

Policy

CONCEPTS AND ROLES IN ADMINISTRATION; GOALS AND OBJECTIVES

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

The administration will seek to create a positive learning environment:

Pride Academy Charter School will make the establishment of a safe, peaceful, and structured learning environment a school-wide priority. All staff will receive training both during orientation and throughout the school year on how to effectively foster and sustain a school-wide culture of respect, responsibility, accountability, and positive decision-making. The student body will partake in a specially designed week-long curriculum which introduces Pride Academy Charter School's core values of peace, respect, integrity, determination, and empathy, and helps students actively make connections between those values and every day school situations they will encounter.

The Pride Academy Charter School will also create The Pride Pledge, a document outlining expectations for behavior and the accompanying consequences for both positive and negative choices. The Pride Pledge will be used as an educational tool at the center of teaching students about decision-making as well as a guideline for teachers, parents, and students regarding Pride Academy Charter School's expectations and values. In addition, students will be instructed how to apply The PACS Learning Cycle's four steps of critical thought (*questioning, seeking, understanding, responding*) to analyze their own behavior and to respond accordingly.

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

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

CONCEPTS AND ROLES IN ADMINISTRATION;
GOALS AND OBJECTIVES (continued)

Date:

Key Words

Administrative Role

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-3 <u>et al.</u>	Public School Education Act of 1975
	<u>N.J.S.A.</u> 18A:7F-1 <u>et seq.</u>	Comprehensive Education Improvement and Financing Act of 1996
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-1.1 <u>et seq.</u>	School District Operations
	<u>See particularly</u>	
	<u>N.J.A.C.</u> 6A:32-4.4,-4.5	

Possible

<u>Cross References:</u>	*2131	Chief school administrator
	*2210	Administrative leeway in absence of board policy
	3293.1	Signatures/facsimiles
	*4111	Recruitment, selection and hiring
	*4115	Supervision
	*4116	Evaluation
	*4211	Recruitment, selection and hiring
	*4215	Evaluation
	*9000	Role of the board
	*9313	Formulation, adoption, amendment of administrative regulations

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

Policy

LINE OF RESPONSIBILITY

The board of trustees shall operate under a unit control system headed by the chief school administrator.

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

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

Date:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:17-5 through -14.3	Secretaries, Assistant Secretaries and School Business Administrators
	<u>N.J.S.A.</u> 18A:17-15 through -23	Superintendents and Assistant Superintendent of Schools
	<u>N.J.S.A.</u> 18A:17-24.1 <u>et seq.</u>	Shared Administrators, Superintendents
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:9-12.3	Authorization
	<u>N.J.A.C.</u> 6A:9-12.4	School administrator
	<u>N.J.A.C.</u> 6A:9-12.7	School business administrator
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions (chief school administrator)

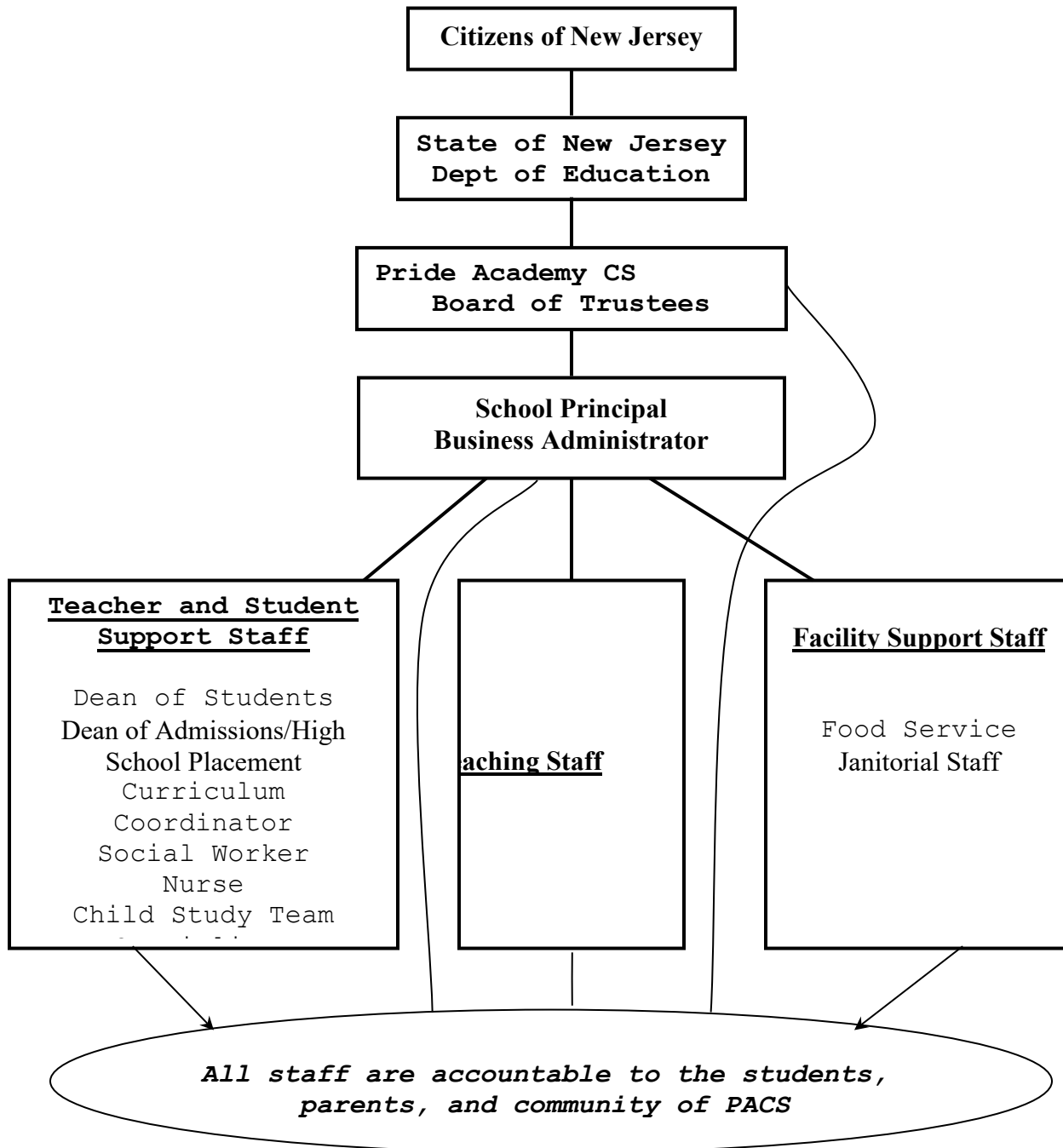
Possible

<u>Cross References:</u>	*1312	Community complaints and inquiries
	2100	Administrative staff organization
	*2131	Chief school administrator
	*2210	Administrative leeway in absence of board policy
	*3000/3010	Concepts and roles in business and noninstructional operations; goals and objectives
	9123	Appointment of board secretary
	*9313	Formulation, adoption, amendment of administrative regulations

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

Pride Academy Charter School
Exhibit 2121c chart

LINE OF RESPONSIBILITY Exhibit: organizational chart of the PACS charter school staff, including the board of trustees, all employees and students.



Policy

CHIEF SCHOOL ADMINISTRATOR

The PACS board of trustees, in compliance with state law, will evaluate the chief school administrator at least annually. Every newly appointed or elected board member shall complete the New Jersey School Boards Association's training program on evaluation of superintendents within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

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

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

- A. To review, revise and adopt procedures suggested by the chief school administrator for implementation of this policy;
- B. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process, and to engage such a consultant if the board deems it desirable;
- C. To adopt an individual plan for professional growth and development of the chief school administrator based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the board and the chief school administrator. The duration of the plan will be three to five years, depending on the chief school administrator's contract with the charter school;
- D. To hold an annual summary conference between a majority of the full membership of the board and the chief school administrator. This conference shall include a review of the chief school administrator's performance in terms of his/her job description;
- E. To adopt, by April 30, subsequent to the annual summary conference, an annual written performance report, approved by a majority of the full membership of the board. This report shall include:
 - 1. Performance areas of strength;
 - 2. Performance areas needing improvement based upon the job description and evaluation criteria set forth below;
 - 3. Recommendations for professional growth and development;
 - 4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the chief school administrator;

CHIEF SCHOOL ADMINISTRATOR (continued)

5. Provision for performance data which have not been included in the report prepared by the board of trustees to be entered into the record by the chief school administrator within 10 working days after the completion of the report.

The role and responsibility of the chief school administrator shall be to provide information and propose procedures for:

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

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

Date:

Key Words

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

Legal References:

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

N.J.S.A. 18A:415

General rulemaking power

N.J.S.A. 18A:610
through 17

Dismissal and reduction in compensation of persons
under tenure in public school system

N.J.S.A. 18A:12-21 et seq.

School Ethics Act

CHIEF SCHOOL ADMINISTRATOR (continued)

<u>N.J.S.A.</u> 18A:1715 through 21	Appointment of superintendents; terms;
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:1724	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:283 through 6.1	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:2914	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
<u>N.J.S.A.</u> 40:8A-1 <u>et seq.</u>	Interlocal Services Act
<u>N.J.A.C.</u> 6A:9-12	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:324.1 <u>et seq.</u>	Employment and Supervision of Teaching Staff
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:324.3	Evaluation of tenured and nontenured chief school administrator
<u>N.J.A.C.</u> 6A:324.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:324.5	Evaluation of nontenured teaching staff members

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

Manual for the Evaluation of Local School Districts

Possible**Cross References:**

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

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

Policy

ADMINISTRATIVE LEEWAY IN ABSENCE OF BOARD POLICY

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

It shall be the duty of the chief school administrator to inform the board promptly of such action and of the need for policy.

Date:

Key Words

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

<u>Legal References:</u>	N.J.S.A. 18A:11 1	General mandatory powers and duties
	N.J.S.A. 18A:1720	Tenured and non-tenured superintendents; general powers and duties
	N.J.S.A. 18A:36A	Charter School Program Act of 1995
	N.J.S.A. 18A:54-20	Powers of board (county vocational schools)

Possible

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

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

Policy

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

The Pride Academy Board of Trustees will continue to support its Affirmative Action Resolution of _____ (date), and to implement the district's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

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

Affirmative Action Officer and Team

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

The affirmative action officer shall:

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

The affirmative action team shall:

- A. Develop the comprehensive equity plan in compliance with administrative code;
- B. Oversee the implementation of the charter school's comprehensive equity plan;
- C. Collaborate with the affirmative action office in coordinating the required professional development training;
- D. Monitor the implementation of the comprehensive equity plan; and
- E. Conduct the annual district internal monitoring to ensure continuing compliance with state and federal law and

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

code.

Harassment

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

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

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

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

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

School and Classroom Practices

In implementing affirmative action, the charter school shall:

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

These topics are included in the pupil and instruction policies of the charter school at #5145.4 Equal educational opportunity, #6121 Nondiscrimination/affirmative action, and #6145 Extracurricular activities.

Contract/Employment Practices

The charter school board of trustees directs the chief school administrator to ensure that appropriate administrators implement the district's affirmative action policies by:

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

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

Disabled

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

Report on Implementation

The chief school administrator shall devise regulations, including grievance forms and procedures to implement the charter school's affirmative action policies. He/she shall report to the board annually on the effectiveness of this policy and the implementing procedures.

Date:

Key Words

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

Legal References:

<u>N.J.S.A.</u> 2C:16-1	Bias intimidation
<u>N.J.S.A.</u> 2C:33-4	Harassment
<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u>	Law Against Discrimination
<u>N.J.S.A.</u> 18A:65	Inquiry as to religion and religious tests prohibited
<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
<u>N.J.S.A.</u> 18A:18A17	Facilities for handicapped persons
<u>N.J.S.A.</u> 18A:261	Citizenship of teachers, etc.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
<u>N.J.S.A.</u> 18A:292	Equality of compensation for male and female teachers
<u>N.J.S.A.</u> 18A:3714	
through -19	Harassment, intimidation, and bullying defined; definitions
<u>N.J.S.A.</u> 18A:3620	Discrimination; prohibition
<u>N.J.S.A.</u> 26:8A-1 <u>et seq.</u>	Domestic Partnership Act
<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
<u>N.J.A.C.</u> 5:237.1 <u>et seq.</u>	Barrier free subcode of the uniform construction code
<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:71.4,	
1.5, 1.6, -1.7, -1.8	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:3212.1	Reporting requirements
<u>N.J.A.C.</u> 6A:3214.1	Review of mandated programs and services

Executive Order 11246 as amended

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Rights.

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Comprehensive Equity Plan, New Jersey Department of Education

PossibleCross References:

*3320	Purchasing procedures
*4111	Recruitment, selection and hiring
*4111.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4211.1	Nondiscrimination/affirmative action
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5131	Conduct/discipline
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6145	Extracurricular activities

*Indicates policy is included in the Critical Policy Reference Manual.5/06
2224

Policy

RESEARCH, EVALUATION AND PLANNING

The chief school administrator shall annually direct development or review of long and shortrange goals, as required by law, and the plan of action to attain them. Objectives shall be developed with community participation and approved by the board of trustees; the plan of action shall be prepared in consultation with teaching staff members. The charter school's plans shall be discussed at a public meeting before the date required by law.

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

Quality Assurance

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

School-Level Planning

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

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

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

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

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

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

Date:

RESEARCH, EVALUATION AND PLANNING (continued)Key Words

Research, Evaluation, Planning, Longrange Plan, Multiyear Maintenance, School Level Plan

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7A11	Annual report of local school district; contents; annual report of commissioner;
		report on improvement of basic skills
	<u>N.J.S.A.</u> 18A:7A-14	Review of evaluation of district performance
	<u>N.J.S.A.</u> 18A:7F-4	Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
	<u>N.J.S.A.</u> 18A:7F-6	Approval of budget by Commissioner
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>	Long-Range Facilities Plans
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School
Districts	<u>N.J.A.C.</u> 6A:322.1	Definitions
	<u>N.J.A.C.</u> 6A:3212.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:3212.2	School-level planning
	<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A., 6301 et seq.

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Possible

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

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

Policy

ACTION PLANNING FOR CHARTER RENEWAL and/or T&E CERTIFICATION

The chief school administrator shall be responsible for assembling all the necessary documentation to meet state charter renewal and certification requirements.

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

If the school district fails to satisfy any evaluation criteria, the board of trustees shall cooperate in undertaking corrective action by the development of remedial plans, if required, pursuant to the New Jersey administrative code.

Certification requirements for teaching staff members shall not be violated.

Equivalency and Waiver Procedures

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

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

All applications for equivalency and waivers shall be signed by the chief school administrator and approved by the board of trustees.

Date:

Key Words

ACTION PLANNING FOR T&E CERTIFICATION (continued)

Action Planning for T&E Certification, Planning, Certification, Equivalency, Waivers, Alternative Monitoring

<u>Legal References:</u>	<u>N.J.S.A. 18A:7A-10</u>	Evaluation of performance of each school
	<u>N.J.S.A. 18A:7A-14</u>	Review of evaluation of district performance
	<u>N.J.S.A. 18A:7F-1 et al.</u>	Comprehensive Educational Improvement and Financing Act
	<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception
	<u>N.J.S.A. 18A:36A</u>	Charter School Program Act of 1995
	<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessments
	<u>N.J.A.C. 6A:23-8.3</u>	Commissioner to ensure achievement of the Core Curricular Content Standards
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 6A:322.1</u>	Definitions
	<u>N.J.A.C. 6A:3212.1</u>	Reporting requirements
	<u>N.J.A.C. 6A:32-12.2</u>	School-level planning
	<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

Manual for the Evaluation of Local School Districts**Possible**

<u>Cross References:</u>	*1120	Board of trustees meetings
	*1220	<u>Ad hoc</u> advisory committees
	*2240	Research, evaluation and planning

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