

# ATTACHMENTS

APRIL 15, 2019

(Attached will not be available at the  
Board Meeting)

**THE PUBLIC SCHOOLS  
Montclair, New Jersey**

**APPROVAL OF THE SECOND READING OF THE FOLLOWING POLICIES**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the second reading of the following Policies;

- A. P 0142.1 – Nepotism (M)
- B. P 1240 – Evaluation of Superintendent (M)
- C. P 2332 – Summer Assignments
- D. P 3221 – Evaluation of Teachers (M)
- E. P 3222 – Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)
- F. P 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M)
- G. P 3224 – Evaluation of Principals, Vice Principals, and Assistant Principals (M)
- H. P 5756 – Transgender Students
- I. P 7230 – Gifts, Grants, and Donations

**Adopted by Action of the  
Montclair Board of Education**

**April 15, 2019**

## 0142.1 NEPOTISM (M)

### M

The Board of Education adopts this Nepotism Policy as a condition of receiving State aid pursuant to N.J.A.C. 6A:23A-6.2.

For the purpose of this policy, “relative” ~~means shall be defined as an individual’s spouse, by marriage or civil union pursuant to N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, or the individual’s or spouse’s parent, child, brother, sister, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, civil union partner, domestic partner, or the parent, child, half-brother or half-sister, of the individual or of the individual’s spouse, civil union partner or domestic partner,~~ whether the relative is related to the individual or the individual’s spouse, civil union partner or domestic partner; by blood, marriage or adoption.

For the purposes of this Policy, “immediate family member” means the person’s spouse, partner in a civil union as defined in N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, ~~child, parent, or sibling residing in the same household, whether by blood, marriage, or adoption.~~ or dependent child residing in the same household.

For the purposes of this Policy, “administrator” is defined as set forth in N.J.S.A. 18A:12-23.

~~The Board of Education, in order to avoid both the reality and the appearance of conflict of interest in employment, will not appoint a relative of a Board Member, Superintendent, or Senior Staff to any employment position in this district, and directs that no relative of a Superintendent, Board Member or Senior Staff shall be placed in nomination for any vacant position.~~

No relative of a Board member or the Superintendent of Schools shall be employed in an office or position in the school district except that a person employed by the school district on the effective date of the policy or the date a relative becomes a Board member or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.

No relative of a board member or the Superintendent of Schools shall be employed in an office or position in this school district except that a person employed by the school district on the effective date of the policy or the date a relative becomes a Board member



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or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.

The Superintendent of Schools shall not recommend to the Board, pursuant to N.J.S.A. 18A:27-4.1, any relative of a Board Member, ~~administrator~~, or ~~of the Superintendent~~. ~~Nor shall any person be considered for employment in any position in which he/she would come under the direct or indirect supervision of any relative.~~ However, in accordance with N.J.A.C. 6A:23A-6.2(a)2, the district may employ a relative of a Board member or Superintendent of Schools provided the district obtains the approval from the Executive County Superintendent of Schools. Such approval shall be granted only upon demonstration by the school district that it conducted a thorough search for candidates and that the proposed candidate is the only qualified and available person for the position.

In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.

A school district administrator shall be prohibited from exercising direct or indirect authority, supervision, or control over a relative of the administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternative supervision and reporting mechanisms must be put in place.

~~Further, no school district administrator shall supervise, or exercise authority on personnel actions regarding a relative of the administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternate supervision/reporting mechanisms shall be put in place.~~

~~As an exception to this policy, persons who are employees of the Board on the date that this policy becomes effective or the date a relative becomes a Board Member, administrator, or Superintendent shall not be prohibited from continuing to be employed in the district.~~

A school district administrator or Board member who has a relative who is a member of the bargaining unit shall be prohibited from discussing or voting on the proposed collective bargaining agreement with that unit or from participating in any way in negotiations, including, but not limited to, being a member of the negotiating team; nor should that school district administrator be present with the Board in closed session when negotiation strategies are being discussed; provided however, that the administrator may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide such information.



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A school district administrator or Board member who has an immediate family member who is a member of the same Statewide union in another school district shall be prohibited from participating in any way in negotiations, including but not limited to, being a member of the negotiating team or being present with the Board of Education in closed sessions when negotiation strategies are being discussed, prior to the Board of Education attaining a Tentative Memorandum of Agreement with the bargaining unit that includes a salary guide and total compensation package. Once the Tentative Memorandum of Agreement is established, a school district administrator with an immediate family member who is a member of the same State-wide union in another school district may fully participate in the process, absent other conflicts. Notwithstanding these provisions, a district administrator who has an immediate family member who is a member of the same Statewide union in another district may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide the information.

In determining when it is appropriate not to participate in negotiations, Board members will be further guided by the general requirements of the School Ethics Act, and implementing decisions and will strive to avoid both actual conflicts of interest and the appearance of a conflict of interest.

In accordance with N.J.S.A. 18A:55-3, the Commissioner may withhold State aid from school districts that have not demonstrated compliance with this policy.

~~A school official who has such relationship with any employee of the district as of the effective date of this policy shall declare such relationship immediately.~~

~~In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.~~

N.J.A.C. 6A:23A-6.2

Adopted: ~~12 December 2016~~



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[See POLICY ALERT Nos. 96, 151, 175, 201, 207 and 212]

## 1240 EVALUATION OF SUPERINTENDENT

### Who We Are:

The Montclair Public School District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, rich, and rigorous education, through a magnet system of integrated schools in which every school represents a strong, diverse, and vibrant community of learners. Montclair Public Schools is committed to recruiting and retaining high quality staff who will cultivate and support our students to become high academic achievers, curious and creative thinkers, and socially adept young people who are prepared for college and careers of the 21st century.

### Why We Do This Work:

The driving force of the success of Montclair Public Schools is the Superintendent who is responsible for bringing the mission, vision, and core beliefs of the Montclair Public Schools to life through a commitment to continuous improvement and innovation with a focus on results. We believe that all children, regardless of circumstances, can achieve at high levels and academic achievement gaps can and will be eliminated with the support of teachers who deliver engaging, relevant, and academically rigorous instruction that excites students and instills a love of learning in them.

### What We Need:

The Superintendent of Montclair Public Schools is expected to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education. Leadership and management responsibilities of the Superintendent extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of



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such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

The purpose of the annual evaluation is to ~~promote~~ demonstrate the promotion of professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, support professional growth in staff 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 Superintendent's 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 and goals;
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



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

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

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

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;



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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 annual ~~written~~ performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in the annual ~~written~~ performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator



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evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed

to prohibit the New Jersey Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

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

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

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

N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129  
N.J.A.C. 6A:10-1.1 et seq.; 6A:10-8.1 et seq.

Adopted:



# POLICY GUIDE

P2332 SUMMER ASSIGNMENTS

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The Board of Education recognizes that there can be a benefit to the education of the students of this district when teachers assign or recommend activities to do over the summer in preparation for the school year. Considering that educational research has shown that some students can:

- benefit from assignments that will facilitate a continuum of learning so they maintain grade level proficiencies.
- Bridge activities that support future learning by providing background knowledge that will enhance an advanced level experience.
- Create opportunities that will spark enthusiasm for cultivating habits of a life long learner.

Summer Assignments should be aligned with the core content areas of instruction. Planning should only take place after a syllabus and/or proposal is developed and approved by district administration. It should be an idea that is shared by subject matter or grade level peers and embraced by district staff because of the value it demonstrates for all students across the district (ie: summer reading list, written or visual diary of summer experiences).

When planning a summer assignment:

- The work should be completed by a district committee to insure uniformity among schools.
- Program outlines must be submitted for approval by the Superintendent or designee no later than May 1 of the current school year. This proposal must include guidelines that frame specific expectations.
- The curricular scope must use materials that are easily accessible and mindful of a reasonable plan for a student's commitment of time.
- Summer assignments cannot be mandatory but should be developed with the goal of motivating students to participate (ie: community service or global experience, assignments with real-world connections)
- In all cases, when students complete summer assignments they may be given extra credit for any work completed but cannot be penalized for non-participation.
- The Superintendent of Schools or designee shall be responsible for reviewing any assignments made prior to the school year and ensuring academic credit is given.

When such assignments or recommendations are made, parents are urged to cooperate and support the intent for the request for an extension of learning. It is the Board of Education's belief that these assignments or activities are made for the benefit of the students in this district. A summer assignment is an opportunity to motivate productive engagement and create enthusiasm for the pursuit of learning.

## 3221 EVALUATION OF TEACHERS (M)

### M

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

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

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

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

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of



N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

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

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

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

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

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

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

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

Adopted: 12 December 2016



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS  
AND ADMINISTRATORS (M)

**M**

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, "teaching staff member" includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, "teaching staff member" does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

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

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



EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

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

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5;  
6A:10-6.2

Adopted: 12 December 2016



## 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

### M

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

A district administrator serves as support for the Superintendent of Schools by acting as an agent who plans for the facilities goals and objectives created to meet State statutory requirements in a specific area of a school districts operation (e.g. Special Education, Finance, Facilities, Curriculum, Equity, Personnel, and Technology). The specific roles are varied and serve to contribute elements that interlock in a manner to oversee the school districts needs in pursuit of academic excellence.

For the purposes of Policy and Regulation 3223, “administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

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

The Board shall annually adopt evaluation rubrics for administrators which shall be submitted to the Commissioner by June 1 for approval by August 1 of each year. The



EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The annual evaluation rubrics will be aligned with the district goals, individual goals/PDP, and job description.

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

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

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 12 December 2016



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

### 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

#### M

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

The role of the Principal, Vice Principal, and Assistant Principal is varied and complex with interlocking elements that connect duties in a manner to achieve the overarching goals of the building they supervise and/or the district. Each individual is there to ensure the safety of all students and personnel; perform daily management operations that insure the smooth facilitation of the school day; and support staff and students in a manner that promotes student learning and professional growth among teaching and support staff.

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

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



## EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

Evaluation Advisory Committee shall be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

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

N.J.S.A. 18A:6-117 et seq.  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5  
N.J.A.C. 6A:10-5.1 through 5.4  
N.J.A.C. 6A:10-7.1 and 7.3

Adopted: 12 December 2016



# POLICY

MONTCLAIR  
BOARD OF EDUCATION

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TRANSGENDER STUDENTS

## 5756 TRANSGENDER STUDENTS

The Board of Education strives to provide a safe and supportive environment for all students. In furthering this goal, the Board adopts this Policy to address the needs of transgender and gender nonconforming students enrolled in the school district.

For the purposes of this Policy:

1. "Gender expression" refers to the way a student represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
2. "Gender identity" means a student's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.
3. "Gender identity or expression" also means having or being perceived as having a gender-related identity or expression whether or not stereotypically associated with a person's assigned sex at birth.
4. "Gender nonconforming" describes a student whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
5. "Transgender" describes students whose gender identity is different from their gender assigned at birth.

Gender-related identity may be provided to the school district by the student, a parent/guardian of a student or by an adult student with evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of the student's core identity.

# POLICY

MONTCLAIR  
BOARD OF EDUCATION

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TRANSGENDER STUDENTS

The Board of Education believes the responsibility for determining a student's gender-related identity rests with the student, or in the case of young students not yet able to advocate for themselves, with the parent. Therefore, the Board will accept a student's assertion of his or her gender identity when there is consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as a part of the student's core identity. The Board authorizes the Superintendent or designee to question a student's asserted gender identity when there is a credible basis for believing the student's gender-related identity is being asserted for some improper purpose. Confirmation of a student's asserted gender must include a letter from the student or parent/guardian ~~or the adult student~~ to the Superintendent of Schools with a copy to the principal indicating the student is gender non-conforming.

The Board recognizes school-related issues regarding transgender students will vary on a case-by-case basis. Therefore, the Superintendent of Schools or designee will meet with the student and/or parent and student to discuss school-related issues such as the name and pronoun to be used by district staff in referring to the student, the gender identification to be used on the student's records, district staff members that should be informed of the student's access and use of restrooms, locker rooms, changing facilities, physical education classes, and other gender issues affecting the transgender student and his/her attendance at school. The school district will take reasonable measures to accommodate the needs of transgender students.

Adopted: March 2019

## 7230 GIFTS, GRANTS, AND DONATIONS

The Board of Education accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instructional program. The Board recognizes, however, that from time to time individuals or organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

The Board may accept by resolution duly passed at a public meeting any gift or grant of land, with or without improvement, and of money or other personal property, except that the Superintendent may accept on behalf of the Board any such gift less than \$2,000 in value. Grants of land are subject to the appropriate legal limitations and approvals.

The Board reserves the right to refuse to accept any gift that does not contribute toward the achievement of the goals of this district or any gift the ownership of which would tend to deplete the resources of the district. The Board shall not provide public moneys for the purchase of any school property on a matching fund basis.

Any gift accepted by the Board shall become the property of the Board, may not be returned without the approval of the Board, and shall be subject to the same controls and regulations as are other properties of the Board. The Board shall be responsible for the maintenance of any gift it accepts, subject to any joint agreement with another governmental body.

The Board will respect the intent of the donor in its use of a gift, but reserves the right to utilize any gift it accepts in the best interests of the students and the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

The Superintendent shall:

1. **Counsel** Provide for the counselling of potential donors on the appropriateness of contemplated gifts and encourage such donors to choose as gifts supplies or equipment not likely to be purchased with public funds;
2. Encourage individuals and organizations considering a contribution to the schools to consult with the Principal or Superintendent before appropriating funds to that end;



3. Report to the Board all gifts that have been accepted on behalf of the Board;
4. Acknowledge the receipt of any gift accepted by the Board; and
5. Prepare fitting means for recognizing or memorializing gifts to the school district.

The following guiding principles shall be considered regarding gifts, grants and donations:

1. Gifts must serve a recognized and approved educational purpose;
2. There will be a minimum of advertising, and it must be of an unobjectionable nature;
3. Advertising shall not recommend a particular brand over some other brand. Neither shall it claim general superiority;
4. There shall not be any conditions attached to gifts received by the school or the district;
5. The use of educational material which might in any way obligate or reflect unfavorably upon the school or school system which accepts and uses such material shall not be accepted;
6. If the same gift of a substantial nature or of one used as a direct teaching tool is proffered by more than one company, the first one proffered should be accepted unless both can be used simultaneously;
7. The acceptance of any gift for educational purposes must not constitute or imply endorsement of that particular product over any other similar product; and includes donations received under the Public Relations Programs (P 9120), School District Travel (P 6471), Expenditures for Non-Employee Activities, Meals, and Refreshments (P 6423)
8. Gifts exclude such things as speakers for assemblies, enrichment field trips, small incentive gifts to teachers and other similar ideas.

N.J.S.A. 18A:20-4; 18A:20-11 et seq.



# POLICY

MONTCLAIR  
**BOARD OF EDUCATION**

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GIFTS, GRANTS, AND DONATIONS

Adopted: 12 December 2016



**THE PUBLIC SCHOOLS  
Montclair, New Jersey**

**APPROVAL OF THE SECOND READING OF THE FOLLOWING REGULATION**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the second reading of the following Regulation;

- A. R 1240 – Evaluation of Superintendent (M)

**Adopted by Action of the  
Montclair Board of Education  
April 15, 2019**

## R 1240 EVALUATION OF SUPERINTENDENT (M)

### M

#### Who We Are:

The Montclair Public School District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, rich, and rigorous education, through a magnet system of integrated schools in which every school represents a strong, diverse, and vibrant community of learners. Montclair Public Schools is committed to recruiting and retaining high quality staff who will cultivate and support our students to become high academic achievers, curious and creative thinkers, and socially adept young people who are prepared for college and careers of the 21st century.

#### Why We Do This Work:

The driving force of the success of Montclair Public Schools is the Superintendent who is responsible for bringing the mission, vision, and core beliefs of the Montclair Public Schools to life through a commitment to continuous improvement and innovation with a focus on results. We believe that all children, regardless of circumstances, can achieve at high levels and academic achievement gaps can and will be eliminated with the support of teachers who deliver engaging, relevant, and academically rigorous instruction that excites students and instills a love of learning in them.

#### What We Need:

The Superintendent of Montclair Public Schools is expected to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education. Leadership and management responsibilities of the Superintendent extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.



**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 and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:
  - a. Performance area(s) of strength;
  - b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
  - c. Recommendations for professional growth and development;
  - d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
  - 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.
  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: 12 December 2016



THE PUBLIC SCHOOLS  
Montclair, New Jersey

**APPROVAL OF THE SECOND READING OF THE 2019-2020 SCHOOL CALENDAR**

**BE IT RESOLVED** that upon the recommendation of the Superintendent, the Montclair Board of Education approves the second reading of the 2019-2020 School Calendar.

APPROVED BY ACTION OF THE  
MONTCLAIR BOARD OF EDUCATION  
April 15, 2019

**DRAFT #1B**

**MONTCLAIR PUBLIC SCHOOL  
School Calendar 2019-2020**

			<b>Number of Days</b>	
			<b>Staff</b>	<b>Students</b>
September	2	Mon., Labor Day district closed	19	17
	3	Tues., Staff Workshops		
	4	Wed., Staff in Buildings		
	5	Thurs., First day for Students		
	30	Mon., Rosh Hashana, district closed		
October	3	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	9	Wed., Yom Kippur, district closed		
	14	Mon., Staff Professional Development, schools closed for students		
November	7-8	Thurs. & Fri., N.J.E.A. Convention, district closed	17	17
	14	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	27	Wed., district closed after abbreviated day		
	28-29	Thurs. & Fri., Thanksgiving, district closed		
December	4	Wed., evening K-12 parent conferences, schools closed after abbreviated day	15	15
	5	Thurs., afternoon K-12 parent conferences, schools closed after abbreviated day		
	6	Fri., afternoon K-12 parent conferences, schools close after abbreviated day		
	12	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	23	Mon., Winter recess, schools closed		
	24-25	Tues. & Wed., Winter recess and Christmas, district closed		
	26-27 & 30	Thurs. - Fri., & Mon., Winter recess, schools closed		
	31	Tues., Winter recess, district closed		
January	1	Wed., district closed	21	20
	2	Thurs., district reopens		
	9	Thurs., Curriculum meetings, schools closed for students after an abbrev. day		
	20	Mon., Dr. Martin Luther King, Jr. Day, district closed		
	21	Tues., Staff Professional Development, schools closed for students		
February	6	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	17	Mon., Presidents' Day, district closed		
March	5	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	22	21
	6	Fri., Staff Professional Development, schools closed for students		
	26	Thurs., evening K-12 parent conferences, schools closed after abbreviated day		
	27	Fri., afternoon K-12 parent conferences, schools closed after abbreviated day		
April	2	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	16	16
	10	Fri., Good Friday, district closed		
	13-17	Mon. - Fri., Spring Recess, schools closed		
May	7	Thurs., Curriculum meetings, schools closed for students after an abbrev. day	19	19
	22 & 25	Fri. & Mon., Memorial Day weekend, district closed		
June	23	Tues., Abbreviated day for students	<u>18</u>	<u>18</u>
	24	Wed., Abbreviated day for students and staff, last day for students	<u>18</u>	<u>18</u>
			<b>188</b>	<b>183</b>

**Total Days for the 2019-2020 School Year**

If emergency or snow days are required, any in excess of three (3) will be made up as full days in the following sequence: 3/6, 5/22, 4/17, 4/16, 4/15, 4/14, 4/13. Any days in excess of these days may require extending the school year. When advisable, a two hour delayed opening will be used rather than an emergency closing. A delayed opening on an early dismissal day (including Curriculum Meeting days) will cancel the early dismissal and school will end at the regular time. On delayed opening days, staff is expected at the regular time or as soon after as weather permits.

4/2/2019