~~The victim is at least sixteen but less than eighteen years old.~~
    - (3) — ~~The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.~~



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- (4) ~~The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.~~
- d6. Bias Intimidation [N.J.S.A. 2C:16-1(Aa)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in Chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:
- (1)a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
  - (2)b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
  - (3)e. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:
    - (a1) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
    - (b2) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation, or ethnicity.
- e7. Terroristic Threat [N.J.S.A. 2C:12-3(Aa) and 2C:12-3(Bb)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under **this** the USCO Policy Provision II against the victim with the purpose to put the student in imminent fear of one of the violent crimes





enumerated in ~~this the USCO Policy Provision II~~ under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).

- f8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; ~~or~~ threatens the victim with or purposely puts the victim in fear of immediate bodily injury.
- g9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a student for a substantial period of time **with any of the following purposes:** to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.
- h10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor **purposely or knowingly** starts a fire or causes an explosion in or on the grounds of a school whereby ~~purposely or knowingly~~ the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

## Miscellaneous Provisions of USCO

### 1. Transfer Time Period – ~~PDS Persistently Dangerous Schools~~

The transfer will be temporary and will be in effect as long as the student's original school is identified as persistently dangerous.

The transfer may be in effect longer and the district will consider the educational needs of the student, as well as other factors affecting the student's ability to succeed if returned to the transferring school. (i.e. The



school district may allow a student to complete his or her education through the highest grade level at the receiving school if the student would otherwise be required to return to their original school.)

2. Charter School Transfer Option

While ~~ESSA~~ ~~NCLB~~ permits affected students to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school's "equal opportunity" selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public **local education agencies** (LEA's), pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, students may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all students on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective students), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select students to attend using a random selection process for enrollment.

3. Funding Sources for USCO

The ~~USCO Unsafe School Choice Option~~ **statute** law does not authorize resources specifically to help cover USCO costs **associated with transferring a student from a PDS**. However, under certain circumstances Federal funds may be used. For example, **ESEA Title IV, Part A [Section 4115(b)(2)(E)(v)]** may be used to establish safe zones of passage to and from school to ensure that students travel safely on their way to school and on their way home ~~[Section 4115(b)(2)(E)(v)]~~. In addition, ~~SDFSCA~~ **ESEA Title IV, Part A [Sections 5121(8) and 5131(12) and (25)]**



funds may be used to help cover costs such as tuition or transportation related to the ~~USCO Unsafe School Choice Option~~ or expansion of public school choice ~~[Section 5121(8) and 5131(12 and (25))]~~.

4. Special Education Students

The district will provide transferred special education students with the program required by the student's Individualized Education Program (IEP).

5. Transfer Schools

In the event there is not another school within the school district for a transferring student, the district is not required to transfer the student to a school outside the school district.

6. The district will offer students the transfer option if they do not meet the criteria for determining victims of violent criminal offenses under the USCO Policy Provision II as one response for providing relief to students whose victimization has affected their safety and ability to learn.

~~Under the Federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003—2004 school year and thereafter. Beginning with the 2004—2005 school year, the district must provide the transfer option to victims of violent criminal offenses that occurred in the previous school year, if the determination that the student was a victim was made thirty days or fewer before the end of the school year.~~

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized students. The district will promote the importance of school safety and respond to the needs of students and staff. Pursuant to the law, the district will provide an opportunity for students, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize students in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district



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employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

**In accordance with the provisions of N.J.S.A. 18A:17-46, two times each school year, between September 1 and January 1 and between January 1 and June 30, at a public hearing, the Superintendent shall report to the Board of Education all acts of violence; vandalism; and harassment, intimidation, and bullying which occurred during the previous reporting period.** ~~requires a public hearing in the third week in October of each year for the Superintendent to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.~~

**Title VIII, Part F, Subpart 2, SEC. 8532  
Every Student Succeeds Act (ESSA) of 2015**

~~No Child Left Behind Act of 2001 §9532~~

Adopted: 2 March 2004

Revised: 28 August 2017



## 2464 GIFTED AND TALENTED STUDENTS (M)

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students **with** appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this ~~P~~policy, “gifted and talented students” ~~means will be defined as~~ ~~those exceptionally able~~ students who possess or demonstrate high levels of **ability** ~~abilities~~; in one or more content areas; when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The ~~Board~~ **Superintendent** will develop appropriate curricular and instructional modifications ~~to be~~ used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures, ~~using multiple measures~~, for an ongoing **Kindergarten through grade twelve** identification process ~~and appropriate educational challenges~~ for gifted and talented students ~~initiated in Kindergarten and reviewed annually through grade twelve~~ **that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures.** The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. ~~The~~ **These identification** procedures will be reviewed annually.

The Superintendent will take into consideration the **Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children** in developing programs for gifted and talented students. The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented students may ~~be~~ **include**,



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**but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs** infused into the student's regular instructional program, provided that a written description of the infusion has been prepared and filed in the student's record.

Programs for the gifted and talented **students** will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) ~~or legal guardian(s)~~ of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. ~~6:37-1.1~~; 6A:8-1.3; 6A:8-3.1(a)5-  
P.L. 108-382, Sec. 10201 et seq.

Adopted: 17 May 1983

Revised: 17 July 1990, 23 July 2002, 24 June 2003, 29 August 2017



## 2622 STUDENT ASSESSMENTS (M)

The Commissioner of Education, **in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may shall implement a system and related schedule of Statewide assessments to evaluate of student achievement in any grade(s) and by such assessments as he or she deems appropriate. of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner. The Commissioner shall report to the State Board of Education the results of such assessments.**

**The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLs). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLs.**

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

**Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.**



## Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.

**The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school end-of-course PARCC assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.**

**The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.**

**The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.**

**The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course PARCC assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.**

**The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide**





assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

## Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

## Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student ~~achievement~~ **performance** after **each test** administration ~~of each test~~ in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.



The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);
3. Evidence of instructional experience and performance in the NJSLs;
4. Evidence of technological literacy;
5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

#### Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the ~~Core Curriculum Content~~ NJSLs Standards as measured by the Statewide assessment system.

#### Annual Review and Evaluation of School Districts



**The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.**

## Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the ~~NJSLS Core Curriculum Content Standards~~ as measured by the Statewide assessment system **by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students.** In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

## Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

## ~~Student Accommodations/Modifications~~

~~The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.~~

N.J.S.A. 18A:7C-6.2

N.J.A.C. 6A:8-4.1; 6A:8-5.1;

6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10;

Adopted: 18 October 1977

Revised: 17 July 1990, 19 April 1993, 16 November 1999, 20 February 2001, 1 December 2004, 21 August 2012, 30 August 2016, 29 August 2017



## 3126 DISTRICT MENTORING PROGRAM

The Board of Education shall develop a district mentoring program to provide non-tenured teachers, including novice professional teachers who hold a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) with an induction to the teaching profession and to the school community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.

The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the **New Jersey Student Learning Core Curriculum Content Standards** to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching. The Board of Education shall determine how each non-tenured teacher in his or her first year of employment shall be provided with supports as outlined in N.J.A.C. 6A:9C-5.1(c). The Board shall provide an individual mentor to work one-on-one with a novice provisional teacher in accordance with N.J.A.C. 6A:9C-5.1(d). The Superintendent shall oversee the mentor selection process and ensure the individual mentor meets the minimum requirements required in N.J.A.C. 6A:9C-5.2(a).

In accordance with the provisions of N.J.A.C. 6A:9C-5.4, an approved agency and its designated staff shall be authorized to provide the services, evaluations, and recommendations specified within N.J.A.C. 6A:9B-8.6, 8.7, and 8.9 for provisional teachers of supplemental instruction in Reading and Mathematics, grades K-8 in their employ.

The district's local mentoring plan shall be in accordance with the requirements as outlined in N.J.A.C. 6A:9C-5.1 et seq.

The Superintendent of Schools or designee shall develop the district mentoring plan in accordance with the requirements outlined in N.J.A.C. 6A:9C-5.3 as part of the school district's professional development plan (PDP) pursuant to N.J.A.C. 6A:9C-4.4. The district mentoring plan shall include logistics for its implementation and describe the school district's responsibilities pursuant to N.J.A.C. 6A:9C-5.1 et seq.

The Board of Education shall budget State funds appropriated for the novice teacher mentoring program in accordance with the provisions of N.J.A.C. 6A:9C-5.1(f). The Board shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and



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implementing a novice teacher mentor program. The Board of Education shall ensure that State funds shall be used for one or more of the following: stipends for mentor teachers;; the costs associated with release time; substitutes for mentor teachers and novice teachers;; and professional development and training activities related to the program.

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Evaluations for a provisional teacher shall be completed in accordance with the requirements of N.J.A.C. 6A:9B-8.6.

N.J.S.A. 18A:26-2; 18A:26-2a

N.J.A.C. 6A:9B-8.4; 6A:9B-8.5; 6A:9B-8.6; 6A:9C-5.1

Adopted: 19 October 1993

Revised: 28 June 1994, 24 June 2014, 21 February 2017, 29 August 2017



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### R 3126 DISTRICT MENTORING PROGRAM

The Board of Education is authorized to employ a holder of a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9C-5.1.

#### A. Definitions (N.J.A.C. 6A:9-2.1)

1. "Certificate of Eligibility or CE" means a certificate with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in corresponding positions requiring certification.
2. "Certificate of Eligibility with Advanced Standing or (CEAS)" means a certificate with a lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.
3. "District mentoring program" means a program of induction and support for non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, designed to develop them into effective professionals within the school district.
4. "Endorsement" means an authorization allowing a certificate holder to teach one or more specific subject area(s) or to serve in one or more specific teaching staff role(s).
5. "Mentor teacher" means an experienced, certified New Jersey teacher who is assigned to provide support and guidance to a novice teacher.
6. "Novice teacher" means any teacher serving full- or part-time under a provisional certificate who has not yet been issued a standard instructional certificate in any endorsement area.
7. "Professional Standards for Teachers" means the knowledge, skills, and dispositions that all teachers must acquire to practice as teachers in accordance with N.J.A.C. 6A:9-3.3.



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8. "Provisional teaching period" means a minimum of two years of full-time teaching under a provisional certificate required of all novice teachers before they are eligible to be recommended for a standard certificate.

### B. Requirements for District Mentoring Program

1. The district shall develop a mentoring program to provide novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.
2. The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the **New Jersey Student Learning Core Curriculum Content Standards (NJSLC) (CCCS)** to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.
3. The Board of Education shall determine how each non-tenured teacher in his or her first year of employment, **which shall be equal to at least thirty weeks**, shall be provided with the following supports:
  - a. Comprehensive induction to school district policies and procedures including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives;
  - b. Individualized supports and activities, which shall be assigned at the school district's discretion and shall be aligned with the Professional Standards for Teachers at N.J.A.C. 6A:9-3.3, the Standards for Professional Learning at N.J.A.C. 6A:9C-3.3, and the school district's Commissioner-approved teaching practice instrument. The supports and activities shall be guided by:
    - (1) The non-tenured teacher's degree of preparation and experience;



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- (2) The non-tenured teacher's individual professional development plan (PDP) developed ~~within thirty instructional days of the beginning of the teaching assignment pursuant to~~ **in accordance with** N.J.A.C. 6A:9C-4.4(f);
    - (3) Areas of focus within the district mentoring plan; and
    - (4) Goals of the school and school district plans for professional development as described in N.J.A.C. 6A:9C-4.2.
  - c. One-to-one mentoring, which is required for each novice provisional teacher as set forth in 4. below.
- 4. The district shall provide an individual mentor to work one-to-one with a novice provisional teacher and ensure:
  - a. Each novice provisional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment;
  - b. The mentor teacher provides observation and feedback, opportunities for the novice teacher to observe effective practice, and confidential guidance and support in accordance with the Professional Standards for Teachers, and guides the teacher in a self-assessment on the school district's Commissioner-approved teaching practice instrument;
  - c. The one-to-one mentoring includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS over the course of the academic year, or proportionally longer if the novice provisional teacher holds a part-time teaching assignment;
  - d. The mentor teacher and the novice provisional teacher holding a CEAS meet at least once per week for the first four weeks of the teaching assignment;





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- e. The mentor teacher and the novice provisional teacher holding a CE meet at least once per week for the first eight weeks of the teaching assignment:
  - (1) The one-to-one mentoring shall support the novice provisional teacher in achieving the curricular objectives of the formal instructional program in which the novice provisional teacher holding a CE is enrolled.
- f. All contact time between the mentor teacher and the novice provisional teacher shall be recorded in a log, developed as part of the district mentoring plan, submitted to the Superintendent or designee, and maintained within the school district.
- 5. All novice provisional teachers whose positions require possession of instructional certificates pursuant to N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9B-5.1 shall comply with the district mentoring program requirements.
- 6. The district shall budget State funds appropriated for the novice teacher mentoring program.
  - a. Subject to the availability of funds, the Department of Education shall appropriate State funds based on the number of novice teachers employed each year by the Board of Education.
  - b. The Board of Education shall ensure State funds appropriated for this program supplement, and not supplant, Federal, State, or local funds already devoted to planning and implementing a novice teacher mentor program.
  - c. The Board of Education shall ensure State funds are used for one or more of the following:
    - (1) Stipends for mentor teachers;
    - (2) The costs associated with release time;
    - (3) Substitutes for mentor and novice teachers; and
    - (4) Professional development and training activities related to the program.



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- d. If no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional period of teaching to obtain standard certification shall be responsible for payment of mentoring fees during the first provisional year.
- 7. The school district's administrative office shall oversee the payment of mentors. Payment shall not be conferred directly from provisional novice teacher to mentor.
- C. Mentor requirements
  - 1. The Superintendent shall oversee the mentor selection process and ensure the individual mentor of a novice provisional teacher meets the following minimum requirements:
    - a. Holds an instructional certificate and, when possible, is certified in the subject area in which the novice provisional teacher is working;
    - b. Has at least three years of experience and has taught full-time for at least two years within the last five years;
    - c. Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
    - d. Demonstrates a record of success in the classroom:
      - (1) ~~Beginning academic year 2014-2015, A~~all mentor teacher applicants shall have received a summative rating of effective or highly effective on the most recent summative evaluation, pursuant to N.J.A.C. 6A:10.
        - (a) A mentor teacher applicant in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on his or her most recent evaluation as determined by his or her supervisor.
    - e. Understands the social and workplace norms of the school district and the community it serves;



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- f. Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- g. Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, **NJSLS** **CCCS**, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.

### D. District Mentoring Plan

- 1. The Superintendent or designee shall develop a district mentoring plan as part of the school district's PDP pursuant to N.J.A.C. 6A:9C-4.4. The district mentoring plan shall include logistics for its implementation and describe the school district's responsibilities pursuant to N.J.A.C. 6A:9C-5.
  - a. The Superintendent shall submit the district mentoring plan to the Board of Education for review of its fiscal impact.
  - b. The Superintendent or designee shall share the district mentoring plan with each school improvement panel, which shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all non-tenured teachers and their mentors.
  - c. The Superintendent or designee annually shall review the plan and revise it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance.

Adopted: 17 May 2016

Revised: 21 February 2017, 29 August 2017



## 3221 EVALUATION OF TEACHERS (M)

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

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

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

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

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the



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evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

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

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

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

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

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

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

N.J.A.C. 6A:10-7.1 and 7.2

Adopted: 31 March 2009

Revised: 23 August 2011, 18 February 2014, 17 May 2016, 29 August 2017



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### R 3221 EVALUATION OF TEACHERS (M)

#### A. Definitions – N.J.A.C. 6A:10-1.2

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

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

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

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

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

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

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

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

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



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responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119.**

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teacher’s supervisor.

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

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

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

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

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

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

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



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

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~~“Model evaluation rubric” means district educator evaluation rubrics that have been reviewed and accepted by the Commissioner. A model teaching or principal evaluation rubric includes a teacher or principal practice instrument that appears on the Department’s list of approved educator practice instruments.~~

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

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

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

“Semester” means half of the school year.

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

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

“Student growth objective” means an academic goal that teachers and **evaluators designated supervisors** set for groups of students.

“Student growth percentile” means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years.





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

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent 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-14.2.

“Teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

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

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

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

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

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

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of



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Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

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

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

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

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

**(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teaching staff members who were primarily responsible for instructing the**



**applicable students in the school year in which the assessment was taken, as well as to teaching staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**

- c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption.
  - d. Annually adopt by June 1, any Commissioner-approved teacher practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instruments:



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- a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
- b. ~~Provide training on the teacher practice instruments 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;~~
- be. Annually provide updates and refresher training ~~on the teacher practice instruments for any supervisors who will observe teacher practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;**
- cd. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete **at least two** co-observations during the ~~academic~~ **school** year.
  - (1) Co-observers shall use the co-observation to promote accuracy **and consistency** in scoring, ~~and to continually train themselves on the instrument.~~
  - (2) A co-observation ~~shall~~ **may** count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, **but the co-observation shall not count as two or more required observations. If a co-observation counts as**



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**one required observation, the score shall be determined by the teacher's designated supervisor.**

- de. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing ~~teacher practice instruments~~ **evaluation rubrics** have completed training on ~~the instrument and its application~~ and have demonstrated competency in applying the ~~teacher practice instruments~~ **evaluation rubrics**.

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

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in **2018-2019** ~~2017-2018~~, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

### G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation **of** procedures for teachers.
2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:



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- a. Roles and responsibilities for implementation of evaluation policies and procedures;
- b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;
- c. 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 school-wide student growth percentile;
- d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
- e. **Process for developing and scoring student growth objectives;**
- fe. The process for preparation of individual professional development plans; and
- gf. The process for preparation of an annual ~~written~~ performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.

The annual summary conference between designated supervisors and teachers shall be held before the **annual** ~~written~~ performance report is filed. The conference shall occur on or before June 30 of each **school** year and shall include, but not be limited to, a review of the following:

- a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable, ~~the teacher's practice instrument;~~

(1) **The teacher's practice instrument; and**



- (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**
  - b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
  - c. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual ~~written~~ performance report.
4. If any scores for the teacher's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
  5. The annual ~~written~~ performance report shall be prepared by the teacher's designated supervisor 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;
    - 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 teacher practice instrument;~~ **and components of the teacher's evaluation rubric; and**
    - c. ~~An~~ **The teacher's** individual professional development plan ~~developed by the designated supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.~~
  6. The teacher and the designated supervisor shall sign the report within five ~~teacher-working~~ days of the review.
  7. The Board of Education 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



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the teacher'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.

### H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the ~~Superintendent or the teacher's designated supervisor.~~ **If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
2. ~~If the summative evaluation rating is calculated before the end of the school year, then T~~he corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan ~~prior to~~ **September 15 by October 31** of the following school year. ~~The conference to develop and discuss the corrective action plan may be combined with the teacher's annual summary conference that occurs at the end of the year of evaluation.~~ **following the year of evaluation except:**
  - a3. If the ineffective or partially effective summative evaluation rating is received after ~~the start~~ **October 1** of the school year following the year of evaluation, then a corrective action plan ~~shall must~~ be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within **twenty-five** ~~fifteen~~ teacher working days following the school district's receipt of the teacher's summative rating.
4. ~~The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-3.4(c) and 3.7(c) until the next annual summary conference.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**





- a. Address areas in need of improvement identified in the teacher evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each **required** post-observation conference, ~~when required by~~ **pursuant to** N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. **The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.**
57. Progress toward the teacher's goals outlined in the corrective action plan:
- a. ~~S~~shall be documented in the teacher's personnel file and reviewed at the annual summary conference **and** ~~or~~ the mid-year evaluation; ~~when applicable.~~ Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; **and**
  - b8. ~~Progress toward the teacher's goals outlined in the corrective action plan~~ **M**ay be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
69. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.
740. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. ~~If the corrective action plan was created on or prior to September~~



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~~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 **approximately** midway between the development of the corrective action plan and the **expected receipt of the next annual summative rating summary conference.** 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.

811. 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 in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a). ~~The Superintendent or Principal shall determine the length of the additional observation.~~
912. ~~Tenured~~ **Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured** teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)42.
1013. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.
11. **There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.**

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1

- a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below 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, in accordance with**



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**N.J.S.A. 18A:6-120.a.** The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a and the teacher(s) on the panel represents at least one-third of its total membership.

- b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:
    - (1) The teacher member shall be a person with a demonstrated record of success in the classroom. Beginning in academic year 2015-2016, a demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.
    - (2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.
    - (3) The Principal shall have final decision making authority and is not bound by the majority representative's list of nominees.
  - c. The teacher member shall serve a full ~~academic~~ **school** year, except in case of illness or authorized leave, but may not be appointed more than three consecutive **school** years.
  - d. All members of the School Improvement Panel shall be chosen by August 31 of each year.
2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2
- a. The School Improvement Panel shall:
    - (1) Oversee the mentoring of teachers according to N.J.A.C. ~~6A:9B-8~~ **6A:9C-5.3(a)2** and support the implementation of the school district mentoring plan;
    - (2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;



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- (3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j); and **ensure** ~~conduct~~ mid-year evaluations **are conducted** for teachers who are on a corrective action plan; and
  - (4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-3.54.2.
- b. To conduct observations for the purpose of evaluation, the teacher member shall have:
  - (1) Agreement of the majority representative;
  - (2) An appropriate supervisory certificate; and
  - (3) Approval of the Principal who supervises the teacher being observed.
- c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9B-8.4 **6A:9C-5.2(a)3.**

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

- 1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.
- 2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:
  - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and



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- b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.
3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.
4. Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the **school** aeademie year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:
  - a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.
  - d. ~~Notwithstanding the provisions of a, b, and c above, if a teacher's appeal of his or her student growth objective is approved, according to N.J.A.C. 6A:10-4.2(f), the student growth objective score weight within the student achievement component and the teacher practice weight shall be adjusted by the Superintendent or the Commissioner, as applicable according to N.J.A.C. 6A:10-4.2(f).~~



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5. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.
- K. Student Achievement Components – N.J.A.C. 6A:10-4.2
1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measures shall include the following components:
    - a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and
    - b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the **New Jersey Student Learning Standards (NJSLS) Core Curriculum Content Standards**, and based on growth and/or achievement.
      - (1) For teachers who teach subjects or grades not covered by the **NJSLS Core Curriculum Content Standards**, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.
  2. The median student growth percentile shall be included in the annual summative rating of a teacher who:
    - a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;
    - b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and
    - c. Has at least twenty individual student growth percentile scores attributed to his or her name during the **school** ~~academic~~ year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given **school** ~~academic~~ year, the student growth percentile scores attributed to a teacher during



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the two ~~school academic~~ years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the ~~school academic~~ year of the evaluation. Only student growth percentile scores from ~~school academic~~ year 2013-2014 or any ~~school~~ year after shall be used to determine median student growth percentiles.

3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.
4. The Department 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 of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
  - b. The Department then shall report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.
5. Student growth objectives for teachers shall be developed and measured according to the following procedures:
  - a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31 prior to the ~~school academic~~ year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.
  - b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.



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- c. Each teachers 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 ~~school~~ ~~academic~~ year, or within ~~twenty-five~~ working 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 Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.
  - (1) If the Student Growth Objective (SGO) covers only the second semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.
- f. The teacher's designated supervisor shall ~~approve~~ ~~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.

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

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

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





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1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
2. Observation conferences shall include the following procedures:
  - a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teacher 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. **Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.**
  - c. If agreed to by the teacher, **one required** post-observation conferences **and any pre-conference(s)** for short 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 fifteen teacher working days following the observation for the purpose of evaluation.**
  - ed. A pre-conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.
3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4, ~~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 Superintendent shall decide whether ~~the third~~ **additional** required observations ~~are~~ is announced or unannounced, **if applicable**. The following additional requirements shall apply:



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- a. **Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.**
- ba. **Nontenured teachers shall receive a minimum of be observed at least three observations within times each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1, and 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.**
  - (1) **Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.**
- b. ~~Teachers on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.~~
- e. ~~Non tenured 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 section for multiple observers.~~
  - (2) ~~One co-observation shall count as one observation required in 4. below.~~
- d. ~~One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.~~
- 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.**
  - (1) **If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the**



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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 of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.

- d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.
  - e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.
  - fe. A written or electronic **observation** evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
  - gf. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual ~~written~~ performance report.
- ~~4. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:~~
- ~~a. A non-tenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation.~~
  - ~~b. A non-tenured 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.~~



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e. ~~A tenured teacher shall receive at least three one short observations and one long observation.~~

45. To earn a teacher practice score, a **non-tenured** teacher shall receive at least three observations.

a. If a **non-tenured** teacher is present for less than forty percent of the total student school days in a **school** ~~an academic~~ year, he or she shall receive at least two observations to earn a teacher practice score.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-6.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:

a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;

b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:

- (1) Clearly define the expectations for each rating category;
- (2) Provide a conversion to the four rating categories: ~~ineffective, partially effective, effective, and highly effective;~~
- (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.



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- c. Rely **on**, 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.
2. ~~For Commissioner approval of a teacher practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.~~

Adopted: 31 March 2009

Revised: 23 August 2011, 18 February 2014, 17 May 2016



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## EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

### P-3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

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

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

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

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



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

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

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

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

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

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5; 6A:10-6.2

Adopted: 18 February 2014

Revised: 17 May 2016, 29 August 2017



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#### R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

##### A. Definitions – N.J.A.C. 6A:10-1.2

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

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

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

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

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

“Corrective Action Plan” means a written plan developed by **the designated supervisor** ~~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 **as defined in N.J.S.A. 18A:6-119**.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member's supervisor

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





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“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description; **and** professional standards; and ~~Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, as applicable, and multiple data sources based on, when applicable, the individual’s evaluation rubric.~~

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

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

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

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

~~“Model evaluation rubric” means district educator evaluation rubrics that have been reviewed and accepted by the Commissioner. A model teaching or principal evaluation rubric includes a teacher or principal practice instrument that appears on the Department’s list of approved educator practice instruments.~~

“Observation” means a method of collecting data on the performance of a teaching staff member’s assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in



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the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

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

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

“Semester” means half of the school year.

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

“Student growth objective” means an academic goal that teaching staff members and **designated supervisors** ~~evaluators~~ set for groups of students.

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

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent 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-142

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

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



# REGULATION

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TEACHING STAFF MEMBERS

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### EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

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

#### C Educator Evaluation Data, Information, and ~~Written~~ **Annual Performance** Reports – N.J.A.C. 6A:10-1.4

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

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

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

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

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2et seq.



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING  
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- b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);

- (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**

- c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption.
- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.
- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
- f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and



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- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
- 2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:
  - a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
  - b. ~~Provide training on the teaching staff member practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teaching staff members. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
  - be. Annually provide updates and refresher training ~~on the teaching staff member practice instruments for any supervisors who will observe teaching staff member practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school 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; and**



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- cd. The Superintendent shall annually certify to the Department 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~~ **evaluation rubrics**.

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

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in **2018-2019** ~~2017-2018~~, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

#### G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.
2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;



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### TEACHING STAFF MEMBERS

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- b. Job descriptions, 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 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. The process for 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.
- 3 The annual summary conference between the designated supervisor and the teaching staff member shall be held before the ~~written~~ **annual** performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
- a. The performance of the teaching staff member based upon the job description and, ~~when applicable~~, the scores or evidence compiled using the teaching staff member's evaluation rubric, including, whenever applicable, ~~the teaching staff member's practice instrument~~;
- (1) **The teaching staff member's practice instrument; and**



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- (2) **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 goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
  - e. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual written performance report.
4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual ~~written~~ performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:
  - a. A summative rating based on the evaluation rubric;
  - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, ~~observations for the purpose of evaluation and, when applicable, the teaching staff member practice instrument;~~ **and components of the teaching staff member's evaluation rubric; and**
  - c. ~~An~~ **The teaching staff member's** individual professional development plan developed by the designated supervisor and the ~~teaching staff member or, when applicable, a corrective action plan~~ from the evaluation year being reviewed in the report.
6. The teaching staff member and the designated supervisor shall sign the report within five ~~teaching staff member~~ working days of the review.





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TEACHING STAFF MEMBERS

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### EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

7. The Board of Education 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 pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.
- H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5
1. For each teaching staff member 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 ~~Superintendent or the teaching staff member's designated supervisor.~~ **If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
  2. ~~If the summative evaluation rating is calculated before the end of the school year, then~~ The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan ~~prior to September 15~~ **by October 31** 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.~~ **following the year of evaluation, except:**
    - a3. If the ineffective or partially effective summative evaluation rating is received after **October 1** ~~the start of the school year following the year of evaluation, then~~ a corrective action plan **shall** ~~must~~ be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within **twenty-five** ~~fifteen~~ teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.
  3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the teaching staff



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### TEACHING STAFF MEMBERS

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member and his or her designated supervisor shall meet to discuss the corrective action plan within fifteen teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

4. ~~The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-3.4(c) and 3.7(c) until the next annual summary conference.~~

35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**

- a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;
- b. Include specific, demonstrable goals for improvement;
- c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
- d. Include timelines for meeting the goal(s).

46. The teaching staff member's designated supervisor 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 **required** post-observation conference. **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.**

57. Progress toward the teaching staff member's goals outlined in the corrective action plan:

- a. ~~S~~shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference **and** ~~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



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### EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

member's progress toward his or her corrective action plan goals;  
**and**

**b8.** ~~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.

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

**740.** The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

**8.** **There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.**

#### **I. Teaching Staff Member Observations and Evaluations— N.J.A.C. 6A:10-6.2**

**1.** The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for non-tenured 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:**

- a.** **Be at least twenty minutes in length;**
- b.** **Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the non-tenured teaching staff member;**
- c.** **Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and**



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### TEACHING STAFF MEMBERS

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### EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

- d. **Allow the non-tenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.**
2. **All tenured teaching staff members shall receive at least one observation per school year.**
3. **All non-tenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.**
- ~~2. Each non-tenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least three times during each school year, but not less than once during each semester.~~
- ~~3. Each tenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of observations.~~
- ~~4. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case study analysis of a significant student issue.~~
- ~~5. Each observation shall be followed within fifteen teaching staff member working days by a conference between the Superintendent or designated supervisor who made the observation and written or electronic evaluation, and the teaching staff member. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.~~
- ~~6. The teaching staff member may submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.~~
- a7. **The required observations and evaluations for non-tenured teaching staff members shall take place before April 30 each year.**



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING  
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These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.

- b8. The number of required observations and evaluations for non-tenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

- 49. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted: 7 April 2004

Revised: 23 August 2011, 18 February 2014, 17 May 2016, 29 August 2017



# **Work Session**

# **Attachments**

**August 8, 2017**

**Part ~~2~~ 3**

**(Policies & Regulations)**

**COMMUNITY LIAISON, COMMUNICATIONS  
&  
CO-CURRICULAR STUDENT ACTIVITIES**

**(Part <sup>3</sup>~~2~~- Policy & Regulations)**

# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

Teaching Staff Members

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### EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

#### 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

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

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

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

The Board shall annually adopt evaluation rubrics for administrators which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of

administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A





# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

Teaching Staff Members  
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### EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

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

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

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

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 15 June 1982

Revised: 17 July 1990, 18 February 2014, 17 May 2016, 29 August 2017



# REGULATION

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### EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS ( M)

#### R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS ( M)

##### A. Definitions – N.J.A.C. 6A:10-1.2

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

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

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

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

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

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

“Corrective Action Plan” means a written plan developed by the administrator’s **designated** supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119.**



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### EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS ( M)

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.

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

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the administrator’s summative evaluation rating in a manner determined by the school district.

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

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

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

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

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



# REGULATION

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TEACHING STAFF MEMBERS

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### EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS ( M )

~~“Model evaluation rubric” means district educator evaluation rubrics that have been reviewed and accepted by the Commissioner. A model teaching or principal evaluation rubric includes a teacher or principal practice instrument that appears on the Department’s list of approved educator practice instruments.~~

“Observation” means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by **an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent or designee.**

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

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

“Semester” means half of the school year.

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

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

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

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



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supervisory role and capacity, and possessing a school administrator,  
Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-11.

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

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

#### C. Educator Evaluation Data, Information, and ~~Written~~ **Annual Performance Reports** – N.J.A.C. 6A:10-1.4

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

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

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

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



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1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);
    - (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**
  - c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten ~~administrator~~ working days of adoption.
  - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.



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- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that ny observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C.6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:
- a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
  - b. ~~Provide training on the educator practice instruments for any supervisor who will conduct observations for the purpose of evaluation of administrators. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
  - be. Annually provide updates and refresher training ~~on the educator practice instruments for any supervisors who will observe educator~~



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~~practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator; and**

- cd. The Superintendent shall annually certify to the Department that all supervisors of administrators 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 **evaluation rubrics** ~~educator practice instruments~~.

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

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in ~~2017-2018~~ **2018-2019**, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

#### G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.





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2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. The process for preparation of an annual ~~written~~ performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and **his or her** ~~the Superintendent or~~ designated supervisor.
3. The annual summary conference between ~~the Superintendent or~~ designated supervisors and the administrator shall be held before the **annual written** performance report is filed. The conference shall occur on or before June 30 of each **school** year and shall include, but not be limited to, a review of the following:
  - a. The performance of the administrator based upon the job description and the scores or evidence compiled using the



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administrator's evaluation rubric, including, whenever applicable,  
~~the educator's practice instrument;~~

- (1) **The administrator's practice instrument; and**
  - (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**
- b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
- e. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
- cd. The preliminary annual ~~written~~ performance report.
4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual ~~written~~ performance report for the administrator shall be prepared by the Superintendent or designated supervisor and shall include, but not be limited to:
- a. A summative rating based on the evaluation rubric;
  - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, ~~observations for the purpose of evaluation and, when applicable, the educator practice instrument;~~ **and components of the administrator's evaluation rubric; and**
  - c. ~~An~~ **The administrator's** individual professional development plan developed by the Superintendent or designated supervisor ~~and the administrator or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.~~



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6. The administrator and the ~~Superintendent~~ or designated supervisor shall sign the report within five ~~administrator~~ working days of the review.
7. The Board of Education 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 his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be 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.

#### H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. **If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
2. ~~If the summative evaluation rating is calculated before the end of the school year, then~~ The corrective action plan shall be developed and the administrator and the Superintendent or **his or her** designated supervisor shall meet to discuss the corrective action plan ~~prior to September 15 by~~ **October 31** of the following school year. ~~The conference to develop and discuss the corrective action plan may be combined with the administrator's annual summary conference that occurs at the end of the year of evaluation.~~ **following the year of evaluation except:**
  - a3. If the ineffective or partially effective summative evaluation rating is received after the start **October 1** of the school year following the year of evaluation, ~~then~~ a corrective action plan ~~shall must~~ be developed, and the administrator and **his or her** the Superintendent or designated supervisor shall meet to discuss the corrective action plan within **twenty-five** ~~fifteen~~ administrator working days following the school district's receipt of the administrator's summative rating.



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4. ~~The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-3.4(e) and 3.7(e) until the next annual summary conference.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**
- a. Address areas in need of improvement identified in the administrator evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. The **administrator's Superintendent** ~~or designated supervisor~~; and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each **required** post-observation conference. **The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.**
57. Progress toward the administrator's goals outlined in the corrective action plan:
- a. ~~S~~shall be documented in the administrator's personnel file and reviewed at the annual summary conference **and** ~~or~~ the mid-year evaluation, ~~when applicable~~. Both the administrator on a corrective action plan and the ~~Superintendent or his or her~~ designated supervisor may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; **and**
  - b8. ~~Progress toward the administrator's goals outlined in the corrective action plan~~ **M**ay be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.



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69. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the ~~Superintendent~~ or **administrator's** designated supervisor.

740. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.

8. **There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.**

#### I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for non-tenured administrators. **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 twenty minutes in length;**
- b. **Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the non-tenured administrator;**
- c. **Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and**
- d. **Allow the non-tenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.**

2. **All tenured administrators shall receive at least one observation per school year.**

3. **All non-tenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.**



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2. ~~Each non-tenured administrator shall be observed and evaluated in the performance of his or her duties at least three times during each school year but not less than once during each semester.~~
3. ~~Each tenured administrator shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of the observation.~~
4. ~~Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and a case study analysis of a significant student issue.~~
5. ~~Each observation shall be followed within fifteen administrator working days by a conference between the Superintendent or designated supervisor who made the observation and written or electronic evaluation and the administrator. Both parties to such a conference shall sign the written or electronic evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.~~
6. ~~The administrator may submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.~~
  - a7. The required observations and evaluations for non-tenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.
  - b8. The number of required observations and evaluations for non-tenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.
49. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted: 18 February 2014

Revised: 17 May 2016



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

### 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

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

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

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

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal,



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

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

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

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

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

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

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

N.J.A.C. 6A:10-7.1 and 7.3

Adopted: 18 February 2014

Revised: 17 May 2016, 29 August 2017





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### EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

#### R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

##### A. Definitions – N.J.A.C. 6A:10-1.2

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

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

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

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

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

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

“Corrective Action Plan” means a written plan developed by the Superintendent or a **designated supervisor** designee in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119**.

“Department” means the New Jersey Department of Education.



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“Designated supervisor” means the supervisor designated by the Superintendent of Schools **or designee as the administrator’s** ~~as the Principal’s, Vice Principal’s, or Assistant Principal’s~~ supervisor.

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

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies

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

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

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

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

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

~~“Model evaluation rubric” means district educator evaluation rubrics that have been reviewed and accepted by the Commissioner. A model teaching or~~



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~~principal evaluation rubric includes a teacher or principal practice instrument that appears on the Department's list of approved educator practice instruments.~~

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

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

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

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

"Semester" means half of the school year.

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

"Student growth objective" is an academic goal that teachers and ~~evaluators~~ **designated supervisors** set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.



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

“Supervisor” means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the 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-11 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.

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

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

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

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1



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

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

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-~~21.1~~ et seq.
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);
    - (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily**



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**responsible for instructing the applicable students in  
the subsequent school year.**

- c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten ~~Principal, Vice Principal, or Assistant Principal~~ working days of adoption;
- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.
- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
- f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.



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2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instrument:
  - a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;
  - b. ~~Provide training on the principal practice instrument for the Superintendent or designated supervisor who will conduct observations for the purpose of evaluation of Principals, Vice Principals, or Assistant Principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
  - be. Annually provide updates and refresher training ~~on the principal practice instrument for any supervisors who will observe principal practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;**
  - cd. The Superintendent shall annually certify to the Department that all **supervisors** ~~evaluators~~ of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing **evaluation rubrics** ~~principal practice instruments~~ have completed training on **and** ~~the instrument and its application and have~~



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demonstrated competency in applying the **evaluation rubrics**  
~~principal practice instrument.~~

- F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3
1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
  2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
  3. Beginning in **2018-2019** ~~2017-2018~~, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.
- G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4
1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures of Principals, Vice Principals, and Assistant Principals.
  2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:





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- a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. The process for preparation of an annual ~~written~~ performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.
3. The annual summary conference between the Superintendent or designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the ~~written~~ **annual** performance report is filed. The conference shall occur on or before June 30 of each year and shall include, but not be limited to, a review of the following:
    - a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the the job description and, ~~when applicable,~~ the scores or evidence compiled using the evaluation rubric, including, when applicable,; the principal practice instrument;

(1) **The principal's practice instrument; and**



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- (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**
- b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
- e. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
- cd. The preliminary annual ~~written~~ performance report.
4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual ~~written~~ performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the ~~Superintendent or~~ designated supervisor 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:10-5;
- 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 principal practice instrument; and~~ **components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and**
- c. ~~An~~ **The Principal's, Vice Principal's, or Assistant Principal's** individual professional development plan ~~developed by the Superintendent or designated supervisor and the Principal, Vice Principal, or Assistant Principal or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.~~



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6. The Principal, Vice Principal, or Assistant Principal and the ~~Superintendent or~~ designated supervisor shall sign the report within five ~~Principal, Vice Principal, or Assistant Principal~~ working days of the review.
  7. The Board of Education 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 Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate 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.
- H. Corrective Action Plans for Principals, Vice Principals and Assistant Principals – N.J.A.C. 6A:10-2.5
1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the ~~the Superintendent or~~ designated supervisor. **If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.**
  2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor shall meet to discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference that occurs at the end of the year of evaluation.
    - a3. If the ineffective or partially effective summative evaluation rating is received after the ~~start~~ **October 1** of the school year following the year of evaluation, ~~then~~ a corrective action plan **shall** ~~must~~ be developed, and the Principal, Vice Principal, or Assistant Principal and ~~the Superintendent or~~ **his or her**



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designated supervisor shall meet to discuss the corrective action plan within ~~fifteen~~ **twenty-five** Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.

4. ~~The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-3.4(e) and 3.7(e) until the next annual summary conference.~~

35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**

- a. Address areas in need of improvement identified in the principal evaluation rubric;
- b. Include specific, demonstrable goals for improvement;
- c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
- d. Include timelines for meeting the goal(s).

46. The ~~Superintendent or~~ designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the **Principal's, Vice Principal's, or Assistant Principal's** employee's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.

57. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:

- a. Sshall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference **and** ~~or~~ the mid-year evaluation, ~~when applicable.~~ Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and the ~~Superintendent~~ **his or her** designated supervisor may collect data and evidence to



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demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; **and**

- b8. ~~Progress toward the goals outlined in the corrective action plan~~ **M**ay be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
69. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the ~~Superintendent~~ or designated supervisor.
740. The Superintendent or **his or her designee**, ~~designated supervisor~~ and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. ~~If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur midway between the development of the corrective action plan and 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 Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.
844. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation **conference** in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 5.4. ~~The Superintendent or Principal shall determine the length of the observation.~~
942. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.



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- 10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.**

#### I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.
2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
  - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and
  - b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3. and 5.4.
3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the ~~academic~~ **school** year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:
  - a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent and no greater than forty



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percent of evaluation rubric rating as determined by the Department.

- b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.
- c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
- d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be ~~thirty~~ **no less than fifty** percent of evaluation rubric rating.
- e. ~~Measure of leadership practice, as described in N.J.A.C. 6A:10-5.3(c), shall be twenty percent of evaluation rubric rating.~~
- f. ~~Notwithstanding the provisions of a. through e. above, if an appeal of the administrator goal is approved, according to N.J.A.C. 6A:10-5.2(e)5, the administrator goal weight and the principal practice weight shall be adjusted by the Superintendent or the Commissioner, as applicable according to N.J.A.C. 6A:10-5.2(e)5.~~

- 5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.
- 6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

#### J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

- 1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:



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- a. The school-wide student growth percentile of all students assigned to the Principal;
  - b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and
  - c. Administrator goals set by Principals, Vice Principals, **or** and Assistant Principals in consultation with ~~their the Superintendent or designated~~ supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.
2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.
  3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant.
  4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:
    - a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the **school** year which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.





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- b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.
5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:
  - a. The ~~Superintendent~~ **designated supervisor** shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the ~~academic~~ **school** year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.
  - b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with ~~their the Superintendent or~~ designated supervisor, each administrator goal. **Each** Vice Principals and Assistant Principals shall set goals specific to his or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and ~~Superintendent his or her or~~ designated supervisor do not agree upon the **administrator** goal score, the Principal's, Vice Principal's, or Assistant Principal's ~~Superintendent or~~ designated supervisor shall make the final determination.
  - c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and **his and her** ~~the Superintendent or~~ designated supervisor by October 31 of each ~~academic~~ **school** year, or within ~~twenty~~ **twenty-five** work days of the Principal's, Vice Principal's, or Assistant Principal's, start date if he or she begins work after October 1.
  - d. The administrator goal score shall be ~~calculated~~ **approved** by the ~~Superintendent or~~ designated supervisor of the Principal, Vice



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Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.

6. ~~The Superintendent shall remove a teacher's student growth objective score from the Principal's, Vice Principal's, or Assistant Principal's final average student growth objective score for the 2013-2014 academic year and adjust the annual summative rating accordingly if:~~

a. ~~A Principal's, Vice Principal's, or Assistant Principal's average student growth objective for the 2013-2014 academic year included a teacher's student growth objective that was successfully appealed according to N.J.A.C. 6A:10-4.2(f); and~~

b. ~~Failure to remove the score would cause the Principal's, Vice Principal's, or Assistant Principal's annual summative rating to be ineffective or partially effective.~~

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

1. Measures of principal practice shall include ~~the following components:~~ a. ~~A~~ a measure determined through a Commissioner-approved principal practice instrument; and **may include** b. ~~A~~ a leadership measure determined through the Department-created leadership rubric.
2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.
3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.



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#### L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or **his or her designee**, ~~designated supervisor~~ shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
2. A Principal, or the Superintendent **or his or her designee** ~~or designated supervisor~~, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.
3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.
4. Post-observation conferences shall include the following procedures:
  - a. A ~~Superintendent or designated~~ supervisor who was present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen 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 principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.
  - c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.



# REGULATION

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### EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

- d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen working days following the observation.
  - e. A written or electronic **observation evaluation** report shall be signed by the ~~Superintendent or designated~~ supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.
  - f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten ~~Principal, Vice Principal, or Assistant Principal~~ working days following the conference. The objection(s) shall be attached to each party's copy of the annual ~~written~~ performance report.
5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each non-tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1 An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5~~(f)~~**(h)** for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.
- M. Principal Practice Instrument – N.J.A.C. 6A: 10 7.3
- 1. The principal practice instrument approved by the Department shall meet the following criteria:
    - a. Incorporate domains of practice and/or performance criteria that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium incorporated herein by reference, available at:  
  
[http://www.ccsso.org/documents/2008/educational\\_leadership\\_policy\\_standards\\_2008.pdf](http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf);
    - b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and



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### EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion for the **to four rating categories: ineffective, partially effective, effective, and highly effective;**

- c. **Rely on, to the extent possible, Be based on multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to;**
  - (1) **Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and**
  - (2) **Evaluating the effectiveness of teaching staff members and supporting their professional growth.**
- d. ~~Incorporate an assessment of the Principal's leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards;~~ **Include descriptions of specific training and implementation details required for the instrument to be effective.**
- e. ~~Incorporate an assessment of the Principal's leadership for high-quality instruction;~~
- f. ~~Include an assessment of the Principal's performance in evaluating teachers; and~~
- g. ~~Include an assessment of the Principal's support for teachers' professional growth.~~
- 2. ~~For Commissioner approval of a principal practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.~~

Adopted: 18 February 2014

Revised: 17 May 2016, 29 August 2017



# POLICY

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Teaching Staff Members  
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### PROFESSIONAL DEVELOPMENT FOR TEACHERS & SCHOOL LEADERS (M)

#### 3240 PROFESSIONAL DEVELOPMENT FOR TEACHERS & SCHOOL LEADERS (M)

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and independent scholarship.

Teaching staff members may be permitted to: visit other schools and classrooms; attend local, regional, or national conferences; participate in committees, workshops, and panels, both within and outside the district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent or designee for approval. In addition, the Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars and any additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.

A teaching staff member who has been granted time off and/or approved to be reimbursed for a professional development activity shall submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within 5 ten working days, a brief written report that includes the primary purpose of the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates in accordance with N.J.A.C.6A:9C-8 through 11 and 13 and all active school leaders serving on a permanent or interim basis whose positions require possession of the Chief School Administrator, Principal, or Supervisor endorsement in accordance with N.J.A.C. 6A:9B-12 shall comply with the professional development requirements as outlined in N.J.A.C. 6A:9C-4.1 et seq.

To meet the professional development requirement, each teacher shall be guided by an individual Professional Development Plan (PDP), which shall include at least twenty hours per year of qualifying activities as outlined in N.J.A.C. 6A:9C-4.4. The 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. The PDP shall be ~~effective for one year,~~ updated annually **in accordance with N.J.A.C. 9C-4.4(c) and modified during the year as outlined in N.J.A.C. 9C-4.4(d),** and shall include at least the ~~minimum requirements outlined in N.J.A.C. 6A:9C-4.4(e).~~



## PROFESSIONAL DEVELOPMENT FOR TEACHERS & SCHOOL LEADERS (M)

District-level and school-level professional development planning and implementation shall be in accordance with the requirements of N.J.A.C.6A:9C-4.2.

Implementation of the professional development requirement for school leaders shall be in accordance with N.J.A.C. 6A:9C-4.3.

The Board of Education shall comply with the monitoring and assistance requirements as outlined in N.J.A.C. 6A:9C-4.4.

The Board shall monitor and enforce the professional development requirements for teachers and school leaders set forth in N.J.A.C. 6A:9C-4.1 et seq. and shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the professional development requirements.

The Superintendent shall prepare and distribute to all teaching staff members regulations governing professional development activities. The Superintendent shall report regularly to the Board on the professional development activities of teaching staff members.

N.J.S.A. 18A:31-2; 18A:6-111

N.J.A.C. 6A:9-3.3; 6A:13-2.1;6A:9B-12; 6A:9C-3.3;6A:9C-4.1 et seq.;6A:9C-8 through 11 and 13

Adopted: 21 December 1982

Revised: 17 July 1990, 15 October 2002, 24 June 2014, 21 February 2017,  
29 August 2017



R 3240 PROFESSIONAL DEVELOPMENT FOR TEACHERS AND  
SCHOOL LEADERS (M)

A. Definitions (N.J.A.C. 6A:9C-2.1)

1. The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in N.J.A.C. 6A:9C-3 et seq. and 6A:9C-4 et seq. and Policy and Regulation 3240.

B. Components of Professional Development – (N.J.A.C. 6A:9C-3.2)

1. Professional development shall align with the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3, the standards for professional learning in N.J.A.C. 6A:9C-3.3, student learning and educator development needs, and school, school district, and/or State improvement goals.
2. Professional development shall encompass a broad range of professional learning that contributes to improved practice, including, but not limited to, participation in the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on:
  - a. Evaluating student learning needs through ongoing reviews of data on student performance; and
  - b. Defining a clear set of educator learning goals based on the rigorous analysis of data on student performance.
3. Professional learning shall incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, such as job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.
4. Professional learning may be supported by external expert assistance or additional activities that:
  - a. Address defined student and educator learning goals;





# REGULATION

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Professional Development for Teachers and  
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- b. Advance primarily ongoing school-based professional learning t;  
and
  - c. Include, but are not limited to, courses, workshops, institutes,  
networks, and conferences provided by for-profit and nonprofit  
entities outside the school such as universities, educational service  
agencies, technical assistance providers, networks of content  
specialists, and other education organizations and associations.
- C. Standards for Professional Learning (N.J.A.C. 6A:9C-3.3)
  - 1. Professional learning that increases educator effectiveness and improves  
results for all students shall be guided by the following standards:
    - a. Learning communities: Occurs within learning communities  
committed to continuous improvement, collective responsibility,  
and goal alignment;
    - b. Leadership: Requires skillful leaders who develop capacity,  
advocate, and create support systems for professional learning;
    - c. Resources: Requires prioritizing, monitoring, and coordinating  
resources for educator learning;
    - d. Data: Uses a variety of sources and types of student, educator, and  
system data to plan, assess, and evaluate professional learning;
    - e. Learning designs: Integrates theories, research, and models of  
human learning to achieve its intended outcomes;
    - f. Implementation: Applies research on change and sustains support  
for implementation of professional learning for long-term change;  
and
    - g. Outcomes: Aligns its outcomes with educator performance and  
student curriculum standards.
- D. Requirements for and Implementation of Teachers' Individual Professional  
Development Plans (N.J.A.C. 6A:9C-4.4)



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## OCEAN TOWNSHIP BOARD OF EDUCATION

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Professional Development for Teachers and  
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1. Each teacher shall be guided by an individualized Professional Development Plan (PDP), pursuant to N.J.S.A. 18A:6-128.a, which shall include at least twenty hours per year of qualifying experiences. The twenty-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.
2. The content of each individual 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.
3. **Each teacher's individual PDP shall be updated annually no later than October 31, except:**
  - a. **If the teacher is hired after October 1, the PDP shall be developed within twenty-five working days of his or her hire.**
43. The individual PDP shall be ~~effective for one year, updated annually, and~~ modified during the year, as necessary, and shall specify at least:
  - a. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and
  - b. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.
54. Progress on the individual PDP shall be discussed at the annual summary conference, pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year.
65. Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her **designated** supervisor, and shall be reviewed as part of each annual summary conference.
6. ~~All teachers governed by the professional development requirements shall have an individual PDP within thirty instructional days of the beginning of their respective teaching assignments.~~



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### Professional Development for Teachers and School Leaders (M)

7. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements outlined in N.J.A.C.6A:9C-4.
  8. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner of Education.
  9. 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 and 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, pursuant to N.J.A.C. 6A:9C-4.3 and N.J.A.C. 6A:9C-4.4. 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.
  10. If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district shall share with the new employing school district the teacher's individual PDP and all supporting documentation. 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 thirty days of hire by the employee's new supervisor in collaboration with the new teacher~~ **in accordance with N.J.A.C. 6A:9C-4.4.**
- E. School-Level Plans for Professional Development Implementation (N.J.A.C. 6A:9C-4.2)
1. The Principal shall oversee the development and implementation of a plan for school-level professional development and shall ensure:



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Professional Development for Teachers and  
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- a. The school-level professional development plan includes a description of school-level and team-based professional learning aligned with identified school goals, and includes teacher and student learning needs; and
    - b. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements pursuant to N.J.A.C. 6A:9C-4.4(a).
  2. The school-level plan shall become part of the school district plan for professional development overseen and reviewed by the Superintendent of Schools.
- F. Requirements for District-Level Plans for Professional Development Implementation (N.J.A.C. 6A:9C-4.2)
  1. The school district plan shall provide information on school-level and district-wide professional development learning opportunities, the resources being allocated toward their support, a justification for the expenditures, and include any professional development required by statute or regulation.
  2. The Superintendent of Schools or designee shall oversee the development and implementation of the school district plans to address the school district's professional development needs and shall review on an annual basis the school district plan to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders.
  3. When overseeing and reviewing the school district plan, the Superintendent or designee:
    - 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 activities that address the **New Jersey Student Learning Standards** ~~CCCS~~, and that align with the Standards for Professional Learning in N.J.A.C.



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6A:9C-3.3 and the Professional Standards for Teachers and School Leaders in N.J.A.C. 6A:9-3;

- d. Develop and update, as necessary, the district mentoring plan for non-tenured teachers including novice professional teachers who hold a CE or CEAS, in accordance with N.J.A.C. 6A:9C-5.3;
- e. Present the plan to the Board of Education to review for fiscal impact; and
- f. Certify annually to the Department of Education, through a statement of assurance, that the school district is meeting the requirements for the school district plan as set forth in N.J.A.C. 6A:9C-4.2 and that it includes requirements of the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

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

### G. Requirements for and Implementation of School Leaders' Professional Development Plans (N.J.A.C. 6A:9C-4.3)

- 1. Each school leader shall create, implement, and complete an PDP that:
  - a. Aligns with the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.4 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3;
  - b. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the school leader;
  - c. Identifies professional learning goals that address specific individual, school, or school district goals;
  - d. Grounds professional learning in objectives related to improving teaching, learning, and student achievement, and aligns to the



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

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Professional Development for Teachers and  
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school and/or school district plan for professional development;  
and

- e. 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.

**2. Each school leader's individual PDP shall be developed by October 31 except:**

- a. **If the school leader is hired after October 1, the PDP shall be developed within twenty-five working days of his or her hire.**

**32.** The Superintendent of Schools shall develop an individual PDP for review by the Board of Education. In developing the individual PDP, the following process shall be followed:

- a. The Board shall review the Superintendent's individual PDP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development.
- b. The Superintendent shall submit annually to the Board evidence of progress toward completion of the individual PDP. The Superintendent also shall submit every three to five years, depending on the length of his or her contract with the Board, summative evidence of plan completion.
- c. The Superintendent may appeal to the Executive County Superintendent if he or she disagrees with the Board regarding PDP contents or progress toward completion. The Executive County Superintendent shall have final decision-making authority on all such matters.

- 43. Each** Headers whose positions requires a Principal or supervisor endorsement, or whose positions requires a Chief School Administrator endorsement but who ~~does de~~ not serve as a Chief School Administrator or Superintendent of a school district, shall develop in collaboration with **his or her designated supervisor** ~~the Superintendent or designee~~ an individual PDP and shall provide evidence to **his or her designated**



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## OCEAN TOWNSHIP BOARD OF EDUCATION

### TEACHING STAFF MEMBERS

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Professional Development for Teachers and  
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**supervisor** of progress toward fulfillment of his or her plan. Each Superintendent or designee shall:

- a. Review each Principal's, supervisor's, or other school leader's individual PDP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure it aligns to school and school district goals and the school district's plan for professional development;
  - b. 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
  - c. Review the individual PDP's status as part of the Principal's, supervisor's, or other school leader's annual performance evaluation.
54. The school leader's designated supervisor, or the Board of Education in the case of the Superintendent, shall:
- a. 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 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 school leader's progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3. 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.
65. 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 of Education in the case of the Superintendent, shall ensure a revised individual PDP appropriate to the new assignment is developed in collaboration with the school leader.



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Professional Development for Teachers and  
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H. Assistance (N.J.A.C. 6A:9C-4.1)

1. The Board of Education shall ensure all teachers and school leaders receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective professional development plans.

Adopted: 15 October 2002

Revised: 24 June 2014, 21 February 2017, 29 August 2017





## 5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles excluding mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing ~~or any temporary location wherein children and youth are awaiting foster care placement.~~

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means is the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is Director of Guidance. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).



# POLICY

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The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district is designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If a the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

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Education of Homeless Children

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

N.J.S.A. 18A:7B-12; 18A:7B-12.1  
N.J.A.C. 6A:17-2.1 et seq.

Adopted: 18 April 2017

Revised: 29 August 2017



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

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Education of Homeless children

### R 5116 EDUCATION OF HOMELESS CHILDREN

#### A. Definitions (N.J.A.C. 6A:17-1.2)

1. "School district liaison for the education of homeless children" means the person identified in the school district that facilitates all activities needed to ensure the enrollment and attendance of homeless children.
2. "School district of residence" for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless. It may not be the school district in which the student currently resides. This is synonymous with the term "school district of origin" referenced in the McKinney-Vento Homeless Education Assistance Act. "School district of residence" for a student in a State facility means the school district in which the parent with whom the student lived prior to placement in a State facility currently resides pursuant to N.J.S.A. 18A:7B-12.b.
3. "Homeless child" means a child or youth who lacks a fixed, regular, and adequate residence, pursuant to N.J.S.A. 18A:7B-12 and N.J.A.C. 6A:17-2.2.
4. "Immediate" or "immediately" means at the instant the need for placement is made known.
5. "Parent" means the natural or adoptive parent, legal guardian, foster parent, surrogate parent, or person acting in the place of a parent such as the person with whom the child legally resides or a person legally responsible for the child's welfare.
6. "Superintendent" means Superintendent and/or Chief School Administrator.

#### B. Determination of Homelessness (N.J.A.C. 6A:17-2.2)

1. The Board of Education shall determine that a child is homeless for the purposes of N.J.A.C. 6A:17-2 when he or she resides in any of the following:
  - a. A publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels;



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congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers;

- b. A public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; or temporary shelters provided to migrant workers and their children on farm sites;
- c. The residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own; **or**
- d. Substandard housing; ~~or.~~
- e. ~~Any temporary location wherein children and youth are awaiting foster care placement.~~

### C. Responsibilities of the School District of Residence (N.J.A.C. 6A:17-2.3)

- 1. The school district of residence for a homeless child is responsible for the education of the child and shall:
  - a. Determine the school district in which the child shall be enrolled after consulting with the parent pursuant to N.J.A.C. 6A:17-2.5;
  - b. Pay the cost of tuition pursuant to N.J.S.A. 18A:38-19, when the child attends school in another school district; and
  - c. Provide for transportation for the child pursuant to N.J.A.C. 6A:27-6.2.
- 2. The determination of the homeless child's school district of residence shall be made by the Superintendent of the school district of residence or designee pursuant to N.J.A.C. 6A:17-2.4 based upon information received from the parent, the Department of Human Services or the Department of Children and Families, a shelter provider, another school district, an involved agency, or a case manager.
- 3. The district Board of Education identified in accordance with N.J.S.A. 18A:7B-12 as the school district of residence for a homeless child shall be is the school district of residence until the parent establishes a permanent



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residence. Financial responsibility will remain with the homeless child's school district of residence until the family is deemed domiciled in another jurisdiction, pursuant to N.J.S.A. 18A:38-1.d.

D. Designation of School District Liaisons and Their Responsibilities (N.J.A.C. 6A:17-2.4)

1. The Superintendent identifies Director of Guidance as the district liaison for the education of homeless children. The school district liaison shall:
  - a. Facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides;
  - b. Develop procedures to ensure a homeless child residing in the school district is enrolled and attending school pursuant to N.J.A.C. 6A:17-2.5;
  - c. Ensure homeless families, children, and youth receive educational services for which they are eligible, including Head Start and Even Start programs, preschool programs administered by the local education agency, and referrals to health care, dental, mental health, and other appropriate services;
  - d. Inform parents of homeless children and youth of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children;
  - e. Ensure that public notice of the educational rights of homeless children and youth is disseminated where such children receive services, such as schools, family shelters, and soup kitchens;
  - f. Ensure enrollment disputes are resolved pursuant to N.J.A.C. 6A:17-2.7;
  - g. Ensure the parent of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services, including transportation to the school district of residence, and is assisted in accessing transportation to the school selected under N.J.A.C. 6A:17-2.5;



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- h. Assist the parent to obtain the homeless child or youth's medical records or required immunizations; and
    - i. Assist an unaccompanied youth to ensure he or she is enrolled and is receiving all services pursuant to N.J.A.C. 6A:17.
  - 2. When a homeless child resides in a school district, the district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager.
  - 3. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).
- E. School District Enrollment (N.J.A.C. 6A:17-2.5)
  - 1. The Superintendent of the school district of residence or designee shall decide in which district the homeless child shall be enrolled as follows:
    - a. Enroll the homeless child in the school district of residence to the extent feasible, except when doing so is contrary to the wishes of the homeless child's parent;
    - b. Continue the homeless child's education in the school district of last attendance if it is not the school district of residence; or
    - c. Enroll the homeless child in the school district where the child resides.
  - 2. The Superintendent of the school district of residence or designee shall decide the school district of enrollment of a homeless child based on what is determined to be in the best interest of the child after considering:
    - a. The enrollment of the homeless child in the school district of residence to the extent feasible, except when doing so is contrary to the wishes of the child's parent;
    - b. The continuity of the child's educational program;



- c. The eligibility of the child for special instructional programs, including but not limited to bilingual, gifted and talented, special education, early childhood, and career and technical education programs; and
  - d. The distance, travel time, and safety factors in coordinating transportation services from the residence to the school.
- 3. The Superintendent of the school district of residence or designee shall determine the child's school district enrollment immediately after consultation with the parent. The school district of residence shall adhere to the following procedures:
  - a. Enrollment decisions shall be made immediately upon notification of the need for enrollment. When the decision is made, the child will be enrolled immediately. If a dispute arises regarding enrollment of a homeless child, the homeless child shall be immediately enrolled in the school district in which enrollment is sought by the parent, pending resolution of the dispute pursuant to N.J.A.C. 6A:17-2.7.
  - b. Consultation with the parent regarding the enrollment decision and the right to appeal the decision shall be documented in writing.
  - c. A decision to enroll a homeless child in a school district other than the school district of residence or the school district requested by the parent shall be explained in writing and provided to the parent.
- 4. When a decision is made to enroll the child in a school district other than the school district of residence, the Superintendent or designee of the school district of residence shall forward to the new school district all relevant school and health records consistent with the provisions of N.J.A.C. 6A:32, School District Operations.
- 5. When a homeless child with a disability is enrolled in a school district other than the school district of residence, the school district of enrollment shall treat the student as a transfer student pursuant to N.J.A.C. 6A:14, Special Education.





6. When the school district of residence for a homeless child cannot be determined, the Superintendent or designee of the school district in which the child currently resides shall enroll the child immediately in the school district of the current residence or the school district of last attendance.
7. The school district selected pursuant to N.J.A.C. 6A:17-2 shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency, or other documentation.
8. Enrollment in the school district of residence, the school district of last attendance if not the school district of residence, or the school district where the child resides shall continue for the duration of homelessness, including when a family becomes homeless between academic years, and also for the remainder of the academic year if the homeless child becomes permanently housed during the academic year.

F. Parental Rights (N.J.A.C. 6A:17-2.6)

1. Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

G. Disputes and Appeals (N.J.A.C. 6A:17-2.7)

1. When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or designee(s) of the involved school district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for a determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.



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2. When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall make a determination immediately, if possible, but no later than within forty-eight hours.
  - a. If a the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f), and request a determination from the Division of Administration and Finance
  - b. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
3. Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal.
4. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

### H. Tuition (N.J.A.C. 6A:17-2.8)

1. When the homeless child is enrolled in a school district other than the school district of residence, the school district of residence shall pay to the school district of enrollment the tuition costs pursuant to N.J.S.A. 18A:38-19 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer pay tuition to the school district of enrollment.



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2. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA.
3. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d, under the following circumstances:
  - a. If the school district of residence cannot be determined for the a homeless child;
  - b. If the school district of residence is outside of the State; or
  - c. If a child resides in a Department of Community Affairs-licensed emergency shelter or transitional living facility due to domestic violence for more than a year combined for the duration of the placement pursuant to N.J.S.A. 18A:7B-12.d.
    - (1) When the State assumes fiscal responsibility for the tuition of a homeless child, the State shall pay to the school district in which the child is enrolled the weighted base per pupil amount calculated pursuant to N.J.S.A. 18A:7F-49, and the appropriate security and special education categorical aids per pupil pursuant to N.J.S.A. 18A:7F-55 and 56.

Adopted: 18 April 2017

Revised: 29 August 2017



## ***Abolished***

### 5465 EARLY GRADUATION

~~The Board of Education will award a State-endorsed diploma to a student that has met all State and local requirements for high school graduation. In addition, the Board shall award a State-endorsed high school diploma to any currently enrolled student in accordance with the provisions of N.J.A.C. 6A:8-5.2(e).~~

~~In accordance with provisions of N.J.A.C. 6A:8-5.2(e), the Board of Education shall award a State-endorsed high school diploma early to any currently enrolled student who:~~

- ~~1. Has demonstrated proficiencies in the Statewide assessments as required by the New Jersey Department of Education for high school graduation;~~
- ~~2. Has completed all state and local graduation requirements.~~
- ~~3. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and~~
- ~~4. Has formally requested an early award of a State-endorsed high school diploma.~~

~~Students not meeting one or more of the items above (1-4) may appeal in writing to the Superintendent of Schools. Any request for early graduation must be made by June 30<sup>th</sup> of the student's Junior year.~~

~~The diploma will bear the date of its issuance. The student may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school Principal.~~

~~N.J.S.A. — 18A:7C-1 et seq.~~

~~N.J.A.C. — 6A:8-5.1 et seq.; 6A:8-5.2 et seq.~~

~~Adopted: — 18 October 1977~~

~~Revised: 15 February 1983, 17 July 1990, 27 June 2002, 21 April 2015, 15 March 2016, 30 August 2016, 29 August 2017~~



## 5610 SUSPENSION (M)

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this Policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

**In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.**



**The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.**

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the **New Jersey Student Learning Core Curriculum Content** Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8



# POLICY

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OCEAN TOWNSHIP  
**BOARD OF EDUCATION**

Students  
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SUSPENSION (M)

Adopted: 17 September 1985

Revised: 17 July 1990, 25 November 1997, 26 August 2014, 29 August 2017



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### R 5610 SUSPENSION PROCEDURES (M)

#### A. Short-Term Suspensions

1. In each instance of a short-term suspension, the Principal or designee, shall assure the rights of a student suspended for one, but not more than ten consecutive school days by providing for the following:
  - a. As soon as practicable, oral or written notice of charges to the student ~~1~~.
    - (1) When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided.
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the short-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5.
    - (1) The informal hearing shall be conducted by a school administrator or designee;
    - (2) To the extent that a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension;
    - (3) The informal hearing should take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
    - (4) The informal hearing and the notice given may take place at the same time.
  - c. Oral or written notification to the student's parent of the student's removal from the student's educational program prior to the end of the school day on which the Principal decides to suspend the student. The notification shall include an explanation of:
    - (1) The specific charges;





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- (2) The facts on which the charges are based;
  - (3) The provision(s) of the code of student conduct the student is accused of violating;
  - (4) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.; and
  - (5) The terms and conditions of the suspension.
- d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day; and
- e. Academic instruction, either in school or out of school, that addresses the **New Jersey Student Learning Core Curriculum Content Standards**.
  - (1) The student's academic instruction shall be provided within five school days of the suspension.
  - (2) At the completion of a short-term suspension, the Board of Education shall return a general education student to the general education program for which he or she was suspended.
  - (3) The academic instruction provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
2. The Principal suspending the student shall immediately report the suspension to the Superintendent, who shall report it to the Board of Education at its next regular meeting, pursuant to N.J.S.A. 18A:37-4.
3. An appeal of the Board's decision affecting the general education student's educational program shall be made to the Commissioner, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
4. For a student with a disability, the provisions set forth N.J.A.C. 6A:16-7.2 shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.



**B. Long-Term Suspensions**

1. In each instance of a long-term suspension, the Principal or designee shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:
  - a. Notification to the student of the charges, prior to the student's removal from school;
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of events regarding his or her actions leading to the long-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
  - c. Immediate notification to the student's of the student's removal from school;
  - d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day;
  - e. Written notification to the parent by the Superintendent or designee within two school days of the initiation of the suspension, stating:
    - (1) The specific charges;
    - (2) The facts on which the charges are based;
    - (3) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.3; and
    - (4) Further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the Board, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.4.



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- (a) The Board shall request from the parent and student written acknowledgement of the notification provided pursuant to N.J.A.C. 6A:16-7.3(a)5.iv subsequent to the removal of the student from his or her educational program, pursuant to N.J.A.C. 6A:16-7.3.
- f. A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing, pursuant to. below;
- g. For a student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations;
- h. Information on the student's right to secure an attorney and legal resources available in the community identified pursuant to N.J.A.C. 6A:16-7.1(c)7;
- i. Either in- or out-of-school educational services that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25, which may include a public education program provided in accordance with N.J.A.C. 6A:16-9 or 10.
  - (1) The student's educational services shall be provided within five school days of the suspension.
  - (2) The Board shall make decisions regarding the appropriate educational program and support services for the suspended general education student based on the **New Jersey Student Learning Core Curriculum Content** Standards and the following considerations:
    - (a) A behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team, as appropriate;
    - (b) The results of relevant testing, assessments, or evaluations of the student;
    - (c) The student's academic, health, and behavioral records;



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- (d) The recommendation of the Superintendent, Principal, other relevant school or community resource;
  - (e) Considerations of parental input; or
  - (f) Consultation with the Intervention and Referral Services Team, in accordance with N.J.A.C. 6A:16-8
- (3) Educational services provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
- j. A formal hearing before the Board that shall, at a minimum:
  - (1) Be conducted by the Board or delegated by the Board to a Board committee, a school administrator, or an impartial hearing officer for the purpose of determining facts or making recommendations.
    - (a) Before taking final action, the Board as a whole shall receive and consider either a transcript or detailed report on the hearing.
  - (2) Include the opportunity for the student to:
    - (a) Confront and cross-examine witnesses, if there is a question of fact; and
    - (b) Present his or her own defense, and produce oral testimony or written supporting affidavits.
  - (3) Take place no later than thirty calendar days following the day the student is suspended from the general education program; and
  - (4) Result the Board's decision that shall be based, at a minimum, on the preponderance of competent and credible evidence.



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- k. A written statement to the student's parent regarding the Board's decision within five school days after the close of the hearing. The statement shall include at a minimum:
    - (1) The charges considered;
    - (2) A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board at the hearing;
    - (3) Factual findings relative to each charge and the Board's determination of each charge;
    - (4) Identification of the educational services to be provided to the student, pursuant i. above;
    - (5) The terms and conditions of the suspension; and
    - (6) The right to appeal to the Commissioner of Education the Board's decision regarding the student's general education program, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
  - l. If at any time it is found that the student did not commit the offense, the student shall be immediately returned to the program from which he or she was removed and
  - m. At the completion of a long-term suspension, the Board shall return the general education student to the general education program.
- 2. Any appeal of the Board's decision regarding the general education student's program shall be made to the Commissioner of Education, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
  - 3. Suspension of a general education student shall not be continued beyond the Board's second regularly scheduled meeting following the suspension, unless the Board so determines, pursuant to N.J.S.A. 18A:37-5.



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- a. The Board shall determine whether to continue the suspension, pursuant to B.1. above, based on the following criteria:
    - (1) The nature and severity of the offense;
    - (2) The Board's removal decision;
    - (3) The results of relevant testing, assessments, or evaluations of the student; and
    - (4) The recommendation of the Superintendent, after considering input from the Principal or Director of the alternative education program or home or other in-school or out-of-school instruction program in which the student has been placed.
  - b. The Board shall develop and adopt policies and procedures providing for action on the continuation of student suspensions in the event of cancellation of the first or second regular Board meeting pursuant to N.J.S.A. 18A:37-4 and 5.
4. When the Board votes to continue a general education student's suspension, it shall review the case, in consultation with the Superintendent, at each subsequent Board meeting for the purpose of determining:
    - a. The status of the student's suspension;
    - b. The appropriateness of the suspended student's current educational program; and
    - c. Whether the suspended student's current placement, pursuant to i. above, should continue or whether the student should return to the general education program.
  5. When the Board votes to continue a general education student's suspension it shall make, in consultation with the Superintendent, the final determination on:



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

STUDENTS  
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SUSPENSION PROCEDURES (M)

- a. When the student is prepared to return to the general education program;
  - b. Whether the student will remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in B.3.a.(1) through (4) above; or
  - c. Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
6. The Board shall provide a general education student suspended under N.J.A.C. 6A:16-7.3 with an appropriate educational program or services, based on the criteria set forth under B.1.i.(2) above, until the student ~~pupil~~ graduates from high school or reaches the age of twenty, whichever comes first.
  - a. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14-2 and 4.3, whichever is applicable; or
  - b. The educational services provided, either in-school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
7. For a student with a disability who receives a long-term suspension, the Board shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student's educational placement to an interim or alternate educational setting.
  - a. All procedural protections set forth in N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7.3 shall be afforded to a student with a disability who is subjected to a long-term suspension.
  - b. All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.



# REGULATION

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SUSPENSION PROCEDURES (M)

- c. The provisions of B.2. through B.6. above shall not apply to students with disabilities.

N.J.S.A. 18A:37-1 et.seq.

N.J.S.A. 18A:54-20g

N.J.S.A. 6:28-2.8 et seq

Adopted: 17 September 1985

Revised: 17 July 1990, 25 November 1997,  
28 January 2014, 26 August 2014, 29 August 2017





## 5620 EXPULSION (M)

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the **following**:

1. **The** procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and
2. ~~only after the Board has provided~~ **A**an appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.
  - a. The educational program or service shall be consistent with the provisions of N.J.A.C. **6A:16-9.2 - Program Criteria** ~~6A:16-9.1 et seq., Alternative Educational Programs, and;~~ N.J.A.C. 6A:16-10.2; - Home or Out-of-School Instruction for General Education Students; and N.J.A.C. 6A:14-2.1 et seq.; - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3~~1~~ et seq.; - Special Education, Programs **Options** and ~~Instruction~~, whichever are applicable; ~~or~~
  - b. The educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board's decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or service in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board's action to expel a student.

**In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq. Students in preschool**



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EXPULSION (M)

shall not be expelled, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A.18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2;  
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 17 July 1990

Revised: 25 November 1997, 26 August 2014, 29 August 2017



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

**NEW**

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Bed bugs

### 7424 BED BUGS

The Board of Education is concerned for students who may have bed bugs in their home with the potential for these students to bring bed bugs into the school building. Bed bugs can be transmitted from one location to another in backpacks, clothing, books, and other items. A bed bug infestation is unlikely in a school and the Board adopts this Policy as a proactive action to prevent infestation and to stop bed bugs from spreading within the school setting if a bed bug is transmitted into a school.

Bed bugs are parasitic insects that feed exclusively on blood and are mainly active at night, but are not exclusively nocturnal. A common bed bug prefers human blood and typically feeds on their hosts without being noticed. Bed bugs are not known to transmit disease, but cause reasonable distress and health concerns for many people. The presence of bed bugs in a home does not mean the home is unclean, bed bugs can be found in any home.

Bed bugs typically do not infest people as they hide during the day and come out during the night. Bed bugs are attracted to humans primarily by carbon dioxide, warmth, and by some chemicals. Bed bugs prefer exposed skin, preferably the face, neck, and arms of a sleeping person. Bed bug bites may lead to a range of skin manifestations from no visible effects to prominent blisters. The bite usually produces a swelling with no red spots, but when many bugs feed on a small area, reddish spots may appear after the swelling subsides. Effects also may include skin rashes, psychological effects, and allergic symptoms.

Any staff member who observes what may be bed bug bites on a student shall send the student to the school nurse. The school nurse shall examine the student to determine if there are any bed bugs present on the student or if the bites may be bed bug bites. The school nurse will inform the Principal and contact the student's parent on the results of the examination.

In the event the school nurse observes what appears to be a bed bug on the student or on the student's possessions, the school nurse will inform the Principal who will arrange for a licensed pest management professional to complete an inspection of the student's classroom(s) to determine if bed bugs are present in the classroom area. If a licensed pest management professional cannot complete an inspection within twenty-four hours of the request from the school district, the district custodial staff will vacuum the student's classroom(s) with a vacuum cleaner using a new vacuum cleaner bag and when finished the staff member shall seal the bag and discard it in a receptacle outside the school building. If the vacuum does not have a bag, the contents of the vacuum shall be emptied into a secure plastic bag, sealed, and discarded into a receptacle outside the school



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Bed bugs

building. The Principal shall determine if the classroom(s) should be occupied by staff and students until the inspection by a licensed pest management professional is conducted.

In the event the inspection determines bed bugs are in the school, the area(s) where bed bugs have been found or could be found will be treated by a licensed pest management professional.

The parent of any student who is found to have a live bed bug on them will be contacted by the school nurse and the parent will be required to pick-up their child to arrange for the child to return home to change clothes and to inspect any items the student brings to school. Upon the student's return to school, the student will be required to report to the school nurse who will examine the child and the child's possessions. If there are no signs of bed bugs on the student or in or on the student's possessions, the student will be able to resume their school day. The school nurse may determine to examine the child subsequent to their initial return to school to ensure the student and possessions are free of bed bugs. In the event the nurse finds live bed bugs on the student or in or on the student's possessions upon the student's initial return to school, or upon any subsequent examination by the school nurse, the school nurse will contact the parent and require the parent to pick-up the student from school.

The Principal, in consultation with the school nurse, will determine if the parents of other students should be informed of the presence of bed bugs in an area of the school where their child may have been or is during the school day. This determination will be made on a case-by-case basis. Parents of other students may not be informed if bed bugs are found on a student or in or on the student's possessions, and are not found in the school building. The school district will comply with all notification requirements and other requirements of the New Jersey Pest Management Act, the district's Pest Management Plan, and any other applicable law.

Any student suspected of having bed bugs in their home or on or in their possessions will be treated with discretion, dignity, and respect. The district will offer the student counseling, if needed. The Principal or designee will work sensitively with parents of any student living in an infested home to develop strategies for preventing the further spread of bed bugs.

Adopted: 29 August 2017



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

*NEW*

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Bed Bugs

### R 7424 BED BUGS

The following procedures are established in implementation of Policy 7424 – Bed Bugs.

A. Observation of Possible Bed Bug Bites or Bed Bugs on a Student

1. A staff member who observes what he/she believes may be bed bug bites on a student or bed bugs on the student or in or on the student's possessions shall send the student to the school nurse.
2. The school nurse shall examine the student to determine if the student has bed bug bites or if there are any bed bugs present on the student or in or on the student's possessions.
3. If the school nurse determines the student does not have bed bug bites or bed bugs on them or in or on their possessions, the student will be returned to resume their school day.

B. Confirmation of Bed Bug Bites or Bed Bugs on a Student

1. If the school nurse believes the student has bed bug bites or finds bed bugs on the student or in or on the student's possessions, the school nurse will contact the Principal or designee.
2. The Principal or designee will arrange for a licensed pest management professional to complete an inspection of the student's classroom(s) to determine if bed bugs are present.
3. If a licensed pest management professional cannot complete an inspection within twenty-four hours of the request from the school district, the district custodial staff will vacuum the student's classroom(s) with a vacuum cleaner using a new vacuum cleaner bag.
4. When vacuuming is completed by district custodial staff, the staff member shall seal the bag and discard it in a receptacle outside the school building. If the vacuum does not have a bag, the contents of the vacuum shall be emptied into a secure plastic bag, sealed, and discarded into a receptacle outside the school building. The vacuum will also be treated.
5. The Principal shall determine if the classroom(s) should be occupied by staff and students until the inspection by a licensed pest management professional is conducted.



# REGULATION

## OCEAN TOWNSHIP BOARD OF EDUCATION

*NEW*

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Bed Bugs

C. Inspection by Licensed Pest Management Professional

1. If an inspection by the licensed pest management professional determines bed bugs are not present in the classroom(s) inspected, the school program shall resume use of the classroom(s) if the Principal previously decided the classroom(s) should not be occupied by staff or students.
2. If an inspection by the licensed pest management professional determines bed bugs are in the classroom(s), the area(s) will be treated by a licensed pest management professional. Any treatment shall be in accordance with the provisions of the New Jersey Pest Management Act, the district's Pest Management Plan, and any other applicable law.

D. Communication with Student's Parent

1. The school nurse will contact the student's parent on the results of the examination.
2. A parent of a student who is believed to have a live bed bug(s) on them or in or on their possessions will be required to arrange for their child to be picked-up from school to return home to change clothes and for the parent to inspect any possessions the student brings to school. The nurse may provide the parent with information regarding bed bugs.
  - a. Upon the student's return to school after being sent home to change clothes and an inspection of their possessions they bring to school, the student will be required to report to the school nurse who will examine the child and the child's possessions before the child can resume the school day.
    - (1) If there are no signs of bed bugs on the student or in or on the student's possessions upon being examined by the school nurse after the child returns to school, the student will be able to resume their school day.
  - b. The school nurse may examine the student and the student's possessions subsequent to their initial return to school to ensure the student and possessions are free of bed bugs.
    - (1) In the event the nurse finds live bed bugs on the student or in or on the student's possession after the student's initial



# REGULATION

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Bed Bugs

return to school or upon any subsequent examination by the school nurse, the school nurse will contact the parent and require the parent to pick-up the student from school.

3. A parent of a student who is believed to have bed bug bites, but no evidence of bed bugs on them or in or on their possessions, will be informed of such results and the student may be required to be examined by the school nurse subsequent to the initial examination to ensure bed bugs are not on the student or in or on their possessions they bring to school.

E. School Communications

1. The Principal, in consultation with the school nurse, will determine if the parents of other students should be informed if bed bugs are found in an area of the school. This determination will be made on a case-by-case basis.
  - a. Parents of other students need not be informed if bed bugs are found on a student or in or on the student's possessions, and are not found in the school building.

F. Compliance with Applicable Laws

1. The Principal or designee will ensure the school district complies with all notification requirements and any other legal requirements, including the New Jersey Pest Management Act, the district's Pest Management Plan, and any other applicable law.

Adopted: 29 August 2017



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

**NEW**

Property  
7446/Page 1 of 1  
School Security Program

### P 7446 SCHOOL SECURITY PROGRAM

The safety of students, staff members, and visitors on school grounds is an important concern for the Board of Education.

#### School District Employed Security Officers – (Unarmed)

The Board of Education authorizes the employment of school district security officers. The district's security officers will be required to wear Board-approved uniforms and shall work in cooperation with the school administration to provide security services on school grounds. The security officers will be provided the necessary equipment to perform the security functions assigned by the administration. The district's security officers will not carry a gun. The Superintendent of Schools will ensure all school district security officers receive appropriate training for the responsibilities of the position.

This Policy will be reviewed and approved by the Board attorney for compliance with applicable statutes and administrative code provisions before initial adoption and subsequent re-adoptions by the Board.

N.J.S.A. 2C:39-4; 2C:39-5; 2C:39-6; 2C:58-4;  
40A:14-146.10; 40A:14-146.11;  
40A:14-146.14

Adopted: 29 August 2017





**NEW**

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District Sustainability Policy

## 7461 DISTRICT SUSTAINABILITY POLICY

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It considers the interrelationship of economic, social, and environmental factors that protect and enhance present and future quality of life.

The Board of Education desires to conduct its operations and make decisions with identified sustainability priorities that include at a minimum: protecting students, staff, and community from environmental harm; preparing students for the future by educating for sustainability (knowledge of concepts and practices of environmental, social, and economic responsibility and sustainability); and include an intent to preserve current and future resources.

The Board believes by incorporating sustainable practices into school policies and operations it can make an immediate impact on student health, academic performance, and teacher retention while decreasing operational costs and demands on natural resources.

The Superintendent of Schools will establish a School District Sustainability Committee to provide the Superintendent and the Board with information on the benefits of increased sustainability practices within the school district.

The Board wants to protect students, staff, school visitors, and community members from environmental harm and will strive to eliminate the use of potentially toxic and harmful substances; prepare students for the future by providing a high-quality education that support concepts and practices of environmental, social, and economic responsibility and sustainability; and preserving current and future resources by adopting practices in operations that balance environmental, social, and fiscal responsibility to protect and enhance the future quality of life.

The Board of Education authorizes the following sustainability practices to be implemented within the schools of the district:

### Classroom Chemical Purchase, Storage, and Disposal Policy

The Board of Education requires outdated chemicals used in the school district as part of the school district's Chemical Hygiene Plan are routinely removed from school grounds and future purchases will attempt to curtail or eliminate storage of unneeded chemicals.



## NEW

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District Sustainability Policy

The School Business Administrator/Board Secretary will coordinate a lab clean-out and clean-out of outdated and unneeded chemicals every eighteen months.

Classroom chemical purchase, storage, and disposal will be in accordance with Board of Education Policy 7420 – Hygienic Management and Regulation 7420.2 – Chemical Hygiene that is in accordance with Federal and State law.

### Promoting Physical Activity

In addition to high-quality physical education classes in the school district taught by certified and well-supported physical education teachers, multiple opportunities exist before, during, and after school to enable young people to achieve the U.S. Department of Health and Human Services' recommended sixty minutes of physical activity per day. They include: recess, physical activity breaks, before and after school programs, and the use of school facilities outside school hours.

The Healthy, Hunger-Free Kids Act of 2010 requires every school district that participates in Federal school meals programs to have a local school Wellness Policy that includes goals for physical activity. The Board of Education has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods to meet this requirement. The Board of Education promotes a comprehensive school-based physical activity program in accordance with Board policy that will permit students to safely walk to and from school, to ride bicycles to and from school, and some of the activities and programs listed below to promote physical activities:

1. Recess: The district will provide a recess period on most school days for Kindergarten through fifth grade students;
2. Physical Activity Breaks: Teachers may periodically conduct three to five minute "physical activity breaks" or "brain energizers" and incorporate physical activity into academic lessons to help improve student performance and on-task behavior;
3. Before and After School Programs: Elementary and Middle Schools in the district will attempt to offer a minimum of two types of extracurricular programs that provide students with opportunities for physical activity beyond school hours. A high school will offer additional extracurricular programs that provide students with opportunities for physical activity beyond school hours;



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District Sustainability Policy

4. If the district offers a before and/or after school student care program for children, either directly or through a contractor, such programs shall incorporate physical activity as a component of the daily schedule;
5. Intramural sports, which are organized sports that often emphasize fun as well as competition and involve students from the school of all skill levels who may not want to participate in an interscholastic sport;
6. Physical activity clubs that allow students to pursue specific interests or explore new activities;
7. Use of School Facilities Outside School Hours: The district may, in accordance with Board Policy, allow for the joint use of school facilities by community recreation programs offered by municipal or parks and recreation commissions, outside agencies, and/or youth-serving organizations on evenings, weekends, and during breaks in the school calendar.

### Safe Routes to School

Safe Routes to School is a nationwide movement aimed at encouraging elementary and middle school students to walk or bicycle to school. The goal of New Jersey's Safe Routes to School initiative is to get children walking and bicycling to school where it is safe and to make it safe where it is not safe. In support of this initiative, the Board has adopted Policy 8505 – Local Wellness Policy/Nutrient Standards for Meals and Other Foods, Policy 8600 – Transportation, and Policy 5514 – Student Use of Vehicles. The Board of Education and the administration will collaborate with municipal, county or State transportation, land-use planning, law enforcement, and other agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to and from school.

The Board recognizes the benefits of students walking or riding a bicycle to school on a safe route. Understanding there may not be a safe walking or biking route to and from school for every student, this physical activity for a student is both mentally and physically beneficial.

Students walking and riding a bicycle to school will be required to comply with Board policies, all safety and school rules, and regulations. A list of conditions explaining the rules and expectations of the student and parent will be provided by the Principal or designee.



# POLICY

## OCEAN TOWNSHIP BOARD OF EDUCATION

### NEW

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District Sustainability Policy

The Board of Education will post this Policy on the school district website along with samples of the district's outreach activities to staff, students, and parents notifying them of the Policy adoption. Outreach activities/materials will include district newsletter articles, email blasts, presentations/announcements at Board of Education or district-wide staff meetings, and other public events.

Adopted: 29 August 2017



**NEW**

Operations  
8350/Page 1 of 1  
Records Retention

## 8350 RECORDS RETENTION

The New Jersey Department of the Treasury - Records Management Services places all public records on Records Retention Schedules that list the minimum legal and fiscal time periods public records must be retained by State and local governmental and educational agencies. Records Management Services determines these retention periods in conformance with State and Federal codes, regulations, and statutes of limitation. Final approval of the schedules comes from the State Records Committee, which is comprised of representatives of the Attorney General, State Treasurer, State Auditor, Director of Local Government Services, and the director of the division.

Part and parcel to a good records management program is the timely destruction of records once their retention period has expired. This pertains to the destruction of paper records as well as those that are microfilmed, have been imaged, or are electronic. Unique records disposal request (such as the disposal of fire damaged records which have not yet outlived their retention period) require specific authorization from the State Records Committee.

As per the Destruction of Public Records Act of 1953 (P.L. 1953, c. 410), the Board of Education must receive prior written authorization from Records Management Services to dispose of their public records regardless of the medium in which the information is maintained. Authorization to dispose public records shall be submitted electronically by the school district custodian of such records to Records Management Services. Records must be retained in accordance with the Records Retention Schedules and shall not be disposed until approval for such disposal is obtained from Records Management Services.

Adopted: 29 August 2017

