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ADMINISTRATION

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Revised: 19 January 2016

## 1100 DISTRICT ORGANIZATION

The Board of Education directs the establishment and implementation of an organizational plan for the management and control of school district operations. The plan will require the identification and resolution of problems at appropriate organizational levels. All references to school district administrators in policies or regulations shall be construed to mean that administrator or designee.

All members and employees of this Board are directed to observe faithfully the chain of communications established by the district organizational plan. In general, a problem should be identified and its resolution attempted at the level most immediate to the problem's origin. When a resolution cannot be found at that level, remedy may be sought through appropriate resolution and remediation procedures.

The Board expressly disapproves of any attempt to expedite the resolution of a problem by disregard of the organizational plan and the appropriate processes. A staff member's persistent disregard for the established management organization of this district in violation of this policy will be considered an act of insubordination subject to discipline.

N.J.S.A. 18:11-1; 18A:27-4

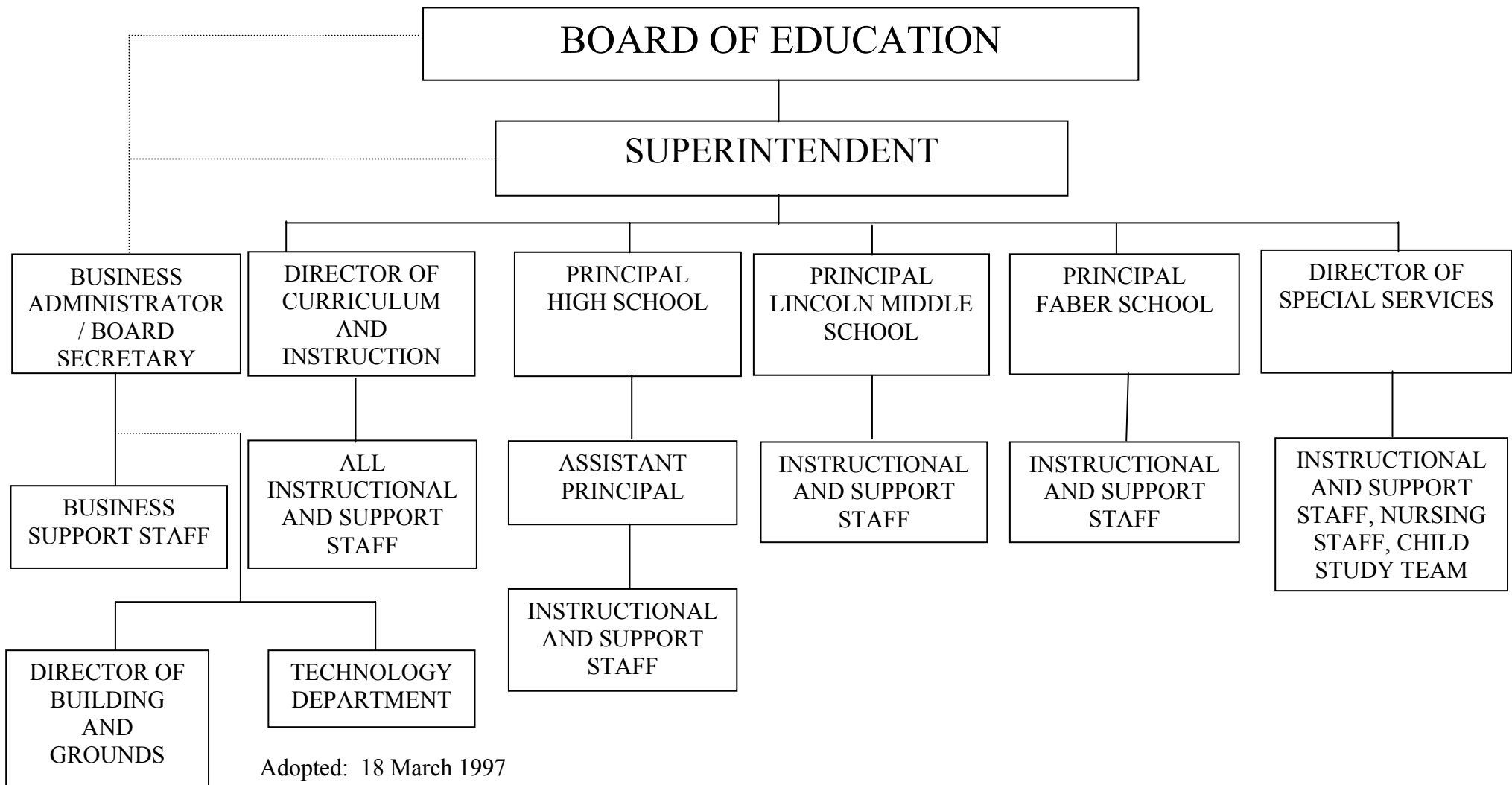
Adopted: 18 March 1997  
Reviewed: 23 October 2006

# POLICY

## BOARD OF EDUCATION DUNELLEN

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Organizational Chart

### DUNELLEN BOARD OF EDUCATION TABLE OF ORGANIZATION



Adopted: 18 March 1997

Revised: 16 December 2003; 23 October 2006, 19 February 2008, Revised 4 November 2008, 5 March 2013

## 1140 AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, pupils, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of pupil performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of pupils in special education programs if there is an over representation within certain groups; staffing practices; pupil demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

The Affirmative Action Officer must have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9 et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all pupils and employees of district grievance procedures for handling discrimination complaints; and ensure

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## BOARD OF EDUCATION DUNELLEN

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#### Affirmative Action Program

the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the pupil achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 5 March 2013

## 1210 BOARD-SUPERINTENDENT RELATIONS

The Board of Education believes that it is the primary duty of the Board to establish policies and the primary duty of the Superintendent to implement and administer those policies.

The Superintendent, as chief administrative officer of the school district, is the primary professional advisor to the Board. Policy should not be adopted or revised without consultation with the Superintendent.

The Superintendent is responsible for the development, supervision, and operation of the school program and facilities and will be given latitude to implement and administer policies in accordance with such standards as may have been set forth in the policies. The Superintendent will discharge his/her responsibility in part through the establishment and promulgation of administrative regulations.

In evaluating the effectiveness of Board policy in meeting the goals of the district, the Board will request the Superintendent to make appropriate inquiries, investigations, and reports.

Adopted: 18 March 1997

Reviewed: 20 January 2004

## 1220 EMPLOYMENT OF CHIEF SCHOOL ADMINISTRATOR

The Board of Education vests the primary responsibility for the administration of this district in a Superintendent and recognizes that the appointment of a person to that office is one of the most important functions this Board can perform.

The Superintendent shall devote himself or herself exclusively to the duties of the office. The Board may hire a professional consultant, seek the advice of the retiring Superintendent or ask for citizens' participation.

### Recruitment Procedures

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent. Recruitment procedures shall be prepared in advance of the search and shall include the following:

1. The preparation of a written job description;
2. Preparation of informative material describing this school district and its educational goals;
3. Where feasible, the opportunity for applicants to visit the district;
4. The requirement that each serious candidate for the position be interviewed by Board members in a format that encourages the candidate to express an educational philosophy;
5. Solicitation of applications from a wide geographical area; and
6. Strict compliance with law and Policy No. 1530 on equal employment opportunity.

### Qualifications

The Superintendent must possess a valid New Jersey administrative certificate or certificate of eligibility endorsed for school administrator in accordance with law and must qualify for employment following a criminal history record check.

The Superintendent shall meet the requirements determined by the Board at the time of the search.



## Employment Contract

A person appointed Superintendent must enter an employment contract with the Board. The employment contract with the Superintendent must be approved with a majority vote of the full Board at a public Board meeting.

In the event there is a Superintendent vacancy at the expiration of the existing contract, only the Board seated at the time of the expiration of the current Superintendent's contract may appoint and approve an employment contract for the next Superintendent.

In the event there is a Superintendent vacancy prior to the expiration of the existing contract, the Board seated at the time the position becomes vacant may appoint and approve an employment contract for the next Superintendent.

The contract will include a term of not less than three nor more than five years for which employment is contracted, stating beginning and ending dates; the salary to be paid; the benefits to be received; and a provision for termination of the contract by Superintendent as established in the contract between the Board and the Superintendent.

At the conclusion of the term of the initial contract or of any subsequent contract, in accordance with N.J.S.A. 18A:17-20.1, the Superintendent shall be deemed reappointed for another contracted term of the same duration as the previous contract unless either: the Board by contract reappoints the Superintendent for a different term which shall not be less than three nor more than five years, in which event reappointments thereafter shall be deemed for the new term unless a different term is again specified; or the Board notifies the Superintendent in writing the Superintendent will not be reappointed at the end of the current term, in which event his/her employment shall cease at the expiration of that term. In the event the Board notifies the Superintendent he/she will not be reappointed, the notification shall be given prior to the expiration of the first or any subsequent contract by a length of time equal to thirty days for each year in the term of the current contract.

Pursuant to N.J.S.A. 18A:20.2a, the Board shall submit to the Commissioner for prior approval an early termination of employment agreement that includes the payment of compensation as a condition of separation. In accordance with N.J.S.A. 18A:17-20.2a, compensation includes, but is not limited to, salary, allowances, bonuses and stipends, payments of accumulated sick or vacation leave, contributions toward the costs of health, dental, life, and other types of insurance, medical reimbursement plans, retirement plans, and any in-kind or other form of remuneration.

An early termination of an employment agreement shall be limited in its terms and conditions as outlined in N.J.A.C. 6A:23A-3.2. The Commissioner shall evaluate such agreements in accordance with the provisions of N.J.S.A. 18A:17-20.2a and N.J.A.C. 6A:23A-3.2 and has the authority to disapprove the agreement. The agreement shall be submitted to the Commissioner by the district by certified mail, return receipt requested. The determination shall be made within thirty days of the Commissioner's receipt of the agreement from the school district.

# POLICY

BOARD OF EDUCATION  
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Employment of Chief  
School Administrator

## Physical Examination

A person appointed Superintendent must meet the requirements for physical examination set forth in Policy No. 3160.

## Disqualification

Any candidate's misstatement of fact material to qualifications for employment or the determination of salary will be considered by this Board to constitute grounds for dismissal.

N.J.S.A. 18A:16-1; 18A:17-15; 18A:17-20; 18A:17-20.1;  
18A:17-20.2; 18A:17-20.2a; 18A:17-20.3

N.J.A.C. 6A:9-12.3; 6A:9-12.4; 6A:23A-3.1; 6A:23A-3.2

Adopted: 18 March 1997  
Revised: 20 January 2004  
Revised: 11 May 2010

## 1230 SUPERINTENDENT'S DUTIES

**M**

### Function

The Superintendent shall serve as Chief Executive and Administrative Officer of the district by implementing policies established by the Board of Education and by discharging the duties imposed on his/her office by law.

### Authority

The Superintendent shall be the Chief School Administrator of the school district and principle advisor to the Board. He/She may delegate to an appropriate school official any duty not reserved to the Superintendent by law, but may not delegate the responsibility for duties mandated by law.

### Work Relationships

The Superintendent shall report directly to the Board and shall directly or indirectly supervise all persons employed by the Board.

### Duties and Responsibilities

- A. In the discharge of his/her responsibility as principle advisor to the Board, the Superintendent shall:
  - 1. Ensure all aspects of district operation comply with Board policy, State law and district contracts;
  - 2. Report to the Board on the needs of the district;
  - 3. Advise the Board of any changes or additions that should be made to its policies;
  - 4. Provide the Board with such information as may be needed to ensure the making of informed decisions; and
  - 5. Perform such other duties as may be assigned by the Board.
- B. In the discharge of his/her responsibility for the implementation of the operational action plan of the district, the Superintendent shall:
  - 1. Prepare, promulgate, and maintain a manual of administrative regulations;
  - 2. Evaluate the future needs of the district and recommend a district action plan including goals, objectives, and priorities to the Board;

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## BOARD OF EDUCATION DUNELLEN

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Superintendent's Duties

3. Maintain written objectives to implement the district action plan adopted by the Board;
  4. Evaluate progress toward the attainment of the district action plan and report thereon to the Board; and
  5. Report to the Commissioner and the County Superintendent on or before August 1 of each year matters relating to the schools in the manner and form prescribed by the Commissioner.
- C. In the discharge of his/her responsibility as the administrator of the instructional program, the Superintendent shall:
1. Establish and maintain a written instructional plan for the schools of the district consistent with the educational goals adopted by the Board;
  2. Coordinate the proper implementation of the instructional plan as it applies to each school in the district;
  3. Evaluate at least annually the effectiveness of the program of studies and recommend such changes and additions as may be required to improve its effectiveness;
  4. Evaluate the performance of pupils in relation to other public school districts, as well as in relation to State and national standards;
  5. Report periodically to the Board, as directed by the Board, on the condition of the educational program and facilities in the district; and
  6. Keep informed regarding current research in the field of education and inform the Board as appropriate.
- D. In the discharge of his/her responsibility for the direction and welfare of pupils, the Superintendent shall:
1. Strive to motivate pupils to achieve their individual best;
  2. Create a climate of respect for authority and discipline in each of the schools of the district;
  3. Report to the Board at its next meeting the suspension of a pupil; and
  4. Recommend any changes in the program of pupil management and support as necessary to respond to district needs.

- E. In the discharge of his/her responsibility for the supervision of district employees, the Superintendent shall:
1. Recommend to the Board all properly certified candidates for employment, assignment, or transfer;
  2. Assign staff so as to achieve maximum effectiveness in the attainment of educational goals;
  3. Train staff as necessary to implement approved changes in the curriculum or instructional methods of the district;
  4. Evaluate the effectiveness of staff members in the performance of their assigned tasks;
  5. Recommend changes in staffing patterns based on the evaluation of staff and program effectiveness; and
  6. Discipline staff as required and report to the Board forthwith any suspension of a teaching staff member.
- F. In the discharge of his/her responsibility for the maintenance of the physical plant, the Superintendent shall:
1. Strive to make efficient use of district resources in the daily operations of the schools;
  2. Assign support staff so as to achieve maximum effectiveness from the facilities of the district;
  3. Train support staff as necessary to maintain the facilities and to avoid safety and environmental hazards; and
  4. Evaluate the effectiveness of the district facilities in housing the instructional program and recommend to the Board such changes and improvements as may be required.
- G. In the discharge of his/her responsibility for the management of the district business affairs, the Superintendent shall:
1. Supervise the preparation of the annual budget and recommend its adoption to the Board;

2. Implement the budget adopted by the Board;
  3. Establish sufficient fiscal controls to ensure that district funds are expended wisely and efficiently; and
  4. Report to the Board at its next meeting any expenditure in excess of a budgeted line item.
- H. In the discharge of his/her responsibility as liaison officer to the public, the Superintendent shall:
1. Strive to interpret the needs of the school to the public and the concerns of the public to the Board;
  2. As appropriate, involve members of the public in the review of district needs, community needs, and the operation of the school programs;
  3. Keep the public informed about the accomplishments and challenges of the school district;
  4. Cooperate with the news media; and
  5. Work effectively with municipal government officials and public agencies concerned with the welfare of pupils.

## Evaluation Criteria

The Superintendent will be evaluated in accordance with Policy No. 1240 and this job description.

N.J.S.A. 18A:7A-11; 18A:17-17; 18A:17-18; 18A:17-20;  
18A:17-21; 18A:22-8.1; 18A:27-4.1; 18A:37-4  
N.J.A.C. 6A:8-3.1; 6A:32-4.1; 6A:32-12.2

Cross reference: Policy Guide Nos. 0132, 1220, 1240

Adopted: 18 March 1997  
Reviewed: 20 January 2004  
Revised: 23 April 2013

## 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 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, and the Superintendent which shall be held before 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 1 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 nontenured 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 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 written performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in 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.



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## BOARD OF EDUCATION DUNELLEN

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#### Evaluation of 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

Adopted: 18 March 1997

Revised: 20 October 2003

Revised: 11 March 2014

Revised: 19 January 2016

## 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 Annual Written Performance Report.
2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the Annual Written Performance 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.
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 Annual Written Performance Report shall be prepared by July 1 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
  - 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 Annual Written Performance Report after the annual summary conference.
3. The draft of the Annual Written Performance Report 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 Annual Written Performance Report 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 Annual Written Performance Report. The draft of the Annual Written Performance Report 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 session to make a final determination.

# REGULATION

## DUNELLEN SCHOOL DISTRICT

ADMINISTRATION  
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Evaluation of Superintendent

4. The draft of the Annual Written Performance Report 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 Annual Written Performance Report 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 Annual Written Performance Report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).
6. A majority of the Board's full membership shall approve the draft of the Annual Written Performance Report before presenting the final Annual Written Performance Report to the Superintendent.
7. The Superintendent may submit a written response to the final Annual Written Performance Report, which shall be attached to the report.

### D. Nontenured Superintendent of Schools

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

Adopted: 18 March 1997  
Reviewed: 20 October 2003  
Revised: 11 March 2014  
Revised: 19 January 2016

## 1260 INCAPACITY OF SUPERINTENDENT

The Board of Education will appoint, by the affirmative votes of a majority of the members of the full Board, and fix the compensation of an Acting Superintendent to serve when the Superintendent is so incapacitated as to render his/her unable to perform the duties of the office of Superintendent.

The Superintendent will be deemed to be incapacitated when

1. The Superintendent is absent on disability leave of a projected duration of thirty or more days, or
2. The Superintendent is certified incapacitated by a physician in accordance with Board Policy No. 3161, or
3. The Superintendent has been suspended with pay, or
4. The Superintendent has been suspended without pay pending the resolution of tenure charges.

The Acting Superintendent shall discharge the duties of the office until the Superintendent returns, resigns, or is removed from the position. The acts of the Acting Superintendent shall be legal and binding as if done by the Superintendent.

N.J.S.A. 18A:16-1.1; 18A:17-15

N.J.A.C. 6:5-3.1

Adopted: 18 March 1997

Revised: 17 February 2004

ADMINISTRATION

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Employment of School Business  
Administrator/Board Secretary

1310 EMPLOYMENT OF SCHOOL BUSINESS  
ADMINISTRATOR/BOARD SECRETARY

The Board of Education shall appoint a qualified and capable person to fill a vacancy in the position of School Business Administrator/Board Secretary. Appointment will be made within sixty days of the occurrence of the vacancy and by the recorded roll call vote of a majority of the full Board.

All candidates for the position of School Business Administrator/Board Secretary must produce evidence of their training and experience in the fields of government, accounting, financial report preparation, and budget and accounting management.

Every serious candidate for the position of School Business Administrator/Board Secretary shall be interviewed by the Superintendent. Final approval shall be made by the Board, which shall also fix the compensation to be paid the School Business Administrator/Board Secretary.

N.J.A.C. 6A:9-12.3; 6A:9-12.7

Adopted: 18 March 1997

Revised: 17 February 2004

Revised: 9 May 2005 – citation only

1320 DUTIES OF SCHOOL BUSINESS  
ADMINISTRATOR/BOARD SECRETARY

The School Business Administrator/Board Secretary shall strive to achieve district goals for pupils by providing leadership and supervision in the district program of fiscal management and in other assigned programs, and by acting as a proper model for staff and pupils both in and outside the school district.

In order to achieve the functions of the position, the School Business Administrator/Board Secretary shall work cooperatively with the district administrative staff to:

1. Establish and maintain long-range and other fiscal plans;
2. Prepare the annual budget based upon district resources and needs;
3. Insure that all district fiscal, insurance, custodial-maintenance, food, and transportation services comply with the policies of the Board and the regulations of the district;
4. Insure the proper functioning and evaluation of district personnel assigned to his or her areas of responsibility;
5. Manage efficiently the district systems of accounting, purchasing, investment, insurance, plant construction, plant operation and maintenance, transportation, and food services;
6. Strive to increase the capability of the staff assigned to his or her area of responsibility through consultation and in-service training;
7. Analyze the effectiveness of district programs in his or her area of responsibility and recommend changes in program direction, staffing, or management strategies as necessary;
8. Strive to increase the efficient use of district resources in his or her area of responsibility;
9. Help to interpret the budget and the district affairs under his or her supervision to interested members of the school district community;
10. Strive to develop personal capabilities in financial strategies and supervisory methods;
11. Strive to conduct himself or herself in a proper manner at all times.

12. Be responsible for the conduct of all duties legally assigned to his or her position including:
  - a. Providing adequate notice of all public meetings of the Board to the members and to those requesting notice in accordance with law, N.J.S.A. 10:4-8d, 10:4-19; 18A:10-4, 18A:17-7;
  - b. Recording the minutes of all proceedings of the Board and the results of annual or special school elections, N.J.S.A. 18A:17-7;
  - c. Posting and giving notice of annual and special elections, N.J.S.A. 18A:17-7;
  - d. Performing all duties concerning the conduct of school elections, N.J.S.A. 18A:14-1 et seq.;
  - e. Collecting tuition fees and other moneys due the Board and transmitting them to the Treasurer of School Moneys, N.J.S.A. 18A:17-8;
  - f. Examining and auditing all accounts and demands against the Board, presenting them to the Board at its meetings, indicating the Board's approval and sending them to the Treasurer for payment, N.J.S.A. 18A:17-8, 18A:19-4;
  - g. Keeping accounts of the district's financial transactions including a correct detailed accounting of all expenditures, N.J.S.A. 18A:17-8;
  - h. Reporting to the Board on a timely basis, the amount of the total appropriations and cash receipts for each account, and the amounts of warrants drawn against each account, and the amounts of orders or contractual obligations incurred and chargeable against each account, N.J.S.A. 18A:17-9;
  - i. Keeping all contracts, records, and documents belonging to the Board, N.J.S.A. 18A:17-9;
  - j. Giving the Board a detailed report of its financial transactions at the close of each fiscal year and filing a copy with the County Superintendent, N.J.S.A. 18A:17-10;
  - k. Reporting to the Commissioner annually the amount of unpaid school debt, the interest rate payable, the dates of issue, and the due dates of bonds or other indebtedness, N.J.S.A. 18A:17-12;
  - l. Preparing a summary of the annual audit and recommendations prior to the meeting of the Board to act thereon and supplying copies of the summary to interested persons, N.J.S.A. 18A:23-4;



- m. Subscribing to bonds, notes, contracts, and other legal instruments of the Board for which the signature of the Secretary is required, N.J.S.A. 18A:24-32;
- n. Signing all school district warrants and certify to the payroll, N.J.S.A. 18A:19-1, 19-9;

13. Perform such other duties as may be required by the Board or Superintendent.

The School Business Administrator/Board Secretary shall be directly responsible to the Superintendent for the performance of his or her assigned duties and responsibilities as School Business Administrator and to the Board for the performance of his or her legal duties as Board Secretary.

Adopted: 18 March 1997  
Reviewed: 17 February 2004

## 1330 EVALUATION OF THE SCHOOL BUSINESS ADMINISTRATOR

The Superintendent will evaluate the performance of the School Business Administrator, tenured or nontenured, in order to assist both the Board and the School Business Administrator in the proper discharge of his/her responsibilities and to provide the district with efficient and effective services.

The evaluation of the School Business Administrator will consist of an assessment, by the Superintendent, of the School Business Administrator's performance of the duties specified in the job description approved by the Board. Reference will be made to the report of the auditor. The Superintendent may, at his/her discretion, consult with staff members assigned to work with the School Business Administrator.

The Board and the Superintendent will annually establish procedures for the evaluation of the School Business Administrator. Such procedures may include, but need not be limited to, an informal conference with the School Business Administrator for the purpose of discussing his or her job performance, a written evaluation report to which the School Business Administrator may add comments, and the establishment of a written plan for performance improvement and growth. The School Business Administrator will be evaluated by the Superintendent no later than April 30th.

Adopted: 18 March 1997

Revised: 17 February 2004

## R 1330 EVALUATION OF SCHOOL BUSINESS ADMINISTRATOR

### A. Frequency of evaluation

The Superintendent will evaluate the performance of the School Business Administrator annually or more frequently as the Superintendent deems necessary.

### B. Purpose

The evaluation of the School Business Administrator shall be for the purpose of:

1. Promoting professional excellence and improving the skills of the School Business Administrator;
2. Improving the effectiveness and efficiency of the financial management system;
3. Reviewing the performance of the School Business Administrator against specific criteria developed by the Superintendent in consultation with the Board.

### C. Evaluation criteria

1. Criteria for the evaluation of the School Business Administrator will be based upon the job description and will relate directly to the tasks described. Each criterion will focus on a major function of the position, be based on observable information rather than factors requiring subjective judgment, and be written in a consistent format.
2. On or about April 30, the Superintendent will complete a written evaluation of the School Business Administrator.
3. Upon completion, the Superintendent will provide a copy of the evaluation to the School Business Administrator.
4. The Superintendent and School Business Administrator will meet for an Annual Summary Conference to discuss the evaluation, establish a plan for performance, improvement, and growth.
5. An opportunity will be provided for the School Business Administrator to enter performance data not included in the annual performance report and to respond to any commentary in the written evaluation.

D. Collection and reporting of evaluation data

Data for the evaluation of the School Business Administrator will be gathered by any one or more of the following methods:

1. Direct observation,
2. Review of a document produced by the School Business Administrator in the performance of his/her assigned duties;
3. Interviews with the School Business Administrator by the Superintendent regarding his/her knowledge of assigned duties;
4. Paper and pencil instruments (such as competency tests, staff surveys, and the like);
5. A review of the School Business Administrator's performance by an outside observer (such as the district auditor);
6. Audio-visual monitoring of the School Business Administrator in the performance of assigned duties; and
7. Reference to previous performance reports.

E. Preparation of written evaluation report

An annual written performance report shall be prepared by the Superintendent. The report will include, but need not be limited to:

1. Performance areas needing improvement;
2. A plan for professional growth and development; and
3. Provision for performance data not included in the report which may be entered into the report by the School Business Administrator within ten working days after the completion of the report.

F. Conduct of annual performance conference

1. An annual summary conference with the School Business Administrator will be conducted by the Superintendent before the annual performance report is filed.
2. The conference shall include but need not be limited to:
  - a. A performance review based upon achieving and implementing, as applicable, the district's goals, program objectives, policies, priorities, and statutory requirements;

- b. A review of the most recent audit report; and
    - c. And growth toward the performance objectives established in the previous performance conference.
  - 3. The purpose of the annual performance conference shall be to provide a total review of the year's work, to identify strategies for improvement where necessary, to recognize achievement and good practice, and to specify a plan for professional growth and development. Adequate time shall be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.
  - 4. The annual performance report will be signed by the Superintendent at the time of the annual performance conference and by the School Business Administrator within ten working days of that conference. It will be filed in the School Business Administrator's personnel file, and a copy will be provided to them.
  - 5. It will be the duty of the School Business Administrator to implement the plan for professional growth as prepared; their failure to do so may result in disciplinary action up to and including certification of tenure charges.
- G. Non-renewal, dismissal, re-assignment or elimination.

In order to protect the integrity of the school business administrator's office, a district board of education must submit written justification to the county superintendent for the non-renewal, dismissal for cause, re-assignment or elimination of the position of a school business administrator within 48 hours of the notification to the affected employee.  
(N.J.A.C. 6A:23-2.16)

Adopted: 18 March 1997  
Revised: 17 February 2004

## 1331 EVALUATION OF THE BOARD SECRETARY

The Board of Education will evaluate the performance of the Board Secretary in order to assist both the Board and the Board Secretary in the proper discharge of their responsibilities and to provide the district with efficient and effective services.

The evaluation of the Board Secretary will consist of an assessment, by members of the Board, of the Board Secretary's performance of the duties specified in the job description approved by the Board. Reference will be made to the report of the auditor. The Board may, in its discretion, consult with staff members assigned to work with the Board Secretary.

The Board's assessment will be included in the evaluation written by the Superintendent. The Board Secretary will be evaluated by the Superintendent no later than April 30th.

Adopted: 18 March 1997

Revised: 17 February 2004

ADMINISTRATION  
1350/page 1 of 1  
Incapacity of School Business  
Administrator/Board Secretary

1350 INCAPACITY OF SCHOOL BUSINESS  
ADMINISTRATOR/BOARD SECRETARY

The Board of Education will appoint, by the affirmative votes of a majority of the members of the full Board, and fix the compensation of an Acting School Business Administrator/Board Secretary to serve when the School Business Administrator/Board Secretary is so incapacitated as to render them unable to perform the duties of the office of School Business Administrator/Board Secretary.

The School Business Administrator/Board Secretary will be deemed to be incapacitated when

1. The School Business Administrator/Board Secretary is absent on disability leave of a projected duration of thirty or more days, or
2. The School Business Administrator/ Board Secretary is certified incapacitated by a physician in accordance with Board Policy No. 3161, or
3. The School Business Administrator/ Board Secretary has been suspended with pay, or
4. The School Business Administrator/Board Secretary has been suspended without pay pending the resolution of tenure charges.

The Acting School Business Administrator/Board Secretary shall discharge the duties of the office until the School Business Administrator/Board Secretary returns, resigns, or is removed from the position. The acts of the Acting School Business Administrator/Board Secretary shall be legal and binding as if done by the School Business Administrator/Board Secretary. The Acting School Business Administrator/Board Secretary shall not acquire tenure in the position of School Business Administrator/Board Secretary.

N.J.S.A. 18A:16-1.1; 18A:17-5

Adopted: 18 March 1997

Reviewed: 17 February 2004

# POLICY

## BOARD OF EDUCATION DUNELLEN

ADMINISTRATION  
1400/page 1 of 1  
Job Descriptions  
**M**

### 1400 JOB DESCRIPTIONS

The Board of Education shall adopt job descriptions for the positions of Superintendent, Board Secretary/School Business Administrator, and each supervisory position. The Superintendent shall prepare, approve, and disseminate to the Board job descriptions for all other employment positions created by the Board.

All job descriptions will be written and will be based on the outcome and process goals developed by the Board and, as appropriate to the position, on program objectives. Each job description will specify:

1. The qualifications and specific certificate and endorsement required for the position;
2. The function, duties, and responsibilities of the position;
3. The extent and the limits of the position holder's authority;
4. The work relationships between the position holder and other employees of the district;  
and
5. Any background experiences, personal qualities, and individual achievements that the Board prefers in a person appointed to the position.

Job descriptions will be reviewed periodically.

N.J.A.C. 6:3-5.1; 6:3-1.4; 6:3-4.3; 6:11-4.6

Adopted: 18 March 1997

Reviewed: 17 February 2004



# REGULATION

DUNELLEN  
SCHOOL DISTRICT

ADMINISTRATION  
R 1400/page 1 of 1  
Job Descriptions

**M**

## R 1400 JOB DESCRIPTIONS

- A. A job description shall be prepared for each job position in the district, including all administrative, educational specialist, instructional, and support staff positions.
- B. Each job description must include
  - 1. The goals of the position as they relate to district goals;
  - 2. The qualifications of the position holder including the certificate and endorsement required for the position and such other prerequisites for employment as the possession of a license to operate a vehicle or machine;
  - 3. The functions, duties, and responsibilities of the position;
  - 4. The extent and limits of the position holder's authority; and
  - 5. The working relationships of the position within and outside the school district.
- C. Each job description will
  - 1. Be written in clear language that briefly describes the major functions of the position;
  - 2. Whenever possible, be generic in form, covering a number of specific positions;
  - 3. Be written in the same format, using the active and present tense, operational verbs, common terminology, and a direct, simple style; and
  - 4. Be gender neutral or employ both male and female pronouns.
- D. Maintenance of district job descriptions shall be the responsibility of the Superintendent. Job descriptions shall be reviewed periodically.
- E. Each employee shall be sent a copy of his/her current job description by the Superintendent. Any revision of a job description shall be provided to each holder of a position covered by the job description within ten working days of its approval.
- F. Suggested revisions to job descriptions by a job holder shall be referred initially to the job holder's immediate supervisor.

Adopted: 18 March 1997  
Revised: 17 February 2004

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1411/page 1 of 7  
High School Principal

**JOB TITLE:** HIGH SCHOOL PRINCIPAL

**REPORTS TO:** The Superintendent

**SUPERVISES:** All staff and students assigned to the High School

**NATURE AND SCOPE OF JOB:**

Serves as the educational leader and chief administrator of the High School, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe learning environment and provided instruction that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the High School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

**QUALIFICATIONS:**

The High School Principal shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Have administrative experience as a Principal or Assistant Principal, and excellent experience in teaching and working with adolescents.
3. Demonstrate outstanding leadership and organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character.
5. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well to students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1411/page 2 of 7  
High School Principal

8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The High School Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
3. Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities. The planning processes shall include development of the state mandated school level objectives (N.J.A.C. 6:8-4.4(a)2), following the required procedures.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the district and school's philosophy, mission statement, instructional goals and school level objectives. Use the State Frameworks and approved curricula so that each student meets and exceeds the State Core Curriculum Content Standards.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1411/page 3 of 7  
High School Principal

5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.
6. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
7. Certify to the Superintendent and President of the Board that each student who is to graduate has met all state and local requirements for high school graduation.
8. Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
9. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
10. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
11. Supervise all certificated and non-certificated personnel assigned to the building to ensure that all job responsibilities are met and exceeded. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines.

# **JOB DESCRIPTION**

**BOARD OF EDUCATION  
DUNELLEN**

**PRINCIPALS  
1411/page 4 of 7  
High School Principal**

12. Recommend to the Superintendent personnel to fill all vacant positions in the school, following district recruitment and selection procedures.
13. Organize and nurture an effective leadership team of assistants and department liasons with clear expectations for role, responsibilities, and performance, holding each individual accountable for the area of assignment.
14. Provide opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff members share successful practices and strategies.
15. Research and collect data regarding the needs of students, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
16. Keep the staff informed and seek ideas for the improvement of the school. Conduct regular staff meetings for the proper functioning of the school.
17. Organize and supervise a comprehensive program of athletics and extracurricular activities to complement and support the Core Curriculum Content Standards and the philosophy and mission of the school.
18. Develop and recommend to the Superintendent a budget for the school and approve all purchases in accordance with district, school, and GAAP policies and procedures.
19. Establish and maintain an effective accounting and inventory system for all school supplies, materials, and equipment.
20. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect all facilities to ensure compliance with all applicable codes and regulations. Submit the Monitoring Checklist and other facility reports as required.
21. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.
22. Maintain a master schedule for the use of the school facilities.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1411/page 5 of 7  
High School Principal

23. Establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and bus loading and unloading.
24. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
25. Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students, staff, and the school.
26. Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities.
27. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school. Encourage and work with an active PTO that supports the efforts of the school.
28. Maintain effective communications with agencies and resources outside of the school, including employers, colleges, and high schools in the area and in the athletic conference.
29. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
30. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
31. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Maintain accurate attendance records. Answer correspondence promptly.
32. Maintain and account for all student activity funds and money collected from students in accordance with district policy and auditing recommendations. Correct any audit exceptions immediately.
33. Communicate with the Superintendent regularly about the needs, successes, and general operation of the school.
34. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Establish procedures for safe storing and integrity of all public and confidential school records.

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

PRINCIPALS  
1411/page 6 of 7  
High School Principal

35. Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the school and community to assist the student and family.
36. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that any excluded pupil's parents or guardian are apprised of the reasons for exclusion (N.J.S.A. 18A:40-7 *et. seq.*).
37. Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
38. Attend required staff meetings and serve, as appropriate, on district committees.
39. Represent the school and district at community, state, and professional meetings.
40. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
41. Operate electronic and other equipment needed to carry out job functions and responsibilities.
42. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
43. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
44. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
45. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

# **JOB DESCRIPTION**

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BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1411/page 7 of 7  
High School Principal

## **EVALUATION CRITERIA:**

The holder of the position of High School Principal shall be evaluated by the Superintendent in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 30 March 2004



# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1412/page 1 of 7  
Middle School Principal

**JOB TITLE:** MIDDLE SCHOOL PRINCIPAL

**REPORTS TO:** The Superintendent

**SUPERVISES:** All staff and students assigned to the Middle School

**NATURE AND SCOPE OF JOB:**

Serves as the educational leader and chief administrator of the Middle School, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Middle School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

**QUALIFICATIONS:**

The Middle School Principal shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Have excellent administrative experience as a Principal or Assistant Principal, and excellent experience in teaching and working with young adolescents.
3. Demonstrate outstanding leadership and organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character.
5. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well to students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
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Middle School Principal

8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Middle School Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
3. Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities. The planning processes shall include development of the state mandated school level objectives (N.J.A.C. 6:8-4.4(a)2), following the required procedures.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the district and school's philosophy, mission statement, instructional goals and school level objectives. Use the State Frameworks and approved curricula so that each student meets and exceeds the State Core Curriculum Content Standards.

# **JOB DESCRIPTION**

**BOARD OF EDUCATION  
DUNELLEN**

**PRINCIPALS**

1412/page 3 of 7

Middle School Principal

5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning, and child growth and development of middle school youth. Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.
6. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
7. Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
8. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
9. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
10. Supervise all certificated and non-certificated personnel assigned to the building to ensure that all job responsibilities are met and exceeded. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines.
11. Recommend to the Superintendent personnel to fill all vacant positions in the school, following district recruitment and selection procedures.

# **JOB DESCRIPTION**

**BOARD OF EDUCATION  
DUNELLEN**

**PRINCIPALS**

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Middle School Principal

12. Organize and nurture an effective leadership team with clear expectations for role, responsibilities, and performance, holding each individual accountable for the area of assignment.
13. Provide opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff members share successful practices and strategies.
14. Research and collect data regarding the needs of students, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
15. Keep the staff informed and seek ideas for the improvement of the school. Conduct regular staff meetings for the proper functioning of the school.
16. Organize and supervise a comprehensive program of athletics and extracurricular activities to complement and support the Core Curriculum Content Standards and the philosophy and mission of the school.
17. Organize and supervise a school lunch program.
18. Organize and supervise an assembly program that supports the Core Curriculum Content Standards.
19. Develop and recommend to the Superintendent a budget for the school and approve all purchases in accordance with district, school, and GAAP policies and procedures.
20. Establish and maintain an effective accounting and inventory system for all school supplies, materials, and equipment.
21. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect all facilities to ensure compliance with all applicable codes and regulations. Submit the Monitoring Checklist and other facility reports as required.
22. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
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Middle School Principal

23. Maintain a master schedule for the use of the school facilities.
24. Establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and bus loading and unloading.
25. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
26. Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students, staff, and the school.
27. Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities.
28. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school. Encourage and work with an active PTO that supports the efforts of the school.
29. Maintain effective communications with agencies and resources outside of the school.
30. Supervise the production of all school publications.
31. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
32. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
33. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Maintain accurate attendance records. Answer correspondence promptly.
34. Maintain and account for all student activity funds and money collected from students in accordance with district policy and auditing recommendations. Correct any audit exceptions immediately.
35. Communicate with the Superintendent regularly about the needs, successes, and general operation of the school.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
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Middle School Principal

36. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Establish procedures for safe storing and integrity of all public and confidential school records.
37. Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the school and community to assist the student and family. Chair the Pupil Assistance Committee (PAC) to identify needs of selected students and coordinate resources.
38. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that any excluded pupil's parents or guardian are apprised of the reasons for exclusion (N.J.S.A. 18A:40-7 *et. seq.*).
39. Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community. Encourage and work with an active PTO that supports the efforts of the school.
40. Attend required staff meetings and serve, as appropriate, on district committees.
41. Represent the school and district at community, state, and professional meetings.
42. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
43. Operate electronic and other equipment needed to carry out job functions and responsibilities.
44. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
45. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
46. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1412/page 7 of 7  
Middle School Principal

47. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## **EVALUATION CRITERIA:**

The holder of the position of Middle School Principal shall be evaluated by the Superintendent in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 30 March 2004

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1413/page 1 of 7  
Elementary School Principal

**JOB TITLE:** ELEMENTARY SCHOOL PRINCIPAL

**REPORTS TO:** The Superintendent

**SUPERVISES:** All staff and students assigned to the Elementary School

**NATURE AND SCOPE OF JOB:**

Serves as the educational leader and chief administrator of the Elementary School, responsible for implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Elementary School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

**QUALIFICATIONS:**

The Elementary School Principal shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Have excellent administrative experience as a Principal or Assistant Principal, and excellent experience in teaching and working with young children.
3. Demonstrate outstanding leadership and organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character.
5. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well to students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.



# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Elementary School Principal

8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Elementary School Principal shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
3. Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities. The planning processes shall include development of the state mandated school level objectives (N.J.A.C. 6:8-4.4(a)2), following the required procedures.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the district and school's philosophy, mission statement, instructional goals and school level objectives. Use the State Frameworks and approved curricula so that each student meets and exceeds the State Core Curriculum Content Standards.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Elementary School Principal

5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis. Encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.
6. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
7. Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
8. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
9. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
10. Supervise all certificated and non-certificated personnel assigned to the building to ensure that all job responsibilities are met and exceeded. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines.
11. Recommend to the Superintendent personnel to fill all vacant positions in the school, following district recruitment and selection procedures.

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

PRINCIPALS  
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Elementary School Principal

12. Organize and nurture an effective leadership team with clear expectations for role, responsibilities, and performance.
13. Provide opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff members share successful practices and strategies.
14. Research and collect data regarding the needs of students, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
15. Keep the staff informed and seek ideas for the improvement of the schools. Conduct regular staff meetings for the proper functioning of the school.
16. Organize and supervise a school lunch program.
17. Organize and supervise an assembly program that supports the Core Curriculum Content Standards.
18. Develop and recommend to the Superintendent a budget for the school and approve all purchases in accordance with district, school, and GAAP policies and procedures.
19. Establish and maintain an effective accounting and inventory system for all school supplies, materials, and equipment.
20. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect all facilities to ensure compliance with all applicable codes and regulations. Submit the Monitoring Checklist and other facility reports as required.
21. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Provide information to staff, students, and parents as necessary, and establish and follow procedures for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.
22. Maintain a master schedule for the use of the school facilities.
23. Establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and bus loading and unloading.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1413/page 5 of 7  
Elementary School Principal

24. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
25. Organize and maintain a public relations system for the school that consistently celebrates and informs parents and the community of the accomplishments of students, staff, and the school.
26. Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities.
27. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school. Encourage and work with an active PTO that supports the efforts of the school.
28. Maintain effective communications with agencies and resources outside of the school.
29. Supervise the production of all school publications.
30. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
31. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
32. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Maintain accurate attendance records. Answer correspondence promptly.
33. Maintain and account for all student activity funds and money collected from students in accordance with district policy and auditing recommendations. Correct any audit exceptions immediately.
34. Communicate with the Superintendent regularly about the needs, successes, and general operation of the school.
35. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Establish procedures for safe storing and integrity of all public and confidential school records.
36. Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the school and community to assist the student and family.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Elementary School Principal

Chair the Pupil Assistance Committee (PAC) to identify needs of selected students and coordinate resources.

37. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that any excluded pupil's parents or guardian are apprised of the reasons for exclusion (N.J.S.A. 18A:40-7 *et. seq.*).
38. Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
39. Attend required staff meetings and serve, as appropriate, on district committees.
40. Represent the school and district at community, state, and professional meetings.
41. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
42. Operate electronic and other equipment needed to carry out job functions and responsibilities.
43. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
44. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
45. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
46. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1413/page 7 of 7  
Elementary School Principal

## **EVALUATION CRITERIA:**

The holder of the position of Elementary School Principal shall be evaluated by the Superintendent in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 30 March 2004

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS  
1414/page 1 of 7  
Assistant Principal High  
School/Middle School

**JOB TITLE:** ASSISTANT PRINCIPAL HIGH SCHOOL/MIDDLE SCHOOL

**REPORTS TO:** The High School Principal

**SUPERVISES:** All staff and students as assigned by the High School Principal

**NATURE AND SCOPE OF JOB:**

As Assistant Principal, assists the High School Principal with implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students meet and exceed the State Core Curriculum Content Standards, following the approved curricula and directives of the high school and middle school. Achieving academic excellence requires that the Assistant High School Principal work collaboratively to lead and nurture members of the school staff and to communicate effectively with parents and members of the community. Inherent in the position are the responsibilities for discipline of students, supervision of staff, curriculum development, program evaluation, and supervision of extracurricular activities.

**QUALIFICATIONS:**

The Assistant Principal -

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Have excellent experience in teaching and/or administration and working with adolescents.
3. Demonstrate outstanding organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of effective discipline strategies and motivation, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Assistant Principal High  
School/Middle School

9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

As Assistant Principal, he/she shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Organize, manage, evaluate, and supervise effective and clear procedures for the functioning of the grades assigned, consistent with the operations of the total school, and consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, program evaluation, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management for the class, personnel management, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
3. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Prepare all required reports regarding violence, vandalism, attendance and discipline matters.
4. Counsel students and work closely with parents to help students to assume responsibility for behavior and understand the consequences of their decisions.
5. Conduct discipline and suspension hearings in accordance with established school and district procedures.



# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

1414/page 3 of 7

Assistant Principal High  
School/Middle School

6. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
7. Supervise and provide supervision for non-classroom areas as assigned.
8. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
9. Coordinate school and community resources for assigned students who need specialized assistance, including the services of the guidance counselor, social worker, nurse, psychologist, learning disabilities teacher coordinator, attendance officer, and others who may assist the student and family.
10. Assist the Principal in establishing a Master Schedule for each school.
11. Supervise instructional programs of the grades assigned and/or for programs assigned by the High School Principal, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.
12. Assist the Principal with curriculum development, program evaluation, allocation of instructional materials and resources, and coordination of activities of departments assigned, ensuring that curriculum is current and addresses the Core Curriculum Content Standards.
13. Review progress reports and mid-year and final examinations for the departments assigned.
14. Supervise certificated and non-certificated personnel as assigned by the Principal to ensure that all job responsibilities are met and exceeded. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Assistant Principal High  
School/Middle School

15. Recommend opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff members share successful practices and strategies.
16. Work closely with the Class Advisors to coordinate activities of the classes and extra curricular activities that support the Core Curriculum Content Standards.
17. Maintain financial records for the class, ensuring that school and district policies are followed. Correct any audit exceptions immediately.
18. Supervise activities of the assigned grades, including evening activities, and share in the supervision of school-wide activities as assigned on a rotating basis.
19. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
20. Maintain locker assignments with functioning combinations. Investigate reports of thefts from lockers, and take actions to correct.
21. Meet regularly with the leadership teams of the High School and Middle School to discuss the operation of the school, identify needs and report on successes.
22. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings as necessary.
23. Assist the Principal with administrative functions of the school as assigned by the Principal, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas.
24. Assist the Principal and the staff to create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect facilities to ensure compliance with all applicable codes and regulations.
25. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Follow procedures for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Follow established procedures for providing information to staff, students, and parents, and the media. Notify the Principal immediately of any unusual circumstances.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

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Assistant Principal High  
School/Middle School

26. Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities, and inform parents and the community of the accomplishments of students, staff, and the school.
27. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the students in the school.
28. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
29. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
30. Complete in a timely fashion all records and reports as required by law and regulation or requested by the High School Principal. Answer correspondence promptly.
31. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Follow procedures for safe storing and integrity of all public and confidential school records.
32. Attend required staff meetings and serve, as appropriate, on district committees.
33. Represent the school and district at community, state, and professional meetings.
34. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in discipline strategies, effective student motivation, learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
35. Operate electronic and other equipment needed to carry out job functions and responsibilities.
36. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
37. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

PRINCIPALS

1414/page 6 of 7

Assistant Principal High  
School/Middle School

38. Perform any duties that are within the scope of employment and certifications, as assigned by the High School Principal and not otherwise prohibited by law or regulation.
39. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## **EVALUATION CRITERIA:**

The holder of the position of Assistant Principal shall be evaluated by the High School/Middle School Principal in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 30 March 2004

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS  
1417/page 1 of 5  
Ten-Month Assistant Elementary Principal

**JOB TITLE:** Dean of Students

**REPORTS TO:** The High School Principal

**SUPERVISES:** Students and student activities

## **NATURE AND SCOPE OF JOB:**

As Dean of Students, assists the High School Principal with the management of the student body. Inherent in the position are the responsibilities for discipline of students, student attendance, and the shared supervision of students at after school and evening activities.

## **QUALIFICATIONS:**

The Dean of Students shall:

1. Hold a New Jersey Teachers Certificate
2. Have outstanding experience in teaching and possess leadership skills.
3. Demonstrate excellent organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of effective discipline strategies and motivation, child growth and development, and demonstrated classroom management skills.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well with students, staff, administration, parents and the community.
7. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
8. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
9. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
10. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS  
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Ten-Month Assistant Elementary Principal

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

As Dean of Students, he/she shall:

1. Establish and promote high standards and expectations for all students for academic performance and responsibility for behavior.
2. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Prepare all required reports regarding violence, vandalism, attendance and discipline matters.
3. Counsel students and work closely with parents to help students to assume responsibility for behavior and understand the consequences of their decisions.
4. Conduct discipline and suspension hearings in accordance with established school and district procedures.
5. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
6. Supervise and provide supervision for non-classroom areas as assigned.
7. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
8. Share concerns and suggestions with the High School Principal as the Master Schedule for the school is established.
9. Review the attendance and discipline policies regarding students and make recommendations to the principal for any changes.

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

DIRECTORS AND SUPERVISORS

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Ten-Month Assistant Elementary Principal

10. Annually review the student handbook with a committee and make recommendations on any changes to the administration.
11. Work closely with the Class Advisors and Club/Activity Advisors to coordinate activities of the group and extra curricular activities.
12. Share the responsibility of attending school and community functions with the principal thus demonstrating a genuine interest in the students and staff to the parents, and the community.
13. Maintain locker assignments with functioning combinations. Investigate reports of thefts from lockers, and take actions to correct.
14. Meet regularly with the administrative staff of the High School to discuss the operation of the school, identify needs and report on successes regarding students.
15. Act as a liaison between staff and administration on matters affecting improvement of the school.
16. Assist the High School Principal with functions of the school as assigned by the High School Principal, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas as long as these functions are not restricted by statute or code.
17. Assist the High School Principal and the staff to create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect facilities to ensure compliance with all applicable codes and regulations.
18. Assist the administration with the responsibility for the health, safety, and welfare of students, personnel, and visitors. Follow procedures for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Follow established procedures for providing information to staff, students, and parents, and the media. Notify the High School Principal immediately of any unusual circumstances.
19. Provide regular opportunities for students to celebrate success in co-curricular and extracurricular activities, and inform parents and the community of the accomplishments of students, staff, and the school.
20. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.

# **JOB DESCRIPTION**

**BOARD OF EDUCATION  
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**DIRECTORS AND SUPERVISORS**

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Ten-Month Assistant Elementary Principal

21. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
22. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
23. Complete in a timely fashion all records and reports requested by the High School Principal. Answer correspondence promptly.
24. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Follow procedures for safe storing and integrity of all public and confidential school records.
25. Attend required staff meetings and serve, as appropriate, on staff committees.
26. Represent the school and district at community, state, and professional meetings.
27. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in discipline strategies, and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
28. Operate electronic and other equipment needed to carry out job functions and responsibilities.
29. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
30. Perform any duties that are within the scope of employment and certifications, as assigned by the High School Principal and not otherwise prohibited by law or regulation.
31. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, and school regulations and procedures.

Adopted: 7 June 2005



# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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Ten-Month Assistant Elementary Principal

**JOB TITLE:** ASSISTANT ELEMENTARY PRINCIPAL

**REPORTS TO:** The Elementary Principal

**SUPERVISES:** Students and all staff as assigned by the Elementary Principal

## **NATURE AND SCOPE OF JOB:**

The Elementary Assistant Principal, assists the Elementary Principal with implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students meet or exceed the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Assistant Elementary Principal work collaboratively to lead and nurture members of the school staff and to communicate effectively with parents and members of the community. Inherent in the position are the responsibilities for discipline of students, supervision of staff, curriculum development, program evaluation, and supervision of student activities.

## **QUALIFICATIONS:**

The Assistant Elementary Principal shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6:11-9.3 and 9.5).
2. Have excellent experience in teaching and/or administration and working with adolescents.
3. Demonstrate excellent organizational skills and the ability to motivate people.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of effective discipline strategies and motivation, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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Ten-Month Assistant Elementary Principal

9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

As Assistant Elementary Principal, he/she shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Organize, manage, evaluate, and supervise effective and clear procedures for the functioning of the class assigned, consistent with the operations of the total school, and consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, program evaluation, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management for the class, personnel management, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
3. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Prepare all required reports regarding violence, vandalism, attendance and discipline matters.
4. Counsel students and work closely with parents to help students to assume responsibility for behavior and understand the consequences of their decisions.
5. Conduct discipline and suspension hearings in accordance with established school and district procedures.
6. Establish a professional rapport with students and with staff that earns their respect. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for

# **JOB DESCRIPTION**

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**Ten-Month Assistant Elementary Principal**

students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.

7. Supervise and provide supervision for non-classroom areas as assigned.
8. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
9. Coordinate school and community resources for assigned students who need specialized assistance, including the services of the guidance counselor, social worker, nurse, psychologist, learning disabilities teacher coordinator, attendance officer, and others who may assist the student and family.
10. Assist the Elementary Principal in establishing a Master Schedule for the school.
11. Supervise instructional programs of the class assigned and/or for programs assigned by the Elementary Principal, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.
12. Assist the Elementary Principal with curriculum development, program evaluation, allocation of instructional materials and resources, and coordination of activities of departments assigned, ensuring that curriculum is current and addresses the Core Curriculum Content Standards.
13. Review progress reports and report cards for the grade levels assigned.
14. Supervise certificated and non-certificated personnel as assigned by the Elementary Principal to ensure that all job responsibilities are met and exceeded. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, board policy, and contractual requirements.
15. Recommend opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.

# **JOB DESCRIPTION**

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Ten-Month Assistant Elementary Principal

16. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
17. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings as necessary.
18. Assist the Elementary Principal with administrative functions of the school as assigned by the Elementary Principal, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas.
19. Assist the Elementary Principal and the staff to create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. Regularly inspect facilities to ensure compliance with all applicable codes and regulations.
20. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Follow procedures for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances. Follow established procedures for providing information to staff, students, and parents, and the media. Notify the Elementary Principal immediately of any unusual circumstances.
21. Provide regular opportunities for students to celebrate success in instructional programs and extracurricular activities, and inform parents and the community of the accomplishments of students, staff, and the school.
22. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
23. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
24. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
25. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Elementary Principal. Answer correspondence promptly.

# JOB DESCRIPTION

BOARD OF EDUCATION  
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Ten-Month Assistant Elementary Principal

26. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Follow procedures for safe storing and integrity of all public and confidential school records.
27. Attend required staff meetings and serve, as appropriate, on staff committees.
28. Represent the school and district at community, state, and professional meetings.
29. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in discipline strategies, effective student motivation, learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
30. Operate electronic and other equipment needed to carry out job functions and responsibilities.
31. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
32. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
33. Perform any duties that are within the scope of employment and certifications, as assigned by the Elementary Principal and not otherwise prohibited by law or regulation.
34. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## EVALUATION CRITERIA:

The holder of the position of Elementary Assistant Principal shall be evaluated by the Superintendent and/or Elementary Principal in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: 12 September 2006

Revised:

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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DIRECTORS AND SUPERVISORS  
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Director of Curriculum and Instruction  
K-12 and Grants Manager

**JOB TITLE:**     **DIRECTOR OF CURRICULUM AND INSTRUCTION K-12 and  
GRANTS MANAGER**

**REPORTS TO:** The Superintendent

**SUPERVISES:** All K-12 Teachers, including Basic Skills Teachers, ESL Teachers and  
G & T Teachers

## **NATURE AND SCOPE OF JOB:**

Leads the development, organization, implementation, coordination, and evaluation of the grades K-12 instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that the Director of Curriculum and Instruction work collaboratively to lead and nurture members of the staff, and communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, coordination and monitoring of services, curriculum development, program evaluation, personnel management, and financial management. The Director of Curriculum and Instruction also serves as the District Grants Manager. In this role the Director of Curriculum and Instruction solicits, writes, and manages all of the grants acquired by the district.

## **QUALIFICATIONS:**

The Director of Curriculum and Instruction shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a principal and/or school administrator, endorsement (N.J.A.C. 6:11-9.3 and 9.6).
2. Have excellent administrative experience and teaching experience and work with students.
3. Demonstrate outstanding organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character.
5. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning at all levels. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well to students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

DIRECTORS AND SUPERVISORS

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Director of Curriculum and Instruction  
K-12 and Grants Manager

8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Director of Curriculum and Instruction shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Have supervisory and coordinating responsibility for grades K-12 regular instructional programs in the Core Curriculum Content Standards, including the following:
  - Language Arts Literacy;
  - Mathematics;
  - Science;
  - Social Studies; and
  - World Languages.
  - Visual and Performing Arts;
  - Physical Education and Health
3. Plan, organize, implement, supervise, coordinate and evaluate programs in the Core Curriculum Content Standards that ensure that each student meets and exceeds the Standards, consistent with the mission, philosophy, values, and instructional goals of the district, and meeting all laws, codes, board policies and regulations. Leadership of the program shall include:
  - compliance with all state and federal mandates;
  - clear procedures for the operation and functioning of the various programs;
  - curriculum development to meet the Core Curriculum Content Standards;
  - ensure vertical and horizontal articulation of skills and content sequence;

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

DIRECTORS AND SUPERVISORS

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Director of Curriculum and Instruction  
K-12 and Grants Manager

- consistent and regular program evaluation;
  - personnel supervision and evaluation;
  - personnel recruitment and recommendations for selection when vacancies occur;
  - communications among staff;
  - staff development to expand and improve skills;
  - analysis of assessments to improve instruction;
  - resources and personnel scheduling;
  - coordination of services with community agencies and resources;
  - coordination and close working relationships with state and county officials, and with colleagues in other school districts;
  - evaluation and selection of instructional materials and equipment;
  - budget development and implementation; and
  - application for grants and monitoring of grants.
4. Supervise all certificated and non-certificated personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence in accordance with law, board policy, and contractual requirements. Consult with the principal regarding the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines.
  5. Provide opportunities for effective staff development that address the needs of instructional program, including, in-district inservices, workshops, conferences, visitations, demonstration lessons and sessions in which the staff members share successful practices and strategies.
  6. Provide and coordinate assistance to staff in the regular programs of the district to assist them with classified students or with students who are experiencing difficulty.
  7. Research and collect data regarding the needs of students, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
  8. Provide leadership and coordination in the development of curriculum and the implementation of instructional programs of the district, evaluating programs and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.



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**BOARD OF EDUCATION  
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**DIRECTORS AND SUPERVISORS**

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**Director of Curriculum and Instruction  
K-12 and Grants Manager**

9. Organize and implement a system for evaluation and selection of instructional materials and equipment designed to meet the Core Curriculum Content Standards, using staff identified criteria and the needs of the program.
10. Establish a professional rapport with students and with staff that earns their respect maintaining visibility with students, staff, parents, and the community. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.
11. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
12. Keep the staff informed and seek ideas for the improvement of instruction. Conduct meetings as necessary for the proper functioning of the instructional programs.
13. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
14. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Answer correspondence promptly.
15. Communicate with the Superintendent and with the principals regularly about the needs, successes, and general operation of the various programs and services. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the Core Curriculum Content Standards and responsibility for behavior.
16. Use identified needs of the district to solicit appropriate grant funding. Work with the Superintendent to complete grant applications and manage all grant funds awarded to the district. Submit all required reports in a timely manner.
17. Follow procedures for safe storing and integrity of all public and confidential school records, ensuring that personnel and student record keeping procedures comply with state and federal law and district policy. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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DIRECTORS AND SUPERVISORS  
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Director of Curriculum and Instruction  
K-12 and Grants Manager

18. Attend required staff meetings and serve, as appropriate, on district committees.
19. Represent the school and district at community, state, and professional meetings.
20. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in instruction, learning theory and cognitive research through reading of professional journals, participation in professional development, and involvement in professional organizations.
21. Operate electronic and other equipment needed to carry out job functions and responsibilities.
22. Observe strictly and exceed to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
23. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
24. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## **EVALUATION CRITERIA:**

The holder of the position of Director of Curriculum and Instruction shall be evaluated by the Superintendent in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 30 March 2004

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Director of Special Services

**JOB TITLE: DIRECTOR OF SPECIAL SERVICES**

**REPORTS TO: Chief School Administrator**

## **NATURE AND SCOPE OF JOB:**

The Director of Student Services will have responsibility for the administration of special education, guidance and school nursing services throughout the district. The Director will function effectively as part of the administrative team and have excellent problem solving and decision-making skills. The director must have effective leadership qualities and personal characteristics necessary for interacting with students, teachers, parents and other administrators. The Director will serve on the Administrative Council.

### **Knowledge, Skills and Abilities**

Candidate must be knowledgeable of best practices in special education instruction, teaching methodology, behavior management of students with disabilities and the general education curriculum for students, ages 3-21. Knowledge of school law, legal provisions related to childcare, special education laws, and regulations is required (Individuals with Disabilities Education Improvement Act and Section 504 of the 1973 Rehabilitation Act as well as the New Jersey special education regulations (N.J.A.C. 6A:14), pupil records regulations (N.J.A.C. 6:3-6) and Office of Administrative Law regulations (N.J.A.C. 1A). Knowledge of the New Jersey School Health Guidelines and the best practices in guidance counseling, career advisement, college selection is required.

### **Essential Functions – Special Education Services**

The minimum performance expectations include, but are not limited to, the following functions/tasks:

1. Formulates and implements special education programs and procedures relating to the education of students with disabilities;
2. Maintains compliance with federal and state special education regulations;
3. Submits State reports in order to secure state and federal funding for special education programs;
4. Coordinates, supervises, and evaluates speech-language specialists, Learning Disability Teacher-Consultants, School Psychologists, School Social Workers and special education teaching staff members assigned to the Office of Student Services;

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Director of Special Services

5. Plans and implements professional development for special education staff members so they are informed of the requirements and regulations for disability identification, evaluation, eligibility and program development;
6. Ensures that Individual Education Programs for students are implemented in compliance with regulations;
7. Supervises the accurate maintenance and confidentiality of student special education records;
8. Ensures that the child study team, speech-language specialists and special education teaching staff and instructional aides have the supplies needed;
9. Coordinates instructional services provided to students with disabilities with the Curriculum Director;
10. Serves as the Section 504 coordinator for the school district; and
11. Serves as a resource to the Special Education Parent Support Group.

## **Essential Functions – Nursing Services**

1. Coordinates health services provided for all students with the school nurses;
2. Coordinates, assigns, supervises, and evaluates school nurses;
3. Maintains compliance with the state nursing regulations;
4. Works with building administrators to provide appropriate health services;
5. Supervises the accurate maintenance and confidentiality of student health records;
6. Ensures that the school nurses have the supplies and equipment needed; and
7. Plans professional development for school nurses so that they are informed of the requirements, best practices and regulations for maintaining student health.

## **Grant Writing and Other Responsibilities**

1. Writes, submits and manages grant applications dealing with special education, nursing, and others as directed; and
2. Conducts other activities as may be assigned by the Chief School Administrator.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Director of Special Services

## **Education and Experience**

Candidate must hold a New Jersey School Administrator or Principal's Certificate. Candidate must have successful experience in public education as a teacher, child study team member, guidance counselor and/or administrator. Candidate must be skilled in the use of word processing, database management, and presentation software. Candidate must possess good moral character.

## **Evaluation**

The Chief School Administrator will evaluate performance on the ability and effectiveness in carrying out the above responsibilities.

### **EVALUATION CRITERIA:**

The holder of the position of Director of Special Services shall be evaluated by the Chief School Administrator in accordance with Policy No. 3223, Regulation No. 3223 and this Job Description.

Adopted: June 24, 1997

Revised: 30 March 2004

Revised: 17 January 2006

Revised: 5 February 2008

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Supervisor of Instruction K-5

**JOB TITLE:** SUPERVISOR OF INSTRUCTION K-5

**REPORTS TO:** The Elementary School Principal

**SUPERVISES:** All K-5 Certified Staff

## **NATURE AND SCOPE OF JOB:**

Assist the Elementary School Principal in the development, organization, implementation, coordination, and evaluation of the grades K-5 instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards while deriving the greatest academic and personal benefit from the learning experience. Achieving excellence requires that the Supervisor of Instruction work collaboratively to lead and nurture members of the staff, and communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, coordination and monitoring of services, curriculum development, program evaluation, personnel management, and financial management. The Supervisor of Instruction also serves as the liaison to the Director of Curriculum and Instruction with regard to District wide programs and initiatives.

## **QUALIFICATIONS:**

The Supervisor of Instruction shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a supervisor's, endorsement (N.J.A.C. 6:11-9.3 and 9.6) or eligible for supervisor's certificate as well as a valid Teacher's Certificate in subject area of supervision (or in one area if two or more subjects are supervised).
2. Minimum of three years' successful teaching experience in the area of supervision (or in one area if two subjects are supervised).
3. Demonstrate outstanding organizational skills and the ability to motivate people.
4. Have integrity and demonstrate good moral character.
5. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning at all levels. Exhibit a personality that demonstrates enthusiasm and interpersonal skills that relate well to students, staff, administration, parents and the community.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Supervisor of Instruction K-5

7. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
8. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
9. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
10. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Supervisor of Instruction shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for assisting with student behavior.
2. Supervise, in conjunction with the Elementary Principal, all certificated and non-certificated personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis using formal observation and informal walk-throughs. Develop with individual staff members a Professional Development Plan (PDP). Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence in accordance with law, board policy, and contractual requirements. Consult with the principal regarding the hiring, renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the school, following established procedures and timelines.
3. Provide opportunities for effective staff development that address the needs of instructional program, including, in-district workshops, conferences, visitations, demonstration lessons and sessions in which the staff members share successful best practices and strategies.
4. Research and collect data regarding the needs of students, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
5. Provide leadership and coordination in the development of curriculum and the implementation of instructional programs of the Elementary School, evaluating programs

# JOB DESCRIPTION

## BOARD OF EDUCATION DUNELLEN

### DIRECTORS AND SUPERVISORS

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Supervisor of Instruction K-5

and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address each student's needs, interests, and skill levels, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and accomplishments.

6. Produces curriculum bulletins, guides, or directories to be distributed to the staff as required.
7. Organize and implement a system for evaluation and selection of instructional materials and equipment designed to meet the Core Curriculum Content Standards, using identified criteria and the needs of the program.
8. Establish a professional rapport with students and with staff that earns their respect maintaining visibility with students, staff, parents, and the community. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.
9. Keep the staff informed and seek ideas for the improvement of instruction. Conduct meetings as necessary for the proper functioning of the instructional programs.
10. Use effective presentation skills when addressing students, staff, parents, the community, and the Board including appropriate vocabulary and examples, clear and legible visuals, and articulate with audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
11. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal or Superintendent. Answer correspondence promptly.
12. Communicate with the principal regularly about the needs, successes, and general operation of the various programs and services. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the Core Curriculum Content Standards and student behavior.
13. Follow procedures for safe storing and integrity of all public and confidential school records, ensuring that personnel and student record keeping procedures comply with state and federal law and district policy. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.



# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

DIRECTORS AND SUPERVISORS

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Supervisor of Instruction K-5

14. Attend required staff and/or grade level meetings in order to affect horizontal and vertical continuity and articulation of the instructional program of the school and District.
15. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in instruction, learning theory and cognitive research through reading of professional journals, participation in professional development, and involvement in professional organizations.
16. Maintains a curriculum reference library for the use of the staff and collaborates with principals and teachers to develop a common file of community resources to enhance the instructional program.
17. Assumes responsibility for reviewing and evaluating results of testing programs, and for other evaluative measures used by the school.
18. Operate electronic and other equipment needed to carry out job functions and responsibilities.
19. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids
20. Observe strictly and exceed to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 *et. seq.*) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
21. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal or Superintendent and not otherwise prohibited by law or regulation.
22. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## EVALUATION CRITERIA:

The holder of the position of Supervisor of Instruction shall be evaluated by the Elementary School Principal in accordance with Policy No. 3223, Regulation No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: 9 June 2015

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

SUPERVISORS  
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Director of Athletics

## **INACTIVE – REMOVED FROM WEBSITE 2-24-04**

**JOB TITLE:** DIRECTOR OF ATHLETICS

**REPORTS TO:** The Principal

**SUPERVISES:** Students

### **NATURE AND SCOPE OF JOB:**

Provides students an opportunity to participate in extra-curricular activities that will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sports, and the principles of fair play.

### **QUALIFICATIONS:**

The Director of Athletics shall:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a supervisor endorsement (N.J.A.C. 6:11-9.3 and 9.6).
2. Have excellent experience in teaching and working with children.
3. Have excellent integrity and demonstrate good moral character and initiative.
4. Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
5. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
7. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
8. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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Director of Athletics

9. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
10. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Director of Athletics shall:

1. Be responsible to the principal for all matters involving interscholastic athletics.
2. Represent his/her school at athletic meetings when assigned.
3. Prepare a budget each year to cover the required expenditures necessary to conduct the total interscholastic athletic programs.
4. Prepare requisitions for all athletic equipment and supplies.
5. Maintain a complete financial record of receipts and expenditures.
6. Maintain an inventory of all athletic equipment and supplies.
7. Hold professional meetings with the members of the athletic department.
8. Arrange schedules for all athletic contests and file contracts in the directors' office.
9. Arrange for all transportation for all athletic events for teams, band and cheerleaders with the administration.
10. Contract for all home game officials and have checks prepared for them.
11. Check the eligibility of all athletes.
12. Supervise the care and maintenance and storage of all athletic equipment.
13. Plan and arrange for pep rallies and award assemblies.
14. Prepare publicity and press releases concerning athletics.

# JOB DESCRIPTION

BOARD OF EDUCATION  
DUNELLEN

SUPERVISORS  
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Director of Athletics

15. Assume leadership in the development of the varsity, Junior varsity, and freshman or junior high program.
16. Attend all games, meets and contests, or appoint a representative to act in his stead.
17. Arrange for all athletes to have medical examinations.
18. Check that athletes are properly covered by insurance.
19. Approve all recommendations for athletic awards.
20. Provide for the proper administration and supervision for all athletic contests, including:
  - a. Selling and taking of tickets,
  - b. Arranging for sufficient police coverage,
  - c. Arranging for medical and ambulance coverage,
  - d. Providing seating facilities,
  - e. Providing necessary facilities for the visiting team,
  - f. Having the necessary game equipment ready.
21. Recommend the best qualified teacher available for coaching positions.
22. Stimulate cooperation between the coaches of the various sports, and between coaches, teachers, and administrators concerning general athletic policies.
23. Have a thorough knowledge of the NJSIAA rules and regulations.
24. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal or Supervisor and not otherwise prohibited by law or regulation.
25. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## EVALUATION CRITERIA:

The holder of the position of Director of Athletics shall be evaluated by the Principal and/or Supervisor in accordance with Policy No. 3221, Regulation No. 3221, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997  
Revised: 17 January 2006

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

SUPERVISORS  
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Coordinator of Athletics

**JOB TITLE:** COORDINATOR OF ATHLETICS

**REPORTS TO:** Principals of the High/Middle School

## **NATURE AND SCOPE OF JOB:**

Provide students an opportunity to participate in extra-curricular activities that will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sports, and the principles of fair play.

## **QUALIFICATIONS:**

Valid teacher certification

At least three years successful experience as a head coach

Strong organizational and communication skills

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Coordinator of Athletics shall:

1. Organize and administer the overall program of interscholastic athletics for the district.
2. Provide leadership in the selection and assignment of athletic coaches.
3. Foster good school-community relations by keeping the community aware of and responsible to the athletic program.
4. Assume responsibility for the organization and scheduling of all interscholastic athletic events.
5. Hire officials, team physicians, supervisors and policemen as required, and assumes general responsibility for the proper supervision of home games.
6. Arrange transportation for athletic contest participants.
7. Develop and place into operation appropriate rules and regulations governing the conduct of athletic activities.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
DUNELLEN

SUPERVISORS  
1432/page 2 of 3  
Coordinator of Athletics

8. Recommend the establishment of the physical and academic requirements of eligibility for participation in each sport, and verifies each athlete's eligibility to N.J.S.I.A.A. for all sports.
9. Prepare and administer the athletic program budget.
10. Requisition, in cooperation with appropriate staff members, supplies, uniforms and equipment for athletic programs.
11. Supervise the cleaning, storage and care of all athletic equipment.
12. Supervise all ticket sales and fund-raising events connected with the athletic program and assumes responsibility for proper handling and accounting of moneys involved.
13. Arrange all details of visiting teams' needs.
14. Make all necessary arrangements for the use of non-school playing fields and facilities.
15. Arrange the practice schedules for the coaches on the fields and in the gymnasiums.
16. Cooperate with the school nurse and school doctor to provide for the physical examination of all athletes prior to the beginning of each season.
17. Work closely with the town recreation department.
18. Keep records of the results of all high school athletic contests and maintains a record file of all award winners, stating the date and type of award, including athletic scholarships.
19. Direct an in-school, extracurricular program designed to foster support for the athletic teams and school spirit among non-participants.
20. Plan and supervises three annual recognition programs for school athletes.
21. Represent the school when so authorized by the High School Principal at various official meetings.
22. Be responsible in conjunction with coaches and principal for canceling and rescheduling games when necessary.
23. Arrange for collection and payment of all entry fees and guarantees in connection with athletes.

# **JOB DESCRIPTION**

BOARD OF EDUCATION  
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Coordinator of Athletics

24. Supervise and coordinate the preparation of all athletic fields for interscholastic sports contests or games in all sports.
25. Make arrangements and plans for pep and award assemblies.
26. Handle all duties that may arise in connection with athletics as directed by the principal.
27. Conduct coaches meetings for discussion of common problems and formulation of policy.
28. Prepare with the coaches specifications of all athletic supplies to go out on bid to vendors.
29. Represent the High School as a member of the Booster Club.
30. Coordinate three awards dinners in conjunction with the Booster Club.
31. Prepare vouchers for payment to coaches.
32. Represent the school at GMC Conference and N.J.S.I.A.A. meetings.
33. Complete additional responsibilities as may be assigned by the Principals.

## **EVALUATION CRITERIA:**

The holder of the position of Coordinator of Athletics shall be evaluated by the Principal and/or Assistant Principal in accordance with Policy No. 3221, Regulation No. 3221, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: 18 November 2008

## **1510 RIGHT OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION**

It is the policy of the Board of Education that no qualified handicapped or disabled person shall, on the basis of handicap or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It shall also comply with the Individuals with Disabilities Education Act through the implementation of Policy No. 2460 and Regulations Nos. 2460 through 2460.14.

Notice of the Board's policy on nondiscrimination in employment (Policy and Regulation No. 1530) and education (Policy and Regulation No. 5750) will be included in the Board policy manual, posted throughout the district, and referenced in any district statement regarding the availability of employment positions or educational services.

### **Employment**

No employee or candidate for employment shall be discriminated against in recruitment, hiring, advancement, discharge, compensation, training, transfer, or any other term, condition, or privilege of employment solely because of his/her handicap/disability, provided the employee or candidate can, with or without reasonable accommodation, perform the essential functions of the position sought or held.

No candidate for employment shall be required to answer a question or submit to an examination regarding a handicap/disability except as such handicap/disability relates directly to the performance of the job sought. No candidate will be discriminated against on the basis of a handicap/disability that is not directly related to the essential function of the position for which he/she has applied.

Reasonable accommodations, not directly affecting the educational and/or instructional program, shall be made to accommodate employment conditions to the needs of qualified persons with handicaps/disabilities. Such accommodations may include, but are not limited to rescheduling; restructuring jobs; making facilities accessible; acquiring or modifying equipment; modifying examinations, training materials, policies and procedures; and providing readers or interpreters.

The Board employment policies and procedures shall comply with the Americans with Disabilities Act.



## Facilities Accessibility

No qualified handicapped/disabled person shall, because of the school district's facilities being inaccessible or unusable by handicapped/disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board. No new facilities shall be constructed that do not fully comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Alterations to existing facilities or part thereof, shall be altered in such a manner to the maximum extent feasible, that the facilities are readily accessible and usable by individuals with handicaps/ disabilities who have a need to access Board facilities.

## Educational Program Accessibility

No qualified handicapped/disabled person shall be denied the benefit of, be excluded from participation in, or otherwise be subjected to discrimination in any activity offered by this district.

The Board has an affirmative obligation to evaluate a pupil who is suspected of having a handicap/disability to determine the pupil's need for special education and related services. The Board directs that all reasonable efforts be made to identify unserved children with handicaps/ disabilities in this district who are eligible for special education and/or related services in accordance with Policy No. 2460 and Regulations Nos. 2460 through 2460.14, the Individuals with Disabilities Education Act, §504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Section 504 of the Rehabilitation Act requires the Board to address the needs of children who are considered handicapped/disabled under §504 and do not qualify for services under the Individuals with Disabilities Education Act. A pupil may be handicapped/disabled within the meaning of §504, and therefore entitled to regular or special education and related aids and services under the §504 regulation, even though the pupil may not be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act.

No pupil will be denied, because of his/her educational handicap/disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the pupils of this district.

There will be grievance procedures for persons alleging discriminatory acts by the Board and/or staff. The due process rights of pupils with handicaps/disabilities and their parents will be rigorously enforced.

## Enforcement

The Director of Special Services and School Business Administrator are designated as district coordinators for matters dealing with §504 and Title IX. The district coordinator shall act as a compliance officer and can be contacted at the following address or telephone number:

**Address:** High and Lehigh Streets  
Dunellen, NJ 08812

**Phone Number:** 732-968-3226

A complaint regarding a violation of law and this policy will be subject to a complaint procedure that provides for the prompt and equitable resolution of disputes.

The complainant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of handicapped/disabled complainants shall be made. A complainant shall be informed of his/her right to file a formal action for redress with or without recourse to the complaint procedure established by this policy and its accompanying regulation.

A complaint regarding the identification, evaluation, classification, or educational program of a pupil with a handicap/disability shall be governed by the due process rules of the State Board of Education, N.J.A.C. 6A:14-2.7 and the Office of Administrative Law, N.J.A.C. 1:6A-1 et seq., and by the procedural safeguard processes established by Board Policy No. 2460 and Regulation No. 2460.6 or the grievance procedures established in Regulation No. 1510.

## Guarantee of Rights

The Board shall not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by the §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, or the Individuals with Disabilities Education Act or Title IX.

The Board shall not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this policy or for that person's participation in any manner in an investigation or proceeding arising under §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act or Title IX.

## Evaluation and Compliance

The Board directs the Superintendent to evaluate district programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Board will submit such assurances of compliance as are required by law.

# POLICY

BOARD OF EDUCATION  
DUNELLEN

ADMINISTRATION  
1510/page 4 of 4  
Rights of Persons With Disabilities

## Annual Publication

This Policy will be published yearly prior to the beginning of the school year in a regional newspaper, magazine and/or other written communication that is available to the public.

29 U.S.C. 794 (Sec. 504, Rehabilitation Act of 1973)  
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)  
42 U.S.C. 12101 (Americans with Disabilities Act of 1990)  
N.J.S.A. 10:5-1 et seq.  
N.J.S.A. 18A:18A-17  
N.J.A.C. 6A:14-1 et seq.  
34 CFR Part 104

Adopted: 18 March 1997  
Revised: 16 March 2004

## **R 1510 RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/NON-DISCRIMINATION**

It is the policy of the Board of Education that no qualified handicapped/disabled person shall, on the basis of handicap/disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program or activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Board shall also comply with the Individuals with Disabilities Education Act through the implementation of Policy No. 2460 and Regulations Nos. 2460 through 2460.14.

### DEFINITIONS

Handicapped/Disabled Person - means any person who (1) has a physical or mental impairment that substantially limits one or more of a person's major life activities and includes specific learning disabilities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. (34 CFR sec. 104.3(j))

Disability - means a pupil with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities and who by reason thereof, needs special education and related services 20 U.S. 1401 §602(A), or an individual who has a physical or mental impairment that substantially limits one or more major life activities of such individual. 42 U.S.C. §1201 §3.

Physical or Mental Impairment - means (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; muscular/skeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or physiological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (34 CFR sec. 104.3(j)(2)(i))

Major Life Activities - means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (34 CFR sec. 104.3(j)(2)(ii)). Has a record of such impairment - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. (34 CFR sec. 104.3(j)(2)(iii)). Is regarded as having an impairment - means (1) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment, or (3) has

# REGULATION

## DUNELLEN SCHOOL DISTRICT

### ADMINISTRATION R 1510/page 2 of 16 Rights of Persons With Disabilities

none of the impairments defined above, but is treated by a recipient as having such an impairment. (34 CFR sec. 104.3(j)(2)(iv))

Recipient - Any state or its political subdivision, including this Board of Education. (34 CFR sec. 104.3(f))

Qualified Handicapped/Disabled Person - means:

1. With respect to employment, a handicapped/ disabled person who, with reasonable accommodation, can perform the essential functions of the job in question;
2. With respect to public preschool, elementary, secondary, or adult educational services, a handicapped/disabled person (1) of an age during which non-handicapped/non-disabled persons are provided such services, (2) of any age during which it is mandatory under state or federal law to provide such services to handicapped/disabled persons, or (3) to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act;
3. With respect to post secondary and vocational educational services, a handicapped/disabled person who meets the academic and technical standards requisite to admission or participation in the school district's education program or activity; and
4. With respect to other services, a handicapped/disabled person who meets the essential eligibility requirements for the receipt of such services. (34 CFR sec. 104.3(k)(1-4))

Handicap - means any condition or characteristic that renders a person handicapped/disabled.

Disability - means any condition or characteristic that renders a person disabled.

Aids, Benefits, and Services - means aids, benefits and services to be equally effective, are not required to produce the identical result or level of achievement for handicapped/disabled and non-handicapped/non-disabled persons, but must afford handicapped/disabled persons equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement, in the most integrated setting appropriate to the person's needs. (34 CFR sec. 104.4(b)(2))

Act - means the Rehabilitation Act of 1973, Public Law 93-112, as amended by the Rehabilitation Act Amendments of 1974. Public Law 93-516, 29 U.S.C. 794, the Americans with Disabilities Act 42 U.S.C. §1201 et seq., and the Individuals with Disabilities Act 20 U.S. 1400 et seq.

"Aggrieved individual" means a qualified handicapped/disabled person who alleges a grievance or the representative of such qualified handicapped/disabled person.

"Board of Education" means the Board of Education of the Dunellen School District.

# REGULATION

## DUNELLEN SCHOOL DISTRICT

### ADMINISTRATION R 1510/page 3 of 16 Rights of Persons With Disabilities

"Complainant" means a parent(s) or legal guardian(s) of a qualified handicapped/disabled pupil or qualified handicapped/disabled person who files a grievance in accordance with the grievance procedure.

"Compliance Officer" means the district official responsible for the coordination of activities relating to compliance with §504.

"Day" means either calendar or working day as specified.

"Employee" means an individual who receives remuneration from the school district for services rendered.

"Grievance" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding discrimination by reason of handicap/disability.

"Immediate supervisor" means any employee responsible for, or exercising any degree of supervision or authority over another employee or pupil.

"Intermediate supervisor" means the administrator to whom the immediate supervisor is directly responsible.

"Pupil" means an individual enrolled in any formal educational program provided by the school district.

"School district" means the Dunellen School District.

#### District Coordinator

The Board will appoint a District Coordinator to coordinate its efforts to comply with the Rehabilitation Act and the Americans with Disabilities Act and Title IX. Such procedures to coordinate its efforts to comply with the act will be contained in this Regulation for pupils, employees and other qualified persons. The District Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations, if required, and re-evaluations. The District Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A-14-2.6 and 6A:14-2.7 where applicable in cases arising from §504.

#### Notice

The Board shall notify members of the community, applicants, including those with impaired vision or hearing, and unions/associations within the school district, that the Board of Education

does not discriminate on the basis of handicap/disability in violation of §504 or the Americans with Disabilities Act. This notice may include any of the following methods: the posting of notices, publication in local newspapers and magazines and/or distribution of memoranda or other written communications. The policy and regulation may be reprinted in part or in full and distributed to serve as adequate notice.

## State Or Local Law

The obligation to comply with the Rehabilitation Act and the Americans with Disabilities Act is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of handicap/disability, imposes prohibitions or limits upon the eligibility of qualified handicapped/disabled persons to receive services or to practice any occupation or profession, or because employment opportunities in any occupation or profession are or may be more limited for handicapped/disabled persons than non-handicapped/non-disabled persons.

## EMPLOYMENT PRACTICES

### Discrimination Prohibited

No qualified handicapped/disabled person shall, on the basis of handicap/disability, be subjected to discrimination in employment under any program or activity to which the Act applies. The Board of Education will take positive steps to employ and advance in employment qualified handicapped/ disabled persons in programs assisted under the Act. The Board of Education will make all decisions concerning employment under any program or activity to which the Act applies in a manner which ensures that discrimination on the basis of handicap/disability does not occur and may not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of handicap/disability.

The Board of Education will not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped/disabled applicants or employees to discrimination prohibited by the Rehabilitation Act. This shall apply to:

1. Recruitment, advertising, and the processing of applications for employment;
2. Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring;
3. Rates of pay or any other form of compensation and changes in compensation;
4. Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
5. Leaves of absences, sick leave, or other leave;

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6. Fringe benefits available by virtue of employment, whether or not administered by the Board of Education;
7. Selection and financial support for training including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absences to pursue training;
8. Employer sponsored activities, including social or recreational programs; and
9. Any other term, condition, or privilege of employment.

The Board of Education's obligation to comply with these requirements is not affected by any inconsistent term or any collective bargaining agreement to which the Board is a party.

## Reasonable Accommodation

The Board of Education will make reasonable accommodation to the known physical or mental limitation of any otherwise qualified handicapped/disabled applicant or employee unless the Board can demonstrate that the accommodation would impose an undue hardship on the operation of the program. Reasonable accommodation may include making facilities used by employees readily accessible to and usable by handicapped/disabled persons and job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions. In determining whether the accommodation would impose an undue hardship on the operation of the program, the Board of Education will consider:

1. The overall size of the school district's program with respect to the number of employees, number and type of facilities and the size of the budget;
2. The type of operation, including the composition and structure of the school district's workforce; and
3. The nature and cost of the accommodation needed.

The Board of Education will not deny any employment opportunity to a qualified handicapped/disabled employee or applicant if the basis of the denial is the need to make reasonable accommodation to the physical or mental limitations of the employee or applicant.

## Employment Criteria

The Board of Education and its administration will not use any employment test or other selection criterion that screens out or tends to screen out handicapped/disabled persons or any class of handicapped/disabled persons unless the test score or other selection criterion is shown to be job-



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related for the position in question and alternative job-related tests or criteria that do not screen out as many handicapped/disabled persons shown by the Coordinator to be available. The Board of Education and its administration may select and administer tests concerning employment so as to best ensure that when administered to an applicant or employee who has a handicap/disability that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

#### Pre-employment Inquiries

Except as provided for in this regulation and the Rehabilitation Act, the Board of Education and its administration, will not conduct pre-employment medical examination and will not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped/disabled person or as to the nature or severity of the handicap/disability. The school district may make pre-employment inquiry into an applicant's ability to perform job related functions.

When the Board of Education is taking remedial action to correct effects of past discrimination or to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity, as provided for in the Rehabilitation Act, or when the Board is taking affirmative action pursuant to §504 of the Rehabilitation Act, the Board may invite applicants for employment to indicate whether and to what extent they are handicapped/disabled. This is permitted provided the Board states clearly on a written questionnaire or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts and the Board states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide information will not subject the applicant or employee to any adverse treatment, and that the information will only be used in accordance with this part of the Regulation and applicable section of the Rehabilitation Act.

The Board of Education may condition an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty provided that all entering employees are subjected to such an examination regardless of handicap/disability and the results of such an examination are used only in accordance with the requirements of the policy, regulation and the Rehabilitation Act.

Information obtained in accordance with pre-employment inquiries as to the medical condition or history of the applicant will be collected and maintained on separate forms that will be accorded confidentiality as medical records. Supervisors may be informed of restrictions on the work or duties of handicapped/disabled persons and any reasonable accommodations. First aid and safety personnel may be informed, where appropriate, if the condition might require emergency treatment. Government officials investigating compliance with the Rehabilitation Act shall be provided relevant information upon request.

## Complaints About Employment Discrimination

Complaints about employment discrimination under §504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act shall first be made in writing to the Superintendent of Schools or his/her designee. If the complaint cannot be resolved the following grievance procedure shall be followed:

### Grievance Procedure - Employment

This grievance procedure shall apply to qualified handicapped/disabled persons who are employees with alleged discriminatory act(s) under the provisions of §504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act.

1. The aggrieved individual shall file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the compliance officer.
2. The District Coordinator shall make all reasonable efforts to resolve the matter informally by having the aggrieved individual review the complaint with his/her immediate supervisor.
3. The immediate supervisor shall render a determination to the aggrieved individual within ten (10) working days after hearing the complaint. If such complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the next level of appeal.
4. Within ten (10) working days after a determination has been made at the preceding stage, the aggrieved individual may present the complaint in writing to the intermediate supervisor, if such there be, who shall orally discuss the complaint with the aggrieved individual. The intermediate supervisor shall render a determination in writing to the aggrieved individual within \_\_\_\_\_ working days after receiving the complaint. If such complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the next level of appeal.
5. Within ten (10) working days after a determination has been made by the intermediate supervisor, the aggrieved individual may make a written request to the compliance officer for review and determination.
6. The District Coordinator shall immediately notify the individual, immediate supervisor, and intermediate supervisor in the case to submit written statements to him/her within \_\_\_\_\_ working days setting forth the specific nature of the complaint, the facts relating thereto, and the determinations previously rendered.
7. The District Coordinator shall notify all parties concerned in the case of the time and place when an informal hearing will be held where the parties may appear and present oral and written statements supplementing their position in the case and the manner in which the hearing will be

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conducted. Such hearing shall be held within ten (10) working days of receipt of the written statements pursuant to paragraph 5.

8. The District Coordinator shall render a determination within ten (10) working days after the written statements pursuant to paragraph 5 have been presented to him/her, or ten (10) working days after the completion of the informal hearing. The District Coordinator will provide a written copy of his/her determination to all parties.

9. The aggrieved individual may appeal the determination of the District Coordinator to the Board within ten (10) working days of the receipt of the compliance officer's determination. The appeal shall be in writing and attached to copies of the original complaint, the minutes of the informal hearing, and the written determination of the District Coordinator. The Board or a committee thereof may, in its discretion, convene a hearing at which the parties may present additional testimony and argument.

10. Within thirty (30) calendar days of the filing of appeal, the Board shall provide both parties with a written decision.

11. If the complaint has not been satisfactorily resolved in the above stages, the aggrieved individual may appeal in writing directly to the Office of Civil Rights.

## FACILITIES

### Discrimination Prohibited

No qualified handicapped/disabled person shall, because a Board of Education facility is inaccessible to or usable by handicapped/disabled persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any activity to which this section of the Regulation applies.

### Existing Facilities

The Board of Education will operate its programs and activities so that the program, when viewed in its entirety, is readily accessible to handicapped/disabled persons. The Board of Education is not required to make each of its facilities accessible to and usable by handicapped/disabled persons. The Board may comply with these requirements through such means as redesign of equipment, realignment of classes or other services to other buildings, assignment of aides, alternative sites, alterations of existing facilities or construction of new facilities or any other methods that result in making its programs or activities accessible to handicapped/disabled persons. The Board is not required to make structural changes in existing facilities where other methods that are effective in achieving compliance with this Regulation and the Rehabilitation Act. The Board will give priority to those methods that offer programs and activities to

handicapped/disabled persons in the most integrated setting appropriate. The Board of Education will develop a plan to make its facilities comply with this policy and the Rehabilitation Act. The plan shall be developed with the assistance of interested persons, including handicapped/ disabled persons or organizations representing handicapped/ disabled persons.

## New Construction

The Board of Education will design and construct each new facility or part of each new facility, or in the renovation of facilities or part thereof, in a manner that each such facility is readily accessible to and usable by handicapped/disabled persons. The alterations are not required if the alteration has little likelihood of being accomplished without removing or altering a load-bearing structural member. The Board of Education will comply with the provisions of N.J.S.A. 18A and N.J.A.C. 6 for the construction, remodeling and/or renovation of its facilities.

## Complaints About Accessibility of Facility

Complaints about access to facilities shall first be made to the Superintendent of Schools or his/her designee. If the complaint cannot be resolved the following grievance procedure shall be followed:

### Grievance Procedure - Facilities

This grievance procedure shall apply to qualified handicapped/disabled persons who are not employees or pupils with alleged discriminatory act(s) under the provisions of §504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act.

1. The aggrieved individual shall file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the District Coordinator.
2. The District Coordinator shall make all reasonable efforts to resolve the matter informally by reviewing the complaint with the aggrieved individual.
3. In the event the complaint can not be resolved through an informal meeting, the District Coordinator shall notify all parties concerned in the case of the time and place when an informal hearing will be held where the parties may appear and present oral and written statements supplementing their position in the case and the manner in which the hearing will be conducted. Such hearing shall be held within ten (10) working days of receipt of the written statements pursuant to paragraph 5.
4. The District Coordinator shall render a determination within ten (10) working days after the written statements pursuant to paragraph 5 have been presented to him/her, or ten (10) working days after the completion of the informal hearing. The District Coordinator will provide a written copy of his/her determination to all parties.

5. The aggrieved individual may appeal the determination of the District Coordinator to the Board within ten (10) working days of the receipt of the District Coordinator's determination. The appeal shall be in writing and attached to copies of the original complaint, the minutes of the informal hearing, and the written determination of the compliance officer. The Board or a committee thereof may, in its discretion, convene a hearing at which the parties may present additional testimony and argument.

6. Within thirty (30) calendar days of the filing of appeal, the Board shall provide both parties with a written decision.

7. If the complaint has not been satisfactorily resolved in the above stages, the aggrieved individual may appeal in writing directly to the Office of Civil Rights.

## EDUCATIONAL PROGRAM

The Board of Education will not, on the basis of handicap/disability, exclude qualified handicapped/disabled persons from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

Pupils not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent(s) or legal guardian(s), staff member and/or a request directly from the pupil.

The Board will provide a reasonable accommodation(s) to otherwise qualified pupils notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq. Timelines for re-evaluations of pupils receiving a reasonable accommodation(s) will be established by the District Coordinator. A re-evaluation may be requested by the parent(s) or legal guardian(s) and/or the pupil at any time upon written request to the District Coordinator.

## Location and Notification

The administration will undertake to identify and locate every qualified handicapped/disabled person residing within the school district who is not receiving a public school education and will take steps to notify such handicapped/disabled persons and their parent(s) or legal guardian(s) of the school district's duty under the policy and Rehabilitation Act. Pupils not otherwise eligible for program and/or related services pursuant to N.J.A.C. 6A:14-1 et seq., may be referred to the District Coordinator by the parent(s) or legal guardian(s), staff member and/or a request directly from the pupil.

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## Free Appropriate Public Education

The school district is required to provide a free appropriate public education to each qualified handicapped/disabled person who resides within the school district regardless of the nature or severity of the person's handicap/disability. An appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of handicapped/disabled persons as adequately as the needs of non-handicapped/non-disabled persons are met and are based upon adherence to procedures that satisfy the requirements of this regulation.

The school district may place a handicapped/disabled person in or refer such person to a program other than the one it operates as its means of carrying out the provisions of this regulation and IDEA. The school district continues to maintain responsibility for ensuring the requirements of this section are met in respect to any handicapped/disabled person so placed or referred.

A free appropriate public education must be provided to handicapped/disabled person without cost to the handicapped/disabled person or to his/her parent(s) or legal guardian(s), except for those fees that are imposed on non-handicapped/non-disabled persons or their parent(s) or legal guardian(s). If the handicapped/disabled person is placed in a program not operated by the school district the school district will ensure adequate transportation to and from the program and it shall be provided at no greater cost than would be incurred by the person or his parent(s) or legal guardian(s) if the handicapped/disabled person was placed in the program operated by the school district. If a public or private residential placement is necessary to provide a free appropriate education to a handicapped/disabled person because of his/her handicap/disability, the program, including non-medical care and room and board shall be provided at no cost to the person or his/her parent(s) or legal guardian(s).

## Educational Setting

The school administration will place a handicapped/disabled person in the regular educational environment within the school district unless the school district demonstrates that the education of the handicapped/disabled person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The administration will consider the proximity of any alternative setting for handicapped/disabled persons to the person's home. The Board will ensure that handicapped/disabled persons participate with nonhandicapped/nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the handicapped/disabled person in question.

## Evaluation And Placement

The Board of Education establishes standards and procedures for the evaluation and placement of pupils who, because of handicap/disability, need or are believed to need special education or related services through Policy No. 2460 and Regulations Nos. 2460 through 2460.14. Individuals qualifying under §504 shall be evaluated using the following procedures:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel;
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
3. Tests are selected and administered so as to best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

In interpreting evaluation data and in making placement decisions, the school district will:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Establish procedures to ensure that the information obtained from all such sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and
4. Ensure that the placement decision is made in conformity with this regulation and the Rehabilitation Act of 1973.

Timelines for re-evaluations of pupils receiving a reasonable accommodation(s) will be established by the District 504 Coordinator. A re-evaluation may be requested by the parent(s) or legal guardian(s) and/or the pupil at any time upon written request to the District Coordinator.

## Section 504 Accommodation Plan

The District Coordinator based on the evaluation of the pupil eligible for services under §504 shall prepare a Section 504 Accommodation Plan which contains at least the following elements as related to the pupil:

1. Name.
2. Date of Birth.
3. Current educational placement.

4. Name of the District Coordinator or designee preparing the Section 504 Accommodation Plan.
5. Handicapping/Disabling condition.
  - a. Major life activity impaired.
  - b. Educational impact.
  - c. Impact on related educational progress.
6. Accommodation (as appropriate).
  - a. Physical and learning environment.
  - b. Instructional.
  - c. Behavioral.
  - d. Evaluation.
  - e. Medical.
  - f. Transportation.
  - g. Other.
7. Location of the Accommodation
8. A listing of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
9. A certification by the parent(s) or legal guardian(s) of the pupil that they have participated in the development of the plan and give their consent to its implementation.
10. A waiver of the fifteen days notice prior to the implementation of the plan by the parent(s) or legal guardian(s) if the plan is to be implemented sooner than the fifteen days.

## Procedural Safeguards

The school district will establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap/disability, need or are believed to need special education or related services, a system of



procedural safeguards that includes notice, an opportunity for the parent(s) or legal guardian(s) of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parent(s) or legal guardian(s) and representation by council, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq. and Policy No. 2460 and Regulation 2460.6 and/or the grievance procedures contained herein.

## Grievance Procedure - Pupils

This grievance procedure shall apply to qualified handicapped/disabled persons who are pupils with alleged discriminatory act(s) under the provisions of §504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act.

1. The parent(s) or legal guardian(s) of a qualified handicapped/disabled pupil or adult qualified handicapped/disabled pupil who believe the pupil has a valid basis for a grievance under §504, or the American Disabilities Act shall file an informal complaint in writing, stating the specific facts of his/her grievance and the alleged discriminatory act, with the District Coordinator.
2. The District Coordinator shall make all reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff which may include, but not be limited to, the Principal, Child Study Team staff and/or the classroom teacher(s).
3. The District Coordinator will investigate and document the complaint including dates of meetings, dispositions and date of dispositions. The District Coordinator will provide a written reply to the aggrieved individual within ten (10) working days.
4. If the complainant is not satisfied with the District Coordinator's written reply, the complainant must file a formal complaint in writing, setting out the circumstances that give rise to the alleged grievance. This written complaint must be filed with the District Coordinator within \_ten (10) working days.
5. The District Coordinator will appoint a qualified hearing officer within ten (10) working days of the receipt of the written grievance. The hearing officer will conduct a hearing within ten (10) working days. The hearing officer will give the parent(s) or legal guardian(s), pupil or adult pupil a full and fair opportunity to present evidence relevant to the issues raised under the grievance. The parent(s) or legal guardian(s), pupil or adult pupil may, at their own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District Coordinator and aggrieved individual within ten (10) working days of the hearing.
6. The complainant may file an written appeal to the Board if not satisfied with the hearing officer's decision. The Board, through the Superintendent, will provide a written disposition of the alleged grievance.

7. The complainant may request Mediation and Due Process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board, or if specifically requested by the parent(s) or legal guardian(s), or adult pupil the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedure must be followed.

## Nonacademic Services

The Board of Education will provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped/disabled students an equal opportunity for participation in such services and activities. These services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, referrals to agencies which provide assistance to handicapped/disabled persons, and employment to students, including both employment by the school district and assistance in making available outside employment.

The Board of Education and administration will ensure that qualified handicapped/disabled students are not counseled toward more restrictive career objectives than are non-handicapped/non-disabled students with similar interests and abilities. The Board will provide to qualified handicapped/disabled students an equal opportunity for participation in physical education courses, athletics, and similar programs and activities. The school district may offer separate physical education and athletic activities to handicapped/disabled students only if separate or differentiation is consistent with the requirements of the Rehabilitation Act and no qualified handicapped/disabled person is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

## MISCELLANEOUS

### Provisions Applicable to All Grievance Procedures

1. If the same or substantially the same grievance is made by more than one individual, a single individual may process the grievance through the grievance procedure on behalf of all aggrieved individuals. The names of all aggrieved individuals shall appear on all documents related to the settlement of the grievance.
2. An aggrieved individual may be represented or accompanied at any time by a person chosen by the individual.
3. An employee may use personal leave time when it becomes necessary to process a grievance during work hours.
4. A grievance that arises late in the school term will be submitted to an expedited process in order that the grievance may be resolved as soon after the school term as possible.

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5. There will be no reprisal of any kind taken against any aggrieved individual for participation in a grievance.
6. All documents, communications, and records regarding the processing of a grievance will be filed in a separate file and will not be kept in the personnel or pupil file.

Cross Reference: Policy Guide No. 1510

Adopted: 18 March 1997

Revised: 16 March 2004

## 1522 SCHOOL-LEVEL PLANNING

The Board of Education recognizes the T&E mandate for a school level planning process that involves parents or legal guardians and staff members in identifying school needs, establishing performance objectives, and monitoring progress toward those objectives.

### School Report Card

The Board directs the annual compilation, of a profile of each school that includes as a minimum the statistical information specified by the State Department of Education. School Report Cards shall be distributed to all Board members, staff, and administrative personnel and shall be made available to the public.

### School Based Planning Team

A planning team shall be established in each district school and shall be responsible for the development and implementation of the school-level plan.

The planning team shall be comprised of the Principal, teaching staff members, and parents or legal guardians of pupils enrolled in the school. Team members other than the Principal shall each serve for a term of two years.

Teaching staff members shall be appointed by the Principal.

Parent team members shall be appointed by the Principal.

The school planning team shall review the school report card and other relevant school planning materials supplied by the Superintendent. The team shall be supplied on request with such additional materials and information it deems appropriate and necessary to its work, subject to limitations on access to pupil records established by law and Policy No. 8330.

### School-level Plan

The school-level plan shall be developed annually. The plan shall include two or more pupil performance objectives and a review of progress by teaching and administrative staff toward the achievement of objectives established in the previous school-level plan. The school planning team shall submit the plan to the Superintendent by a date which is determined annually.

The annual school-level plan shall be reviewed at least once each semester in meetings arranged and conducted by the school planning team. Review meetings shall be conducted by grade level, department, team, or in similarly appropriate groupings. The results of each such meeting shall be considered by the school planning team in the development of the succeeding school-level plan.

## Pupil Performance Objectives

The school planning team shall develop two or more objectives based on pupil performance or behavior standards. The objectives shall cover a period of not more than two years and shall be linked to State goals.

If pupil performance is below minimum State standards, the planning team shall establish objectives to meet those standards. Benchmarks, or interim performance levels, shall be set to measure the school's progress toward the achievement of State minimum standards.

If pupil performance meets or exceeds minimum State standards, the planning team shall establish challenge objectives.

The Superintendent shall, no later than August 1 each year, submit each school's objectives to the County Superintendent for review and approval.

N.J.A.C. 6:8-4.4

Adopted: 18 March 1997

Revised: 16 March 2004

Reviewed:

## 1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including pupils and teachers.

The Comprehensive Equity Plan shall include the following:

1. A needs assessment that includes pupil assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, pupil suspension, expulsion, Child Study Team referrals, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of pupils in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;
3. Adequate yearly progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.

A Comprehensive Equity Plan shall be developed every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually or as required by the New Jersey Department of Education, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

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Comprehensive Equity Plan

Specific statements of Board policy and procedure regarding matters of equity are contained in the following policies and/or regulations:

- 1510 Rights of Persons With Handicaps or Disabilities/Policy on Non-Discrimination
- 1530 Equal Employment Opportunities
- 1550 Affirmative Action Program for Employment and Contract Practices/Employment Practices Plan
- 2260 Affirmative Action Program for School and Classroom Practices
- 3362 Sexual Harassment - Teaching Staff Member
- 4352 Sexual Harassment - Support Staff Member
- 5700 Pupil Rights
- 5750 Equal Educational Opportunity
- 5751 Sexual Harassment of Pupils
- 5752 Marital Status and Pregnancy
- 5755 Equity in Educational Programs and Services
- 5770 Pupil Right to Privacy
- 5810 Pupil Participation in School Government
- 5841 Secret Societies
- 5842 Equal Access to Pupil Organizations

N.J.A.C. 6A:7-1.9

Adopted: 18 March 1997

Revised: 27 April 2004

Revised: 9 May 2005 citation only

Revised: 5 March 2013

## M

### 1530 EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, national origin, and gender among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

The Board will target-underutilized groups, in every category of employment. The Board will provide among the faculty of each school role models of diverse racial and cultural backgrounds.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to pupils or employees, pursuant to N.J.A.C. 6A:7-1.1.

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.



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Equal Employment Opportunities

Adopted: 18 March 1997

Revised: 23 February 2004 (citation only)

Reviewed: 16 March 2004

Revised: 5 March 2013

# REGULATION

## DUNELLEN SCHOOL DISTRICT

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Equal Employment Opportunities  
Complaint Procedure

**M**

### R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

#### A. Purpose and application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of state and federal laws and Policy No. 1530, guaranteeing "equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation gender, socioeconomic status, or disability."
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

#### B. Definitions

1. "Board of Education" means the Board of Education of the Dunellen School District.
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means a teaching staff member who alleges a discriminatory act or practice.
4. "Day" means a calendar day.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of state statutes and administrative codes and federal laws and Policy No. 1530."
6. "School district" means the Dunellen School District.

## C. Procedure

1. A complainant who believes that they have been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with their immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within ten working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
  - a. The complainant's name and address;
  - b. The specific act or practice that the complainant complains of;
  - c. The school employee, if any, responsible for the allegedly discriminatory act;
  - d. The results of discussions conducted in accordance with ¶C1; and
  - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than ten working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within ten working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
5. On their timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than ten working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.
6. The Superintendent will render a written decision in the matter no later than ten working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.

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7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than ten working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint;
  - b. The response to the complaint;
  - c. The Superintendent's decision;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than thirty days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of their right to appeal the Board's decision to the
  - a. Commissioner of Education  
New Jersey State Department of Education  
PO Box 500  
Trenton, New Jersey 08625-0500  
Telephone: (877) 900-6960 or the
  - b. New Jersey Division on Civil Rights  
Trenton Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090  
Telephone: (609) 292-4605

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## D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

Adopted: 18 March 1997  
Reviewed: 16 March 2004  
Revised: 5 March 2013

## 1540 ADMINISTRATOR'S CODE OF ETHICS

### Definitions

"Administrator" means any employee of this school district who holds a position that:

1. Requires certification with the endorsement of school administrator, Principal, or School Business Administrator;
2. Does not require certification but is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district; or
3. Requires certification with the endorsement of supervisor and is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district.

"Business" means any corporation, partnership, firm, enterprise, franchise, association, trust, sole proprietorship, union, political organization, or other legal entity but does not include a school district or other public entity.

"Interest" means the ownership of or control of more than ten percent of the profits, assets, or stock of a business but does not include the control of assets in a labor union.

"Immediate family" means the person to whom the administrator is legally married and any dependent child of the administrator residing in the same household.

### Code of Ethics

No administrator or member of his/her immediate family shall have an interest in a business organization or engage in any business, transaction, or professional activity that is in substantial conflict with the proper discharge of his/her duties in the public interest.

No administrator shall use or attempt to use his/her official position to secure unwarranted privileges, advantages, or employment for him/herself, a member of his/her immediate family, or any other person.

No administrator shall act in his/her official capacity in any matter where he/she, a member of his/her immediate family, or a business organization in which he/she has an interest, has a direct or indirect financial or personal involvement that might reasonably be expected to impair his/her independence of judgment in the exercise of official duties. No administrator shall act in his/her official capacity in any matter where he/she or a member of his/her immediate family has a personal involvement that is or creates some benefit to the administrator or a member of his/her immediate family.

# POLICY

## BOARD OF EDUCATION DUNELLEN

### ADMINISTRATION

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#### Administrator's Code of Ethics

No administrator shall undertake any employment or service, whether compensated or not, which might reasonably be expected to prejudice his/her independence of judgment in the exercise of official duties.

No administrator or member of his/her immediate family or business organization in which he/she has an interest shall solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing him/her, directly or indirectly, in the discharge of his/her official duties.

No administrator shall accept offers of meals, entertainment, or hospitality which are limited to the clients/customers of the individual providing such hospitality. Administrators may attend hospitality suites or receptions at conferences only when they are open to all attending the conference.

No administrator shall use, or allow to be used, his/her public office or any information not generally available to the members of the public which he/she receives or acquires in the course of and by reason of his/her office, for the purpose of securing financial gain for him/herself, any member of his/her immediate family, or any business organization with which he/she is associated.

No administrator or business organization in which he/she has an interest shall represent any person or party other than the Board of Education or this school district in connection with any cause, proceeding, application or other matter pending before this school district or in any proceeding involving this school district, except that this provision shall not be deemed to prohibit representation within the context of official labor union or similar representational responsibilities.

Nothing shall prohibit an administrator or members of his/her immediate family from representing him/herself or themselves in negotiations or proceedings concerning his/her or their own interests.

Each administrator shall annually, in accordance with N.J.S.A. 18A:12-25 and 18A:12-26, file a disclosure statement regarding potential conflicts of interest.

N.J.S.A. 18A:12-21 through 18A:12-34;  
School Ethics Policy Guideline 1 M

Adopted: 18 March 1997

Revised: 16 March 2004

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### 1550 AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES

The Board of Education shall, in accordance with law, strive to overcome the effects of any previous patterns of discrimination in district employment practices and shall systematically monitor district procedures to insure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to pupils or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted: 18 March 1997

Revised: 16 March 2004

Revised: 9 May 2005 citation only

Revised: 5 March 2013



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Affirmative Action Program  
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### R1550 AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES COMPLAINT PROCEDURE

#### A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for district employment the opportunity to appeal an alleged violation of the district's Affirmative Action Program for employment and contract practices, as set forth in Policy No. 1550 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified handicapped person, shall, on the basis of handicap, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified handicapped persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this district accords to information about individual teaching staff members.

#### B. Definitions

1. "Board of Education" means the Board of Education of the Dunellen School District.
2. "Complaint" means an alleged violation of the district's Affirmative Action Plan or Policy.
3. "Complainant" means a staff member who alleges a violation of the district's Affirmative Action Plan or Policy No. 1550.
4. "Day" means a working or calendar day as identified.
5. "School district" means the Dunellen School District.

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## DUNELLEN SCHOOL DISTRICT

### ADMINISTRATION R 1550/ page 2 of 4 Affirmative Action Program for Employment and Contract Practices Complaint Procedure

6. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy No. 1550 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of district employment or contract practices and/or to correct the results of past discrimination.

#### C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan for employment and contract practices shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty (30) working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
  - a. The complainant's name and address,
  - b. The specific failure to act that the complainant complains of,
  - c. The school officer or employee, if any, responsible for the alleged violation of the Affirmative Action Plan,
  - d. The results of discussions conducted in accordance with ¶C1, and
  - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than ~~ten (10)~~ **seven (7)** working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three (3) working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient

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### Affirmative Action Program for Employment and Contract Practices Complaint Procedure

to the parties, but no later than seven (7) working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.

6. The Superintendent will render a written decision in the matter no later than seven (7) working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board of Education.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three (3) working days after receipt of the Superintendent's decision. The appeal will include:
  - a. The original complaint,
  - b. The response to the complaint,
  - c. The Superintendent's decision,
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, charged with a violation of the Affirmative Action Plan.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five (45) calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

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Affirmative Action Program  
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11. The complainant will be informed of his/her right to appeal the Board's decision to the:
  - a. Commissioner of Education  
New Jersey State Department of Education  
P.O. Box 500  
Trenton, New Jersey 08625-0500  
Telephone: (877) 900-6960 or the
  - b. New Jersey Division on Civil Rights  
Trenton Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090  
Telephone: (609) 292-4605

### D. Record

1. The records of any complaint processed in accordance with this procedure shall be kept in a file maintained by the Affirmative Action Officer.
2. A copy of the decision rendered at its highest level of appeal will be kept in the complainant's personnel file.

Adopted: 18 March 1997

Revised: 16 March 2004

Revised: 5 March 2013

## 1570 INTERNAL CONTROLS

As a condition of receiving State aid, the school district shall establish specific policies and procedures on internal controls designed to provide management with reasonable assurance that the district's goals and objectives will be met and that meet the requirements of N.J.A.C. 6A:23A-6.5 through N.J.A.C. 6A:23A-6.13. Internal controls shall promote operational efficiency and effectiveness, provide reliable financial information, safeguard assets and records, encourage adherence to prescribed policies, and comply with law and regulation.

The specific internal controls contained in N.J.A.C. 6A:23A-6 shall be established together with other internal controls contained in N.J.A.C. 6A and other law and regulations, required by professional standards and as deemed necessary and appropriate by district management. The district may submit a written request to the Commissioner to approve an alternative system, approach, or process for implementing the internal controls required in N.J.C.A. 6A:23A-6. The application must include documented evidence that includes, but is not limited to, an independent, third-party written assessment that the alternative system, approach or process will achieve the same safeguards, efficiency, and other purposes as the specified internal control requirement(s).

The school district shall evaluate business processes annually and allocate available resources appropriately in an effort to establish a strong control environment pursuant to the requirements of N.J.A.C. 6A:23A-6.5. In accordance with the provisions of N.J.A.C. 6A:23A-6.5(b), the School Business Administrator/Board Secretary shall identify processes that, when performed by the same individuals, are a violation of sound segregation of duties and shall segregate the duties of all such processes among Business office staff based on available district resources, assessed vulnerability, and associated cost-benefit. The district shall include in the Comprehensive Annual Financial Report (CAFR) a detailed organizational chart for the Central office that tie to the district's position control logs, including but not limited to, the business, human resources, and information management functions.

The school district shall establish Standard Operating Procedures (SOPs) for each task or function of the business operations of the district by December 31, 2009. The SOP Manual shall include sections on each routine task or function as outlined in N.J.A.C. 6A:23A-6.6(b) and 6A:23A-6.6(c). A standard operating procedure shall be established that ensures office supplies are ordered in appropriate quantities, maintained in appropriate storage facilities, and monitored to keep track of inventory.

School districts with budgets in excess of \$25,000,000 or with more than three hundred employees shall maintain an Enterprise Resource Planning (ERP) System which integrates all data and processes of the school district into a unified system. The ERP system shall use multiple components of computer software and hardware and a unified database to store data for the various system modules to achieve the integration. Districts required to maintain an ERP System that do not have an ERP System in place on July 1, 2008 shall fully implement an ERP System by

the 2010-2011 school year and maintain both the existing system(s) and run a beta test ERP System during the 2009-2010 school year. Whenever considering financial systems or the automation of other services or functions, the Superintendent of Schools or School Business Administrator/Board Secretary shall notify the Executive County Superintendent in writing to see if opportunities for a shared service system exist. Access controls shall be established for key elements of financial systems to ensure that a single person does not have the ability to make system edits that would violate segregation of duties controls.

The school district shall maintain an accurate, complete, and up-to-date automated position control roster to track the actual number and category of employees and the detailed information for each. Districts are required to maintain a position control roster by December 31, 2009. The position control roster shall share a common database and be integrated with the district's payroll system, agree to the account codes in the budget software, and ensure that the data within the position control roster system includes, at a minimum, the required information as required in N.J.A.C. 6A:23A-6.8(a)3.

N.J.A.C. 6A:23A-6.4; 6A:23A-6.5; 6A:23A-6.6; 6A:23A-6.7;  
6A:23A-6.8

Adopted: 21 October 2008  
Revised: 11 May 2010

# REGULATION

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Internal Controls

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## R 1570 INTERNAL CONTROLS

### A. Segregation of Business Duties and Organizational Structure

1. The school district shall evaluate business processes annually and allocate available resources appropriately in an effort to establish a strong control environment.
2. The School Business Administrator/Board Secretary shall identify processes that when performed by the same individuals are a violation of sound segregation of duties. The School Business Administrator/Board Secretary shall segregate the duties of all such processes among Business office staff based on available district resources, assessed vulnerability and the associated cost-benefit, except as required by a. and b. below.
  - a. The functions of human resources and payroll shall be segregated and completed by different employees in all districts.
  - b. The functions of purchasing and accounts payable shall be segregated and completed by different employees in all districts.
3. The district shall include in the Comprehensive Annual Financial Report (CAFR) a detailed organizational chart for the Central Office that tie to the district's position control logs, including but not limited to, the business, human resources, and information management functions.

### B. Standard Operating Procedures (SOPs) for Business Functions

1. The school district shall establish SOPs for each task or function of the business operations of the district by December 31, 2009.
2. The SOP Manual shall include sections on each routine task or function of the following areas:
  - a. Accounting including general ledger, accounts payable, accounts receivable, payroll and fixed assets, and year-end procedures for each;
  - b. Cash management;
  - c. Budget development and administration including tasks such as authorization of transfers and overtime;
  - d. Position control;

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- e. Purchasing including such tasks as preparation of requisitions, approval of purchase orders and encumbering of funds, bid and quote requirements, and verification of receipt of goods and services;
  - f. Facilities including administration of work and health and safety;
  - g. Security;
  - h. Emergency preparedness;
  - i. Risk management;
  - j. Transportation;
  - k. Food service;
  - l. Technology systems; and
  - m. Information management.
3. A standard operating procedure shall be established that ensures office supplies are ordered in appropriate quantities, maintained in appropriate storage facilities, and monitored to keep track of inventory.

### C. Financial and Human Resource Management Systems, Access Controls

- 1. School districts with budgets in excess of \$25,000,000 or with more than 300 employees shall maintain an Enterprise Resource Planning (ERP) System which integrates all data and processes of the school district into a unified system. The ERP system shall use multiple components of computer software and hardware and a unified database to store data for the various system modules to achieve the integration.
  - a. Districts affected by C.1. above that do not have an ERP system in place on July 1, 2008 shall fully implement one by the 2010-2011 school year and maintain both the existing system(s) and run a beta test ERP system during the 2009-2010 school year.
- 2. Whenever considering financial systems or the automation of other services or functions, the Superintendent of Schools or School Business Administrator/Board Secretary shall notify the Executive County Superintendent in writing to see if opportunities for a shared service system exist.



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3. Access controls shall be established for key elements of financial systems to ensure that a single person does not have the ability to make system edits that would violate segregation of duties controls.
  - a. The process for creating, modifying, and deleting user accounts shall include the use of user access request forms.
  - b. All requests for financial applications shall be approved and specified by the School Business Administrator/Board Secretary.
  - c. All requests for network access shall be granted by the head of the technology department, if one exists.
  - d. A review of user access shall be conducted yearly at a minimum by the relevant department managers and an audit trail should be maintained to verify the performance of this review.
  - e. Access to the network and key applications within a district shall be restricted to authorized users through the use of unique user names and passwords.
  - f. Proper protocols shall be implemented that appropriately address password expiration and complexity.

### D. Personnel Tracking and Accounting

1. The school district shall maintain an accurate, complete, and up-to-date automated position control roster to track the actual number and category of employees and the detailed information for each. Districts are required to maintain a position control roster by December 31, 2009. The position control roster shall:
  - a. Share a common database and be integrated with the district's payroll system;
  - b. Agree to the account codes in the budget software;
  - c. Ensure that the data within the position control roster system includes, at a minimum, the following information:
    - (1) The employee's name;
    - (2) The date of hire;

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- (3) A permanent position tracking number for each employee including:
  - (a) The expenditure account codes for the general fund consistent with the State prescribed budget, special revenue fund and enterprise funds;
  - (b) The building(s) the position is assigned;
  - (c) The certification title and endorsement held, as applicable;
  - (d) The assignment position title as follows:
    - i. Superintendent or Chief School Administrator;
    - ii. Assistant Superintendent;
    - iii. School Business Administrator;
    - iv. Board Secretary (when other than i., ii., or iii. above);
    - v. Principal;
    - vi. Vice Principal;
    - vii. Director;
    - viii. Supervisor;
    - ix. Facilitator;
    - x. Instructional Coach by Subject Area;
    - xi. Department Chairperson by Subject Area;
    - xii. Certificated Administrator – Other;
    - xiii. Guidance;
    - xiv. Media Specialist/Librarian;
    - xv. School Nurse;
    - xvi. Social Worker;

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- xvii. Psychologist;
  - xviii. Therapist – OT;
  - xix. Therapist – PT;
  - xx. Therapist – Speech;
  - xxi. Certificated Support Staff – Other;
  - xxii. Teacher by Subject Area;
  - xxiii. Instructional Assistants;
  - xxiv. Certificated Instructional-Other;
  - xxv. Aides supported by IEP;
  - xxvi. Other Aides;
  - xxvii. Maintenance Worker;
  - xxviii. Custodian;
  - xxix. Bus Driver;
  - xxx. Vehicle Mechanic;
  - xxxi. Food Service; and
  - xxxii. Other Non-certificated.
- 
- (4) A control number for substitute teachers;
  - (5) A control number for overtime;
  - (6) A control number for extra pay;
  - (7) The status of the position (filled, vacant, abolished, etc.);
  - (8) An indication, when available, of whether the employee is retiring in the budget year or not being renewed including associated costs such as contractual buyouts, severance pay, paid vacation or sick days, etc;

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- (9) Each of the following: base salary, step, longevity, guide, stipends by type, overtime and other extra compensation;
- (10) The benefits paid by the district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare;
- (11) The position's full-time equivalent value by location;
- (12) The date the position was filled; and
- (13) The date the position was originally created by the Board. If the date the position was originally created is not available, this item shall represent the date the person currently filling that position was approved by the Board.

Adopted: 21 October 2008  
Revised: 11 May 2010

# POLICY

## BOARD OF EDUCATION DUNELLEN

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Administrative Employment Contracts

### 1620 ADMINISTRATIVE EMPLOYMENT CONTRACTS

The Executive County Superintendent shall review and approve for all Superintendents, Deputy Superintendents, Assistant Superintendents, and School Business Administrators in school districts, county vocational school districts, county special services school districts and other districts, except charters, within the County under the supervision of the Executive County Superintendent:

1. New employment contracts, including contracts that replace expired contracts for existing tenured and non-tenured employees;
2. Renegotiations, extensions, amendments, or other alterations of the terms of existing employment contracts that have been previously approved by the Executive County Superintendent; and
3. Provisions for contract extensions where such terms were not included in the original employment contract or are different from the provisions contained in the original approved employment contract.

In counties where there is no Executive County Superintendent or Acting Executive County Superintendent, the Assistant Commissioner for Field Services shall review and approve all above contracts.

The contract review and approval shall take place prior to any required public notice and hearing pursuant to N.J.S.A. 18A:11-11 and prior to the Board approval and execution of those contracts to ensure compliance with all applicable laws, including but not limited to N.J.S.A. 18A:30-3.5, 18A:30-9, 18A:17-15.1 and 18A:11-12.

The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is applicable to a Board that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, or School Business Administrator.

The public notice and public hearing requirements of N.J.S.A. 18A:11-11 do not apply to new contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured.

In connection with the Executive County Superintendent's review of the contract, the Board shall provide the Executive County Superintendent with a detailed statement setting forth the total cost of the contract for each applicable year, including salary, longevity (if applicable), benefits and all other emoluments.

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The review and approval shall be consistent with the following additional standards:

1. Contracts for each class of administrative position shall be comparable with the salary, benefits and other emoluments contained in the contracts of similarly credentialed and experienced administrators in other school districts in the region with similar enrollment, academic achievement levels and challenges, and grade span.
2. No contract shall include provisions that are inconsistent with the travel requirements pursuant to N.J.S.A. 18A:11-12 including, but not limited to, the provisions for mileage reimbursement and reimbursement for meals and lodging in New Jersey. Any contractual provision that is inconsistent with law is superseded by the law.
3. No contract shall include provisions for the reimbursement or payment of employee contributions that are either required by law or by a contract in effect in the district with other teaching staff members, such as payment of the employee's State or federal taxes, or of the employee's contributions to FICA, Medicare, State pensions and annuities (TPAF), life insurance, disability insurance (if offered), and health benefit costs.
4. No contract shall contain a payment as a condition of separation from service that is deemed by the Executive County Superintendent to be prohibited or excessive in nature. The payment cannot exceed the lesser of the calculation of three months pay for every year remaining on the contract with pro-ratio for partial years, not to exceed twelve months, or the remaining salary amount due under the contract.
5. No contract shall include benefits that supplement or duplicate benefits that are otherwise available to the employee by operation of law, an existing group plan, or other means; e.g., an annuity or life insurance plan that supplements or duplicates a plan already made available to the employee. Notwithstanding the provisions of this section, a contract may contain an annuity where those benefits are already contained in the existing contract between the employee and the district.
6. Contractual provisions regarding accumulation of sick leave and supplemental compensation for accumulated sick leave shall be consistent with N.J.S.A. 18A:30-3.5. Supplemental payment for accumulated sick leave shall be payable only at the time of retirement and shall not be paid to the individual's estate or beneficiaries in the event of the individual's death prior to retirement. Pursuant to N.J.S.A. 18A:30-3.2, a new Board of Education contract may include credit of unused sick leave in accordance with the new Board of Education's policy on sick leave credit for all employees.

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7. Contractual provisions regarding accumulation of unused vacation leave and supplemental compensation for accumulated unused vacation leave shall be consistent with N.J.S.A. 18A:30-9. Contractual provisions for payments of accumulated vacation leave prior to separation can be included but only for leave accumulated prior to June 8, 2007 and remaining unused at the time of payment. Supplemental payments for unused vacation leave accrued consistent with the provisions of N.J.S.A. 18A:30-9 after June 8, 2007 as well as unused vacation leave accumulated prior to June 8, 2007 that has not been paid, shall be payable at the time of separation and may be paid to the individual's estate or beneficiaries in the event of the individual's death prior to separation.
8. Contractual provisions that include a calculation of per diem for twelve month employees shall be based on a two hundred sixty day work year.
9. No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives, and achievement of the performance objectives has been documented to the satisfaction of the Board of Education.
10. No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized above.
11. No contract shall include a provision for a monthly allowance except for a reasonable car allowance. A reasonable car allowance cannot exceed the monthly cost of the average monthly miles traveled for business purposes multiplied by the allowable mileage reimbursement pursuant to applicable law and regulation and NJOMB circulars. If such allowance is included, the employee cannot be reimbursed for business travel mileage nor assigned permanently a car for official district business. Any provision of a car for official district business must conform with N.J.A.C. 6A:23A-6.12 and be supported by detailed justification. No contract can include a provision of a dedicated driver or chauffer.
12. All Superintendent contracts shall include the required provision pursuant to N.J.S.A. 18A:17-15.1 which states that in the event the Superintendent's certificate is revoked, the contract is null and void.

Any actions by the Executive County Superintendent undertaken pursuant to N.J.A.C. 6A:23-3.1 and this Policy may be appealed to the Commissioner of Education pursuant to the procedures set forth at N.J.A.C. 6A:3.

N.J.A.C. 6A:23A-3.1

Adopted: 21 October 2008

Revised: 11 May 2010

