

Check Journal  
Rec and Unrec checks

Newton Board of Education  
Hand and Machine checks

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07/07/14 13:37

Starting date 6/18/2014 Ending date 6/30/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040301	05/27/14	06/20/14	TBCT	THE BOGGS CENTER	(\$616.00)
040452	06/17/14	06/30/14	TRSN	TREASURER, STATE OF NEW JERSEY	(\$368.00)
040468	06/17/14	06/19/14	GREK	GREENE;KRISTI	(\$34.00)
040470 H	06/18/14		NJHB	NEW JERSEY STATE HEALTH BENEFITS PROGRAM	\$326,773.58
040471	06/20/14		TBCT	THE BOGGS CENTER	\$374.00
040472	06/24/14		PAY	TREASURER OF SCHOOL MONEYS PAYROLL ACCT	\$748,669.11
040473 H	06/24/14		TSMS	TREASURER OF SCHOOL MONIES	\$41,815.78
040474 H	06/24/14		TSMS	TREASURER OF SCHOOL MONIES	\$13,386.66
040475 H	06/24/14		TSMS	TREASURER OF SCHOOL MONIES	\$121.93
040476	06/25/14		NJDM	NEW JERSEY DIVISION OF MOTOR VEHICLES	\$60.00
040477	06/30/14		PAY	TREASURER OF SCHOOL MONEYS PAYROLL ACCT	\$74,046.55
040478 H	06/30/14		TSMS	TREASURER OF SCHOOL MONIES	\$5,664.57
040479	06/30/14		ACPC	ACCURATE PEST CONTROL	\$172.00
040480	06/30/14		ADAU	ADVANCED AUTO PARTS	\$476.10
040481	06/30/14		ALAF	ALL AMERICAN FITNESS	\$150.00
040482	06/30/14		AMAZ	AMAZON.COM	\$540.72
040483	06/30/14		ATUT	AMERICAN TUTOR, INC	\$1,856.00
040484	06/30/14		AMSL	AMERIWASTE MEDICAL SERVICES LLC	\$314.00
040485	06/30/14		ANRE	ANDOVER REGIONAL BOARD OF EDUCATION	\$14,311.52
040486	06/30/14		ABCL	APPLIED BEHAVIORAL CONSULTING, LLC	\$6,660.00
040487	06/30/14		ATLA	ATLANTIC TOMORROWS OFFICE	\$325.00
040488	06/30/14		AUEL	AURORA ELECTRIC SUPPLY	\$2,706.20
040489	06/30/14		AWAR	AWARDING YOU A NATIONAL ENGRAVERS, INC.	\$108.00
040490	06/30/14		BECK	BECKER SCHOOL SUPPLIES	\$315.53
040491	06/30/14		BETA	BERGEN TRACK ASSOCIATION	\$615.00
040492	06/30/14		SBLO	BLOODGOOD; SUSAN	\$5,175.00
040493	06/30/14		BUPA	BUS PARTS WAREHOUSE	\$174.72
040494	06/30/14		BYRA	BYRAM BUS LINE, INC.	\$1,759.42
040495	06/30/14		CAMP	CAMPBELL & PRUCHNIK LLC	\$1,137.50
040496	06/30/14		CASM	CAMPBELL'S SMALL ENGINE	\$1,078.94
040497	06/30/14		CINM	CASCIO INTERSTATE MUSIC	\$60.89
040498	06/30/14		CDWG	CDWG, INC.	\$668.25
040499	06/30/14		CENT	CENTER FOR PREVENTION & COUNSELING	\$280.00
040500	06/30/14		CEGS	COMPASS ENERGY GAS SERVICE L.L.C	\$1,500.00
040501	06/30/14		COOP	COOPERATIVE COMM. INC.	\$4,115.48
<del>040502</del>	<del>06/30/14</del>		<del>CUBI</del>	<del>CUSTOM BANDAG, INC</del>	<del>\$238.47</del>
040503	06/30/14		NELS	DARLEEN NELSON	\$100.00
040504	06/30/14		DEER	DEER PARK	\$55.96

Starting date 6/18/2014 Ending date 6/30/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040505	06/30/14		E-CO	E-COMPLETE LLC	\$22.49
040506	06/30/14		ELGA	ELIZABETHTOWN GAS	\$2,200.00
040507	06/30/14		ENDE	ENABLING DEVICES	\$290.85
040508	06/30/14		FUNF	FUN AND FUNCTION	\$348.49
040509	06/30/14		GGDS	G AND G DIESEL SERVICE INC.	\$169.18
040510	06/30/14		GNCC	GREATER NEWTON CHAMBER OF COMMERCE	\$25.00
040511	06/30/14		GREE	GREENE; G. KENNEDY	\$361.00
040512	06/30/14		GRIM	GRIMM; DEBBIE	\$2,512.00
040513	06/30/14		HALM	HALSTED MIDDLE SCHOOL	\$80.00
040514	06/30/14		HAPL	HAMBURG PLUMBING SUPPLY CO., INC.	\$53.35
040515	06/30/14		HARV	HAMPTON RV SALES, INC	\$400.00
040516	06/30/14		HELG	HELLER;GABRIELLE	\$2,465.00
040517	06/30/14		HSST	HERB'S SPORT SHOP	\$7,840.00
040518	06/30/14		HERT	HFNJ C/O HERTZ FURNITURE SYSTEMS	\$1,718.00
040519	06/30/14		HIPT	HIGH POINT SOLUTIONS	\$7,480.00
040520	06/30/14		HOJA	HOFMANN;JAMES	\$1,870.99
040521	06/30/14		HODE	HOME DEPOT	\$40.71
040522	06/30/14		HTCN	HOOVER TRUCK CENTER	\$33.41
040523	06/30/14		IODC	INDEPENDENT OVERHEAD DOOR CO., INC.	\$825.00
040524	06/30/14		JASE	J.A. SEXAUER, INC.	\$247.20
040525	06/30/14		JCPL	JERSEY CENTRAL POWER & LIGHT	\$13,100.00
040526	06/30/14		KEWE	KELLER WELDING LLC	\$125.00
040527	06/30/14		KIDS	KIDS DISCOVER	\$11.48
040528	06/30/14		KOCH	KOCH AUTO PARTS, INC.	\$87.73
040529	06/30/14		BUGA	LAURA BUGAY	\$1,728.95
040530	06/30/14		PRQU	LEARNING A-Z	\$170.90
040531	06/30/14		LEVA	LENAPE VALLEY REGIONAL	\$23,500.00
040532	06/30/14		MCGU	MCGUIRE CHEVROLET	\$25.38
040533	06/30/14		MRES	MIDDLESEX REGIONAL EDUCATIONAL SERV. COM	\$346.50
040534	06/30/14		MIGH	MIGHTYTYKES	\$43.66
040535	06/30/14		NECO	NEFF COMPANY;THE	\$818.27
040536	06/30/14		NEBO	NEWTON BOARD OF EDUCATION	\$6,908.25
040537	06/30/14		NFFA	NEWTON FFA	\$94.37
040538	06/30/14		NEPS	NEWTON LUNCH PROGRAM	\$2,087.30
040539	06/30/14		NEWT	NEWTON TROPHY & SPORT	\$444.00
040540	06/30/14		NOJE	NORTH JERSEY REFRIGERATION, INC.	\$1,317.80
040541	06/30/14		PAIS	PAINT SPOT; THE	\$256.58
040542	06/30/14		PTD	PENTELEDATA	\$2,606.22

Starting date 6/18/2014 Ending date 6/30/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040543	06/30/14		PIBO	PITNEY BOWES, INC.	\$573.00
040544	06/30/14		PRCE	PRINTING CENTER INC.;THE	\$784.00
040545	06/30/14		RACO	RICOH AMERICAS CORPORATION C/O	\$2,937.60
040546	06/30/14		ROXB	ROXBURY BOARD OF EDUCATION	\$4,557.10
040547	06/30/14		SALI	SALERNO;LINDA	\$137.94
040548	06/30/14		SCIN	SCHOLASTIC INC	\$391.75
040549	06/30/14		SCHT	SCHOLASTIC TEACHER RESOURCES	\$114.72
040550	06/30/14		SCHH	SCHOOL HEALTH CORPORATION	\$30.45
040551	06/30/14		SOUT	SCHOOL OUTFITTERS	\$758.45
040552	06/30/14		SSPE	SCHOOL SPECIALTY	\$997.42
040553	06/30/14		SCSI	SCHWARTZ SIMON EDELSTEIN CELSO, LLC	\$2,761.92
040554	06/30/14		SCCR	SCREEN CREATIONS PLUS	\$580.00
040555	06/30/14		SERI	SEAR, RICHARD	\$89.99
040556	06/30/14		SHRI	SHOP RITE	\$384.23
040557	06/30/14		SKPR	SKYLANDS PRESS	\$22.00
040558	06/30/14		SNDO	SNYDER;DONNA	\$451.80
040559	06/30/14		SODN	SOUTHERN DUTCHESS NEWS	\$175.00
040560	06/30/14		SPCE	SPECIALIZED CHILD STUDY TEAM	\$800.00
040561	06/30/14		STCL	ST. CLARES HOSPITAL	\$1,836.00
040562	06/30/14		STJO	ST. JOSEPH'S REGIONAL SCHOOL	\$9,257.69
040563	06/30/14		STWO	STAFF DEVELOPMENT WORKSHOPS, INC.	\$1,500.00
040564	06/30/14		STTO	STILLWATER TOWNSHIP BOARD OF EDUCATION	\$82.50
040565	06/30/14		SUNL	SUNLIGHT GENERAL SUSSEX SOLAR LLC	\$5,755.96
040566	06/30/14		SCCS	SUSSEX COUNTY CHARTER SCHOOL FOR TECH.	\$8,175.00
040567	06/30/14		SCES	SUSSEX COUNTY EDUCATIONAL SERVICES COMM	\$33,321.05
040568	06/30/14		SCPH	SUSSEX COUNTY PLUMBING & HEATING SUPPLY	\$19.91
040569	06/30/14		SCRC	SUSSEX COUNTY REGIONAL CO-OP	\$10,726.37
040570	06/30/14		SUTS	SUSSEX COUNTY TECHNICAL SCHOOL	\$6,068.45
040571	06/30/14		TSTR	TEACHING STRATEGIES	\$697.54
040572	06/30/14		TONE	TOWN OF NEWTON	\$8,542.64
040573	06/30/14		TRIS	TRI STATE RENTALS, INC.	\$1,621.75
040574	06/30/14		UZIB	UZIBULL	\$115.34
040575	06/30/14		VEWI	VERIZON WIRELESS	\$141.90
040576	06/30/14		VETO	VERNON TOWNSHIP BOARD OF EDUCATION	\$6,280.16
040577	06/30/14		WBMA	W.B. MASON	\$436.60
040578	06/30/14		WACO	WARREN CTY. SPECIAL SERV. SCHL. DISTRICT	\$21,920.00
040579	06/30/14		WEKU	WEAVER; KURT	\$240.00
040580	06/30/14		WIDA	WIDA CONSORTIUM	\$675.00

Starting date 6/18/2014 Ending date 6/30/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040581	06/30/14		WWGE	WORLD WIDE GEAR	\$2,511.50
040582	06/30/14		ZEEL	ZETTERSTROM;ELIZABETH	\$32.00
040583	06/30/14		ZVIR	ZVIRBLIS;CAROLEE	\$100.00
040584 H	06/30/14		NEPS	NEWTON LUNCH PROGRAM	\$38,401.61
040585	06/30/14		NEAG	NEWTON BOE AGENCY ACCOUNT	\$5,925.82

**Fund Totals**

10	GENERAL FUND	\$80,339.32
11	GENERAL CURRENT EXPENSE	\$1,342,516.61
12	CAPITAL OUTLAY	\$23,500.00
13	SPECIAL SCHOOLS	\$8,175.00
20	SPECIAL REVENUE FUNDS	\$62,918.01
50	ENTERPRISE FUND	\$927.16
Total for all checks listed		\$1,518,376.10

Prepared and submitted by: \_\_\_\_\_

Board Secretary

Date

Check Journal  
Rec and Unrec checks

Newton Board of Education  
Hand and Machine checks

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Starting date 7/1/2014

Ending date 7/22/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040586	07/15/14		PAY	PAYROLL	\$141,904.15
040587 H	07/15/14		TSMS	TREASURER OF SCHOOL MONIES	\$3,673.71
040588 H	07/15/14		TSMS	TREASURER OF SCHOOL MONIES	\$6,790.17
040589 H	07/15/14		DETR	THE DEPOSITORY TRUST CO.	\$433,500.00
040590 H	07/16/14		NJHB	NEW JERSEY STATE HEALTH BENEFITS PROGRAM	\$329,241.39
040591	07/22/14		ABCO	ABCODE SECURITY	\$2,052.00
040592	07/22/14		AUEL	AURORA ELECTRIC SUPPLY	\$729.19
040593	07/22/14		BOLI	BOLLINGER INSURANCE	\$540.00
040594	07/22/14		BOSY	BOOK SYSTEMS	\$3,315.00
040595	07/22/14		CASM	CAMPBELL'S SMALL ENGINE	\$28.00
040596	07/22/14		CDWG	CDWG, INC.	\$181.94
040600	07/22/14		CHLI	CHESTER LIGHTING	\$2,400.00
040601	07/22/14		COSO	COMPUTER SOLUTIONS, INC	\$9,690.24
040602	07/22/14		CUMG	Cumulus Global	\$4,465.00
040603	07/22/14		DANS	DAN'S AUTO	\$328.49
040604	07/22/14		DEWH	DEGLER-WHITING, INC.	\$1,800.00
040605	07/22/14		DEDE	DELTA DENTAL	\$22,071.80
040606	07/22/14		EBSC	EBSCO INFORMATION SERVICES	\$1,780.79
040607	07/22/14		EDDA	EDUCATIONAL DATA SERVICES, INC.	\$2,200.00
040608	07/22/14		ETEC	eTECH PARTS,LLC	\$148.44
040609	07/22/14		FUSR	FUSCO RENTAL WORLD	\$610.00
040610	07/22/14		GGDS	G AND G DIESEL SERVICE INC.	\$2.24
040611	07/22/14		GAGG	GAGGLE	\$1,185.00
040612	07/22/14		GLOG	GLOGSTER EC, INC	\$2,580.00
040613	07/22/14		GRAI	GRAINGER	\$299.38
040614	07/22/14		HIPT	HIGH POINT SOLUTIONS	\$36,521.20
040615	07/22/14		HODE	HOME DEPOT	\$52.59
040616	07/22/14		HONE	HONEYWELL, INC.	\$4,249.00
040617	07/22/14		INLO	INSECT LORE PRODUCTS	\$67.91
040618	07/22/14		INTU	INTUIT	\$552.96
040619	07/22/14		MOTO	MONTAGUE TOOL & SUPPLY	\$282.34
040620	07/22/14		NJDE	N.J. DEPARTMENT OF LABOR	\$80.00
040621	07/22/14		NAV	NAVIANCE	\$6,241.00
040622	07/22/14		K12U	NETWORKS & MORE!, INC	\$4,406.52
040623	07/22/14		NJDM	NEW JERSEY DIVISION OF MOTOR VEHICLES	\$225.00
040624	07/22/14		NJEM	NEW JERSEY EDUCATIONAL COMPUTING COOP	\$1,400.00
040625	07/22/14		NJAI	NEW JERSEY SCHOOL BOARDS ASSOCIATION	\$11,361.05
040626	07/22/14		NEPS	NEWTON LUNCH PROGRAM	\$505.90

Starting date 7/1/2014 Ending date 7/22/2014

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
040627	07/22/14		NJSB	NJ ASSOC. OF SCHOOL BUSINESS OFFICIALS	\$990.00
040628	07/22/14		NJPR	NJ PRINCIPAL & SUPERVISORS ASSOC	\$820.00
040629	07/22/14		NJAS	NJASA	\$1,775.00
040630	07/22/14		NJPS	NJPSA	\$820.00
040631	07/22/14		NJSI	NJSIAA	\$2,150.00
040632	07/22/14		NOTO	NOODLE TOOLS	\$201.60
040633	07/22/14		NOJE	NORTH JERSEY REFRIGERATION, INC.	\$640.00
040634	07/22/14		PAIS	PAINT SPOT; THE	\$250.26
040635	07/22/14		PSCI	PASCO SCIENTIFIC	\$1,681.50
040636	07/22/14		PSFC	PEARSON EDUCATION	\$18,710.00
040637	07/22/14		PTD	PENTELEDATA	\$2,606.22
040638	07/22/14		PRSO	PROFESSIONAL SOFTWARE FOR NURSES	\$838.00
040639	07/22/14		RTMC	RANDOLPH TOWNSHIP-MORRIS COUNTY CO-OP	\$1,100.00
040640	07/22/14		RSTD	RSCHOOL TODAY/DISTRIBUTED WEBSITE CORP	\$350.00
040641	07/22/14		SCAL	SCHOOL ALLIANCE INSURANCE FUND	\$152,564.00
040642	07/22/14		SSPE	SCHOOL SPECIALTY	\$175.80
040643	07/22/14		SCDU	SCHOOLDUDE.COM	\$1,145.00
040644	07/22/14		SHRI	SHOP RITE	\$80.67
040645	07/22/14		SKPR	SKYLANDS PRESS	\$193.00
040646	07/22/14		SNDO	SNYDER;DONNA	\$80.00
040647	07/22/14		STSI	STANDARD SPRINGS INC.	\$726.80
040648	07/22/14		STLA	STATE OF NEW JERSEY	\$678.00
040649	07/22/14		STES	STRAUSS ESMAY ASSOCIATES	\$4,040.00
040650	07/22/14		SUSW	SUSSEX/WARREN ASSOC. OF DIRECTORS &	\$100.00
040651	07/22/14		TWTT	THE WALK THE TALK COMPANY	\$16.64
040652	07/22/14		THYS	THYSSENKRUPP ELEVATOR CORP.	\$848.73
040653	07/22/14		TRAF	TRANSFINDER	\$500.00
040654	07/22/14		TRNJ	TREASURER STATE OF NJ	\$60.00
040655	07/22/14		USP3	UNITED STATES POSTAL SERVICE	\$2,500.00
040656	07/22/14		POST	US POSTAL SERVICE	\$220.00
040657	07/22/14		VEWI	VERIZON WIRELESS	\$75.64
040658	07/22/14		VSP	VISION SERVICE PLAN	\$57.78
040659 H	07/22/14		NEPS	NEWTON LUNCH PROGRAM	\$25,715.27
040660 H	07/22/14		NEPE	PETTY CASH	\$200.00
040661 H	07/22/14		HAMI	HALSTED MIDDLE SCHOOL	\$300.00
040662 H	07/22/14		MEPA	MERRIAM AVENUE SCHOOL PETTY CASH ACCT	\$200.00
040663 H	07/22/14		NHPE	NHS PETTY CASH	\$200.00
040664 H	07/22/14		WISC	WINDSOR LEARNING CENTER; THE	\$8,850.00

Starting date 7/1/2014

Ending date 7/22/2014

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Fund Totals		
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10	GENERAL FUND	\$39,138.98
11	GENERAL CURRENT EXPENSE	\$793,377.86
20	SPECIAL REVENUE FUNDS	\$3,905.47
40	DEBT SERVICE FUNDS	\$433,500.00
Total for all checks listed		\$1,269,922.31

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Prepared and submitted by: \_\_\_\_\_

Board Secretary

\_\_\_\_\_ Date

**Monthly Transfer Report  
Detail of Transfers  
For the Year 2013-14**

District: <div>NEWTON BOARD OF EDUCATION</div>			LEA Code: <div>3590</div>							
Month/Year: <div>JUNE 2014</div>										
			(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
Line	Budget Category	Account	2013-14 Original Budget	Revenues Allowed (N.J.A.C 6A:23A-13.3(d))	2013-14 Original Budget For Use in 10% Calc	Maximum Transfer Amount	2013-14 YTD Net Transfers to/(from) as of	% Change of Transfers YTD	2013-14 Remaining Allowable Balance From	2013-14 Remaining Allowable Balance To
			+ Data Entry	+ Data Entry	(col 1 + col 2)	(col 3 - 1)	+ or - Data Entry	(col 5 / col 3)	(col 4 + col 5)	(col 4 - col 5)
	Instruction									
3200	Regular Programs	11-1XX-100-XXX	8,408,757	37,435	8,446,192	844,619	151,576	1.79%	996,195	
10300, 11160, 12160, 40580, 41080	Special Education, Basic Skills/Remedial and Bilingual Instruction, and Speech/OT/PT and Extraordinary Services	11-2XX-100-XXX 11-000-216,217	2,572,492		2,572,492	257,249	(42,201)	-1.64%	215,048	
13160, 15180	Vocational Programs - Local	11-3XX-100-XXX						0.00%		
17100, 17800, 19620, 20620, 21620, 22620, 23620, 25100	School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructional Programs	11-4XX-X00-XXX	1,002,305	10,649	1,012,954	101,295	(48,087)	-4.75%	53,208	
27100	Community Services Programs/Operations	11-800-330-XXX						0.00%		
	Undistributed Expenditures									
29180	Tuition	11-000-100-XXX	599,811		599,811	59,981	237,988	39.68%	297,969	
29680, 30820, 41660, 42200, 43620	Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/School Library	11-000- 211,213,218,219,222	1,651,770		1,651,770	165,177	(24,968)	-1.51%	140,209	
43200, 44180	Improvement of Instruction Services and Instructional Staff Training Services	11-000-221,223	135,500		135,500	13,550	(1,824)	-1.35%	11,726	
45300	General Administration	11-000-230-XXX	554,372		554,372	55,437	25,349	4.57%	80,786	30,088
46160	School Administration	11-000-240-XXX	1,189,301		1,189,301	118,930	18,982	1.60%	137,912	99,948
47200, 47620	Central Svcs & Admin Info Technology	11-000-25X-XXX	696,547	11,696	708,243	70,824	(25,220)	-3.56%	45,604	96,044
51120	Operation and Maintenance of Plant Services	11-000-26X-XXX	2,125,558	17,143	2,142,701	214,270	31,372	1.46%	245,642	
52480	Student Transportation Services	11-000-270-XXX	446,971		446,971	44,697	65,440	14.64%	110,137	
71260	Personal Services - Employee Benefits	11-XXX-XXX-2XX	4,886,183		4,886,183	488,618	(364,855)	-7.47%	123,763	
72020	Food Services	11-000-310-XXX						0.00%		
72120	Transfer Property Sale Proceeds to Debt Service Reserve	11-000-520-934								
72160	Deposit to Sale/Lease-Back Reserve	10-605						0.00%		
72180	Interest Earned on Maintenance Reserve	10-606						0.00%		
72200	Deposit to Maintenance Reserve	10-606								
72220	Deposit to Current Expense Emergency Reserve	10-607								
72240	Interest Earned on Current Expense Emergency Reserve	10-607								
72260	TOTAL GENERAL CURRENT EXPENSE		24,269,567	76,924	24,346,491	2,434,647	23,552	0.00%		
	Capital Outlay									



**Monthly Transfer Report  
Detail of Transfers  
For the Year 2013-14**

District: <b>NEWTON BOARD OF EDUCATION</b>			LEA Code: <b>3590</b>							
Month/Year: <b>JUNE 2014</b>										
Line	Budget Category	Account	(col 1) 2013-14 Original Budget	(col 2) Revenues Allowed (N.J.A.C. 6A:23A-13.3(d))	(col 3) 2013-14 Original Budget For Use in 10% Calc.	(col 4) Maximum Transfer Amount	(col 5) 2013-14 YTD Net Transfers to/(from) as of	(col 6) % Change of Transfers YTD	(col 7) 2013-14 Remaining Allowable Balance From	(col 8) 2013-14 Remaining Allowable Balance To
			+ Data Entry	+ Data Entry	(col 1 + col 2)	(col 3 * 1)	+ or - Data Entry	(col 5 / col 3)	(col 4 + col 5)	(col 4 - col 5)
75880	Equipment	12-XXX-XXX-73X	68,300	37,626	105,926	10,593	(10,592)	-10.00%	1	
76260	Facilities Acquisition and Construction Services	12-000-4XX-XXX	327,221		327,221	32,722		0.00%		
76320	Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931						0.00%		
76340	Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933						0.00%		
76360	Deposit to Capital Reserve	10-604						0.00%		
76380	Interest Earned on Capital Reserve	10-604						0.00%		
76400	TOTAL CAPITAL EXPENDITURES		395,521	37,626	433,147	43,315	(10,592)			
83080	TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX								
84000	Transfer of Funds to Charter Schools	10-000-100-56X	129,689		129,689	12,969	(12,960)	-9.99%	8	
84020	General Fund Contribution to School Based Budgets	10-000-520-930						0.00%		
84060	OPERATING BUDGET GRAND TOTAL		24,794,777	114,550	24,909,327	2,490,931				

*Donna C. Snyder*

School Business Administrator Signature

*7-17-14*  
Date

**Newton Board of Education  
Signatories For District Accounts 2014-2015**

	<u>Account</u>	<u>Signatories</u>
1	<u>Student Activities NHS</u> <u>Account# 202851</u>	Jim Tasker Kurt Walton Kurt Weaver
2	<u>Student Activities HMS</u> <u>Account# 115000852</u>	Jeff Waldron Kristi Greene Nancy Owens
3	<u>Student Activities MAS</u> <u>Account# 482234</u>	Kevin Stanton Steve Sandor Donna DeGarmo
4	<u>NHS Petty Cash</u> <u>Account# 112021174</u>	Jim Tasker Kurt Walton Kurt Weaver
5	<u>HMS Petty Cash</u> <u>Account# 112026915</u>	Jeff Waldron Kristi Greene Nancy Owens
6	<u>MAS Petty Cash</u> <u>Account# 651402919</u>	Kevin Stanton Steve Sandor Donna DeGarmo
7	<u>MAS AfterCare</u> <u>Account# 651402257</u>	Kevin Stanton Steve Sandor Donna Snyder
8	<u>NHS Athletics</u> <u>Account# 252816</u>	Jim Tasker Kurt Walton Kurt Weaver

***\*Two signatures required on each check  
and one signature must be an original***

District Name	Superintendent Name	Plan Begin/End Dates
Newton Public Schools	Dr. G. Kennedy Greene	July 1, 2014 – June 30, 2015

**1: Professional Learning (PL) Goals**

PL Goal No.	Goals	Identified Groups	Rationale/Sources of Evidence
1	Continue to share and implement Common Core-aligned teaching practices to reduce the achievement gap	Teachers	Common Core-aligned teaching practices are intended to raise academic achievement for all subgroups.
2	Support teachers in deconstructing state standards, identifying student learning objectives (SLO's), and creating benchmark assessments	Teachers	This process is our next step in curriculum development and provides better data for student growth objectives (SGOs).
3	Enhance instructional skills with regard to blended learning as a part of regular classroom practice	Teachers, Assistants	Supporting blended learning is an initiative in our three-year district Technology Plan. It will also enhance our ability to provide online learning options for students.

**2: Professional Learning Activities**

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Provide PLC and in-service time for teachers to share Common Core-aligned teaching practices	Provide targeted external resources to improve skills in Common Core-aligned teaching practices; promote turnkey training during PLCs or in-service days to share external workshop learning; consider additional pd experiences regarding at-risk student learning needs

## District Professional Development Plan

2	Provide PLC and in-service time for teachers to collaborate on Curriculum 2.0 activities	
3	Provide additional in-house training opportunities in using Google Apps as an online learning platform	Consider additional resource needs as plans for online learning are developed.

### 3: PD Required by Statute or Regulation

State-mandated PD Activities
See attached list of mandated activities

### 4: Resources

Resources
<p><b><u>Dedicated professional development revenues</u></b></p> <ol style="list-style-type: none"> <li>1. Title II funds at all schools = \$40,630</li> <li>2. Title I PD funds at Merriam and Halsted = \$7,005</li> <li>3. District funds = \$9,550</li> </ol> <p><b><u>Dedicated professional development resources</u></b></p> <ol style="list-style-type: none"> <li>1. Professional learning communities in each school</li> <li>2. Building coordinators, mentors, and administrators in each school</li> <li>3. Teacher/coaches at Merriam &amp; Halsted</li> <li>4. In-service days (September 2, September 3, October 13, January 19, March 16 early dismissal)</li> <li>5. Educational Impact Online Academy for Danielson Framework and other instruction-based training (\$2,500 per school)</li> <li>6. Safe Schools Online for mandated training in health &amp; safety, security, emergency management, human resources, social &amp; behavioral issues, and transportation (free as a member of SAIF)</li> <li>7. External resources (consultants, offsite workshops, professional association conferences)</li> </ol>

Signature: \_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

## Newton Public Schools

### Induction and Mentoring Plan Overview

Teachers come with a variety of experience and areas of need. Many teachers have extensive classroom experience, others have limited experience elsewhere, some are new to teaching, but all are new to the Newton Public Schools.

A good induction program has to address all of these levels of experience in order to be successful and promote high expectations for children. The goal of this Induction and Mentoring Plan is to offer teachers the tools and knowledge necessary to ensure that success.

This framework reflects the first of a three-year gradual release program.

Each component listed below is an integral part of teacher induction and requires the strength of all the other pieces to establish best practices for teachers.

- New staff orientation
- Monthly after school meetings with mentors
- Professional development through the Educational Impact Online Academy
- Mentor training and compensation
- Support from the School Improvement Panel (SciP)

#### Overview of the Induction and Mentoring Plan

- New staff orientation
  - Two day orientation program during last week of August
  - ½ day overview of district operations (superintendent's office, business office, information services, special services, curriculum & assessment, professional development, character education, athletics)
  - ½ day overview of Danielson Framework for Teaching (teacher-coaches)
  - ½ day overview of school operations (principal and school staff)
  - ½ day meetings on mentoring process (mentors)
- Monthly after school meetings for new teachers and teachers with corrective action plans. There are tools in this plan that outline topics and activities for mentors and novice teachers.
- Mentor facilitated online training through Educational Impact
  - Required of all new teachers and available to others
  - The Danielson Framework: 22 Components of Great Teaching - designed to strengthen new teachers' repertoire, beliefs, expectations, strategies:

- Classroom Strategies, Management, and Planning
  - A look at “distinguished” levels of proficiency
  - Differentiated Instruction
  - Parent Communication
- Danielson’s Teaching Framework: Looking at Real Classrooms - real classroom observations of specific best practices of master teachers with concurrent feedback and analysis by Charlotte Danielson
  - Proactive and reactive discipline, classroom management strategies, and reflection
  - Managing progress monitoring and accountability
  - Instructional strategies refinement and reflection
  - Ability to accommodate unique and diverse learners effectively
- Teacher Evaluation Using the Danielson Framework - designed to examine critical aspects of the tool
  - Effective conferences
  - Performance and evidence of student learning
- Mentor Training and Compensation
  - 12 hour training course, facilitated by the United Way, designed to provide mentors with collegial relationships that promote problem solving in order to support professional growth and student learning and achievement
    - Review of the research on new educator needs
    - Examination of the knowledge and skills needed for mentoring, coaching, and collaboration
    - Study of various data collection methods
    - Review of skills involved in pre and post conferences
    - Examination of strategies to close the achievement gap as one coaches and mentors
  - District stipend for mentors
- Support from SCIP is available on an as needed basis

# Induction and Mentoring Plan Cycle

Essential to the evaluation of the efficacy of the Induction and Mentoring Plan, the design process includes a three year cycle of program analysis embedded in the overarching goal of continuous program evaluation.

## Year 1: Development 2012-13

The plan was developed as an initiative of the Tri-District Professional Development Committee. A toolkit was created from best practices and served as the initial step for an induction and mentoring program.

## Year 2: Implementation and Evaluation 2013-14

The plan was implemented in Year 2. In order to measure its effectiveness, program analysis consists of summative and qualitative feedback from mentors and novices. The evaluation protocol incorporates regular reviews of mentor and novice feedback, novice teacher evaluations, and student performance. As the conclusion of the Implementation phase drew near, revisions were considered, along with additional components; an acknowledgement of the wide range of learning styles and needs evidenced by novice teachers.

## Year 3: Reflection and Revision 2014-15

The goal of Year 3 is to determine the level of success of the Induction and Mentoring Plan, including an evaluation of the merits and value of access to the Educational Impact Online Academy.

## Role Of The Mentor

### Defining Your Role

The success of a mentoring program depends on the well-defined role of the mentor.

### Role of the Mentor

- To focus on classroom activities, including instructional techniques, curriculum and classroom management.
- To provide emotional support.
- To socialize teachers into the school community.
- To avoid being evaluative.
- To provide confidential support.
- To educate the new teacher about special programs in the school or district.

### Conflicts

From time to time there may arise a conflict, personal or professional, between a mentor and a novice teacher. Either party may contact the building principal for consultation and possible reassignment.

## Should I Be A Mentor?

Circle the response that represents the degree to which the statement characterizes the way you see yourself.

1. I see myself as being people-oriented. I enjoy working with other professionals.  
**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**
2. I am a good listener and respect my colleagues.  
**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**
3. I am sensitive to the needs and feelings of others.  
**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**
4. I recognize when others need support or independence.  
**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**



5. I want to contribute to the professional development of others and share what I have learned.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

6. I am willing to find reward in service to someone who needs my assistance.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

7. I am able to support and help without smothering, parenting, or taking charge.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

8. I see myself as willing to adjust my schedule to meet the needs of others.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

9. I usually am patient and tolerant when teaching someone.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

10. I am confident and secure in my knowledge and try to remain up-to-date.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

11. I enjoy the subject(s) I teach.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

12. I set high standards for my students and for myself.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

13. I use a variety of teaching methods, and my students achieve well.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

14. Others look to me for information about subject matter and methods of teaching.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

15. Overall I see myself as a competent professional.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

16. I am able to offer assistance in areas that give others problems.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

17. I am able to explain things at various levels of complexity and detail.

**Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly**

*Source: MI-Map3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission in Toms River School District, Montclair School District, and Washington Township, NJ.*

# Mentor Teacher Application Form

## ***Part A – Mentor Teacher Application***

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

**Directions:** Answer the following questions and forward the completed form to the building principal. Use the reverse side of this form to answer the questions, if necessary. Please attach three completed reference forms to this application.

Name: \_\_\_\_\_

School: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_

1. Why do you want to be a mentor teacher?
  
2. What abilities and experiences do you bring to the process of mentoring novice teachers?
  
3. How are you keeping current in curriculum areas?
  
4. What do you hope to gain from becoming a mentor?

\_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date

## ***Part B – Principal's Mentor-Novice Teacher Assignment***

I have assigned \_\_\_\_\_ to mentor \_\_\_\_\_,

a first year novice teacher for the 200\_\_ - 200\_\_ school year.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

# Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this relationship:

We have discussed the protocols by which we will collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding experience, we agree to

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:
2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship. Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
5. Provide feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for this school year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

---

Mentor's Signature and Date

---

Novice's Signature and Date

*Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 110), L. Zachary, 2000.*

# Novice Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

## Information about Policy and Procedures

- \_\_\_ The teacher-evaluation system
- \_\_\_ Paperwork and deadlines
- \_\_\_ Expectations of the principal
- \_\_\_ Expectations of my colleagues
- \_\_\_ Communicating with parents
- \_\_\_ Standardized tests

## Accessing Resources

- \_\_\_ Organizing/setting up my classroom
- \_\_\_ Accessing instructional resources
- \_\_\_ Arranging field trips
- \_\_\_ Ordering materials
- \_\_\_ Using the library and media resources
- \_\_\_ Working with special services

## Working with Students

- \_\_\_ Establishing classroom routines
- \_\_\_ Motivating reluctant learners
- \_\_\_ Maintaining student discipline
- \_\_\_ Assessing student needs
- \_\_\_ Differentiating instruction
- \_\_\_ Implementing the curriculum
- \_\_\_ Evaluating student progress

## Managing Time

- \_\_\_ Organizing my day/week
- \_\_\_ Lesson planning
- \_\_\_ Following the daily/weekly schedule
- \_\_\_ Attending meetings
- \_\_\_ Supervising extracurricular activities
- \_\_\_ Opportunity for staff development
- \_\_\_ Maintaining life balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

*Source: Adapted from Mentoring Matters: A Practical Guide to Learning-Focused Relationships (p.119), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC.*

## Activities Checklist/Action Plan

### AUGUST / SEPTEMBER

- ☐ Welcome the novice teacher with a phone call prior to school.
- ☐ Give the novice teacher a tour of the building and introduce staff members.
- ☐ Review the building procedure book together.
- ☐ Discuss the policies and social traditions of the school/district.
- ☐ Show the novice teacher how to get necessary materials and books.
- ☐ Review emergency procedures for the building.
- ☐ Share building schedules.
- ☐ Be accessible the first day and week.
- ☐ Help the novice teacher set goals for the first week.
- ☐ Discuss basic discipline policies for the school.
- ☐ Review lesson plan procedures.
- ☐ Help the novice teacher understand the phone and technology procedures.
- ☐ Explain school/district forms.
- ☐ Review grading/assessment procedures.
- ☐ Discuss portfolio and journal expectations for the mentoring program.
- ☐ Review evaluation and observation procedures.
- ☐ Establish a regular routine for meetings with your novice teacher.
- ☐ Write a brief note of support – share your own “starting out” stories.
- ☐ Get the novice teacher ready for Back-to-School events.
- ☐ Let the novice teacher know of upcoming professional learning opportunities.
- ☐ Review holiday/birthday procedures.
- ☐ Visit informally as the novice teaches a lesson.
- ☐ Share professional development procedures.
- ☐ Discuss how to call out sick and set up for a substitute.
- ☐ Encourage parental communication.
- ☐ Discuss special needs students.
- ☐ Review faculty meeting procedures.

Date of completion	Topic	Group	Hours	Initials
By the end of September	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Aug/Sept	Mentor _____ Novice _____

**OCTOBER / NOVEMBER**

- \_\_\_ Review field trip procedures.
- \_\_\_ Review and discuss classroom and time management.
- \_\_\_ Explain how to make referrals.
- \_\_\_ Set up a time for the novice teacher to visit your classroom.
- \_\_\_ Accentuate the positive and encourage reflection.
- \_\_\_ Save student work for conferences.
- \_\_\_ Discuss conferencing procedures.
- \_\_\_ Review progress reports.
- \_\_\_ Look at report card procedures.
- \_\_\_ Continue to look at effective classroom practices.
- \_\_\_ Share bulletin board and project ideas.
- \_\_\_ Encourage attendance at the NJEA convention.

Date of completion	Topic	Group	Hours	Initials
By the end of November	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Oct/Nov	Mentor _____ Novice _____

**DECEMBER / JANUARY**

- \_\_\_ Discuss sensitivity to holidays.
- \_\_\_ Make sure the novice teacher is aware of any staff social get-togethers.
- \_\_\_ Review the fall's highlights – successes and challenges.
- \_\_\_ Share bad weather and school closing procedures.
- \_\_\_ Go to a professional learning activity together.
- \_\_\_ Share ideas for lesson plans immediately preceding a holiday.
- \_\_\_ Look at mapping out the semester and discuss pacing.
- \_\_\_ Be encouraging.
- \_\_\_ Prepare for the next report card.

Date of completion	Topic	Group	Hours	Initials
By the end of January	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Dec/Jan	Mentor _____ Novice _____

**FEBRUARY / MARCH**

- \_\_\_ Review any standardized testing procedures.
- \_\_\_ Examine standardized available test specs.
- \_\_\_ Review grade or department expectations for students.
- \_\_\_ Review additional observation and evaluation procedures.
- \_\_\_ Encourage your novice teacher to make special plans to celebrate spring break.
- \_\_\_ Discuss special classroom techniques (cooperative and flex groups).
- \_\_\_ Discuss reinforcing behavioral rules right before spring break.

<b>Date of completion</b>	<b>Topic</b>	<b>Group</b>	<b>Hours</b>	<b>Initials</b>
By the end of March	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Feb/March	Mentor _____ Novice _____

**APRIL / MAY / JUNE**

- \_\_\_ Explain rehiring practices and contracts.
- \_\_\_ Discuss how to design a Professional Improvement Plan.
- \_\_\_ Review end of the year procedures.
- \_\_\_ Take time to celebrate the year.
- \_\_\_ Offer tips for packing up the classroom.
- \_\_\_ Consider ideas for last weeks of school to engage students in meaningful activities.
- \_\_\_ Review cumulative folder procedures.
- \_\_\_ Share end of the year celebrations with students.

<b>Date of completion</b>	<b>Topic</b>	<b>Group</b>	<b>Hours</b>	<b>Initials</b>
By the end of June	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Apr-June	Mentor _____ Novice _____

Source: Toms Rivers School District, NJ.

## Sample Discussion Topics

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	Common Core Standards
Educational philosophy	Content area
Time management	Teaching styles (observing others)
Alternate assessment	Record keeping
Grading procedures/grade book	Development/assignment of projects
Special events (ex: plays, concerts)	Confidential data (written/spoken)
Classroom safety	Telephone/intercom
Field trips	Testing procedures
Report cards/interim reports	Year-end responsibilities
Meeting deadlines	Referral of students to CST/guidance
Professional development	

*Adapted from Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ.*



# Classroom Visitation Protocol

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

Starting Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Standards: \_\_\_\_\_

Subject/Grade level: \_\_\_\_\_

## Elements of Lesson Design

Anticipatory Set: \_\_\_\_\_

Objective(s) and Purpose: \_\_\_\_\_

Input: \_\_\_\_\_

Modeling: \_\_\_\_\_

Checking for Understanding: \_\_\_\_\_

Guided Practice: \_\_\_\_\_

Independent Practice: \_\_\_\_\_

Closure: \_\_\_\_\_

## Type of Instruction:

Lecture/presentation (L)

Class discussion (CD)

Paired discussion (PD)

Demonstration (D)

Cooperative learning groups (CLG)

Hands-on activity/materials (HOA)

Lecture with discussion (LWD)

Assessment (A)

Technology Used: \_\_\_\_\_

*Adapted from: New Jersey Department of Education, Mentoring Task Force, 2005.*

## **Sample Data Collection Points For Classroom Visits**

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

*Modified from MI-Map3.5 Mentoring New Teachers (pp. 12), by Michigan Department of Education Office of School Improvement.*

## Collaborative Assessment Log

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Check all that apply:**

- |  |                            |
|--|----------------------------|
| <input type="checkbox"/> Connecting with content standards       | Analyzing student work     |
| <input type="checkbox"/> Planning a lesson                       | Reflecting                 |
| <input type="checkbox"/> Connecting with professional goals      | Communicating with parents |
| <input type="checkbox"/> Problem solving                         | Using technology           |
| <input type="checkbox"/> Developing/reviewing professional goals | Modeling a lesson          |
| <input type="checkbox"/> Classroom observation                   | Providing resources        |

What's Working: \_\_\_\_\_

Current Focus – Challenges – Concerns: \_\_\_\_\_

Teacher's Next Steps: \_\_\_\_\_

Mentor's Next Steps: \_\_\_\_\_

Next meeting date: \_\_\_\_\_ Focus: \_\_\_\_\_

Source: Adapted from New Teacher Center @ UCSC.

# Conference Planning Question Guide

## Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
  - What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving your lesson objectives?
- What behaviors will you see in students if they achieve the goals and objectives?
- What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

## Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each activity guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

## Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

## Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is it that you want me to look for?
- How can I best communicate it to you following the lesson?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

Source: *Collegial Coaching: Inquiry Into the Coaching Self*.

# Conference Reflection Question Guide

## Lesson Purpose

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

## Teacher Development

- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

## Effects on Students

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What could be changed to better meet the needs of students or achieve the lesson outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

## Collaborative Communications

- Which of the issues are most important?
- Why are they important?
- What will be my coaching partner's reaction to these issues?
- How can I describe these reflections to my coaching partner during the debriefing conference?

*Source: Collegial Coaching: Inquiry Into the Coaching Self.*

## Conference Debriefing Question Guide

### Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

### Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

### Generation of Solutions and Effects

- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

*Source: Collegial Coaching: Inquiry Into the Coaching Self*

## Mentoring Documentation Log

Name of MENTOR TEACHER:

Signature:

Name of NOVICE TEACHER:

Signature:

At least one meeting per month for a minimum of 30 minutes is required. Examples of mentor-novice meetings are, but are not limited to: (1) a conference to discuss an instruction-related topic; (2) a classroom visit for peer observation; (3) a demonstration lesson by the mentor; (4) a shared professional development activity.

[illegible]

*Building Administrator's Signature*\_\_\_\_\_

## Mentoring Program Evaluation

Name \_\_\_\_\_ School \_\_\_\_\_

Mentor's Name \_\_\_\_\_

Please evaluate your mentor for this academic year using the provided scale.

(4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

\_\_\_\_ 1. Contacted me prior to the orientation

\_\_\_\_ 2. Was present at the orientation

\_\_\_\_ 3. Was available daily during the first week of school

\_\_\_\_ 4. Established a regular meeting schedule with me

\_\_\_\_ 5. Explained basic discipline policies

\_\_\_\_ 6. Made at least one informal visit to my classroom

\_\_\_\_ 7. Encouraged me to visit his/her classroom

\_\_\_\_ 8. Was an excellent role model

\_\_\_\_ 9. Is passionate about teaching

\_\_\_\_ 10. Was available when needed

\_\_\_\_ 11. Was eager to answer my questions

\_\_\_\_ 12. Enriched my first year of teaching

What is your general assessment of the mentor program? (Please circle)

(4) Very Satisfied (3) Satisfied (2) Dissatisfied (1) Strongly dissatisfied

Please explain:

On the back of this paper, please make any recommendations that you feel would make entry into the Newton Public Schools easier for new teachers.



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# School Counselors Evaluation Rubric

(Guidance Counselors, Student Assistance Counselors)

<b>Domain I: Planning and Preparation</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Demonstrating Knowledge of Counseling Theory and Techniques</i>	Demonstrates deep and thorough understanding of counseling theory and techniques	Demonstrates understanding of counseling theory and techniques	Demonstrates basic understanding of counseling theory and techniques	Demonstrates little understanding of counseling theory and techniques
<i>Demonstrating Knowledge of Child and Adolescent Development</i>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns	Displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns	Displays partial knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development
<i>Establishing Goals for the Counseling Program Appropriate To The Setting and the Students Served</i>	Goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues	Goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students	Goals for the counseling program are rudimentary and partially appropriate to the situation in the school and to the age of the students	Goals for the counseling program are unclear, or they are inappropriate to either the situation in the school or to the age of the students
<i>Demonstrating Knowledge of State and Federal Regulations and</i>	Knowledge of governmental regulations and resources for students is extensive, including those available	Displays awareness of governmental regulations and resources for students available through the	Displays awareness of governmental regulations and resources for students available	Demonstrates little or no knowledge of governmental regulations and

<i>Resources both Within and Beyond the School District</i>	through the school or district and in the community	school or district and some familiarity with resources external to the school	through the school or district, but no knowledge of resources available more broadly	resources for students available through the school or district
<i>Planning the Counseling Program Integrated With the Overall School Program</i>	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program	Plan includes the important aspects of work in the setting	Plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure
<i>Developing a Plan to Evaluate the Counseling Program</i>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Plan to evaluate the program is rudimentary	No plan to evaluate the program or resists suggestions that such an evaluation is important

## ***Domain II: The Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Creating an Environment of Respect and Rapport</i>	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; teaches students how to engage in positive interactions	Interactions with students are positive and respectful; actively promotes positive student-student interactions	Interactions with students are a mix of positive and negative; efforts at encouraging positive interactions among students are partially successful	Interactions with students are negative or inappropriate; does not promote positive interaction among students
<i>Establishing a Culture for Productive Communication</i>	The culture in the school for productive and respectful communication, while	Promotes a culture throughout the school for productive and respectful	Attempts to promote a culture throughout the school for productive and	Makes no attempt to establish a culture for productive

	guided by the counselor, is maintained by both teachers and students	communication between and among students and teachers	respectful communication between and among students and teachers are partially successful	communication in the school as a whole, either among students or among teachers or between students and teachers
<i>Managing Routines and Procedures</i>	Routines in the counseling center or office are seamless, and students assist in maintaining them	Routines for the counseling center or office work effectively	Routines for the counseling center or office are rudimentary and partially successful	Routines for the counseling center or office are nonexistent or in disarray
<i>Establishing Standards of Conduct and Contributing to the Culture for Student Behavior</i>	Has established clear standards of conduct for counseling sessions, and students contribute to maintaining them; takes a leadership role in maintaining the environment of civility in the school	Has established clear standards of conduct for counseling sessions, and makes a significant contribution to the environment of civility in the school	Efforts to establish standards of conduct for counseling sessions are partially successful; attempts with limited success to contribute to the level of civility in the school	Has established no standards of conduct for counseling sessions; makes no contribution to maintaining an environment of civility in the school
<i>Organizing Physical Space</i>	Counseling center or office is inviting and conducive to the planned activities; students have contributed ideas to the physical arrangement	Counseling center or office arrangements are inviting and conducive to the planned activities	Attempts to create a well-organized physical environment are partially successful	Counseling center or office is in disarray or is inappropriate to the planned activities

### ***Domain III: Delivery of Service***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Assessing Student Needs</i>	Conducts detailed and individualized assessment of student needs to contribute	Assesses student needs and knows the range of student needs in the school	Assessments of student needs are perfunctory	Does not assess student needs, or the assessments result in

	to program planning			inaccurate conclusions
<i>Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans</i>	Helps individual students and teachers formulate academic, personal/social, and career plans	Helps students and teachers formulate academic, personal/social, and career plans for groups of students	Attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful	Program is independent of identified student needs
<i>Using Counseling Techniques in Individual and Classroom Programs</i>	Uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning
<i>Brokering Resources to Meet Needs</i>	Brokers with other programs and agencies both within and beyond the school or district to meet individual student needs	Brokers with other programs within the school or district to meet student needs	Efforts to broker services with other programs in the school are partially successful	Does not make connections with other programs in order to meet student needs
<i>Demonstrating Flexibility and Responsiveness</i>	Continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input	Makes revisions to the counseling program when they are needed	Makes modest changes to the counseling program when confronted with evidence of the need for change	Adheres to the plan or program, in spite of evidence of its inadequacy
<b>Domain IV: Professional Responsibilities</b>				
Professional Competencies	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<i>Reflecting on Practice</i>	Reflection is highly accurate	Reflection provides an	Reflection on practice is	Does not reflect on

	and perceptive, citing specific examples that were not fully successful for at least some students; draws on an extensive repertoire to suggest alternative strategies	accurate and objective description of practice, citing specific positive and negative characteristics; makes some specific suggestions as to how the counseling program might be improved	moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	practice, or the reflections are inaccurate or self-serving
<i>Maintaining Accurate Records and Submitting Timely Reports</i>	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools	Reports, records, and documentation are accurate and are submitted in a timely manner	Reports, records, and documentation are generally accurate but are occasionally late	Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion
<i>Communicating with Families</i>	Proactive in providing information to families about the counseling program and about individual students through a variety of means	Provides thorough and accurate information to families about the counseling program as a whole and about individual students	Provides limited though accurate information to families about the counseling program as a whole and about individual students	Provides no information to families, either about the counseling program as a whole or about individual students
<i>Participating in a Professional Community</i>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Participates in school and district events and projects when specifically requested to do so; relationships with colleagues are cordial	Avoids being involved in school and district events and projects; relationships with colleagues are negative or self-serving
<i>Growing and Developing Professionally</i>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills
<i>Showing</i>	Can be counted on to uphold	Displays high standards of	Honest in interactions	Displays dishonesty in

<i>Professionalism</i>	the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues	honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	with colleagues, students, and the public; does not violate confidentiality	interactions with colleagues, students, and the public; violates principles of confidentiality
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## Child Study Team Specialists

(Psychologists, Social Workers, LDTs)

<b>Domain I: Planning and Preparation</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Demonstrating Knowledge and Skill in Using Current Instruments to Evaluate Students</i>	Uses a wide range of current instruments to evaluate students and knows the proper situations in which each should be used	Uses a range of current instruments to evaluate students and determine accurate diagnoses	Uses a limited number of instruments, that may or may not be current, to evaluate students	Demonstrates little or no knowledge or skill in using instruments to evaluate students
<i>Demonstrating Knowledge of Child and Adolescent Development</i>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns	Displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns	Displays partial knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development
<i>Establishing Goals for the CST Program Appropriate To The Setting and the Students Served</i>	Goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues	Goals for the program are clear and appropriate to the situation in the school and to the age of the students	Goals for the program are rudimentary and partially appropriate to the situation in the school and to the age of the students	Goals for the program are unclear, or they are inappropriate to either the situation in the school or to the age of the students
<i>Demonstrating Knowledge of State and Federal Regulations and</i>	Knowledge of governmental regulations and resources for students is extensive, including those available	Displays awareness of governmental regulations and resources for students available through the	Displays awareness of governmental regulations and resources for students	Demonstrates little or no knowledge of governmental regulations and resources for



<i>Resources both Within and Beyond the School and District</i>	through the school or district and in the community	school or district and some familiarity with resources external to the school	available through the school or district, but no knowledge of resources available more broadly	students available through the school or district
<i>Developing a Plan to Evaluate the CST Program</i>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Plan to evaluate the program is rudimentary	No plan to evaluate the program or resists suggestions that such an evaluation is important

## ***Domain II: The Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Creating an Environment of Respect and Rapport</i>	Students seek out the CST specialist, reflecting a high degree of comfort and trust in the relationship	Interactions with students are positive and respectful; students appear comfortable in the setting	Interactions with students are a mix of positive and negative; efforts at developing rapport are partially successful	Interactions with students are negative or inappropriate; students appear uncomfortable in the setting
<i>Establishing a Culture of Positive Psycho-Social-Emotional-Educational Health Throughout the School</i>	The culture in the school for positive mental, emotional and educational health, while guided by the CST specialist, is maintained by both teachers and students	Promotes a culture throughout the school for positive mental, emotional and educational health among students and teachers	Attempts to promote a culture throughout the school for positive mental, emotional and educational health among students and teachers are partially successful	Makes no attempt to establish a culture for positive mental, emotional and educational health in the school as a whole, either among students or teachers or between students and teachers
<i>Establishing and</i>	Procedures for all aspects of	Procedures for referrals	Has established	Has established no

<i>Maintaining Clear Procedures for Referral</i>	referrals and meetings and consultations with parents, teachers, and administrators are clear to everyone and have been developed in consultation with teachers and administrators	and for meetings and consultations with parents, teachers, and administrators are clear to everyone	procedures for referrals, but the details are not always clear	procedures for referrals, and staff are not sure how to go about the process
<i>Establishing Standards of Conduct in the Testing Center</i>	Has established clear standards of conduct for testing sessions; monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior	Has established clear standards of conduct for testing sessions and monitors student behavior against those standards; response to students is appropriate and respectful	Appears to have established standards of conduct for testing sessions; attempts to monitor and correct student behavior during an evaluation are partially successful	No standards of conduct have been established for testing sessions; disregards or fails to address negative student behavior during an evaluation
<i>Organizing Physical Space</i>	Testing center or office is highly organized and inviting to students; materials are stored in a secure location and are convenient when needed	Testing center or office is well organized; materials are stored in a secure location and are available when needed	Testing center or office is not completely organized and inviting students; materials are stored in a secure location but difficult to find when needed	Testing center or office is disorganized and poorly suited to student evaluations; materials are not stored in a secure location and are difficult to find when needed
<b><i>Domain III: Delivery of Service</i></b>				
Professional Competencies	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<i>Responding to Referrals</i>	Consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral	Consults frequently with colleagues, tailoring evaluations to the questions raised in the referral	Consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the	Fails to consult with colleagues or to tailor evaluations to the questions raised in the referral

			questions raised in the referral	
<i>Evaluating Student Needs in Compliance With Professional Guidelines</i>	Selects from a broad repertoire those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to make sure they fully understand and comply with procedural timelines and safeguards	Administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to	Attempts to administer appropriate evaluation instruments to students but does not always follow established procedures and safeguards	Resists administering evaluation, selects instruments inappropriate to the situation, or does not follow established procedures and safeguards
<i>Participating Appropriately in Evaluation and Other Team Meetings</i>	Participates effectively on the evaluation team, contributing depth and insight to team processes, and prepares detailed IEPs	Participates effectively on the evaluation team as a standard expectation, and prepares detailed IEPs	Participates on the evaluation team when directed to do so, or prepares adequate IEPs	Declines to participate fully on the evaluation team, or prepares inadequate IEPs
<i>Planning Interventions To Maximize Students' Likelihood of Success</i>	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements	Plans for students are suitable for them and are aligned with identified needs	Plans for students are partially suitable for them or are sporadically aligned with identified needs	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments
<i>Maintaining Contact with Professional Service Providers</i>	Maintains ongoing contact with professional service providers and initiates contacts when needed	Maintains ongoing contact with professional service providers	Maintains occasional contact with professional service providers	Declines to maintain contact with professional service providers
<i>Demonstrating Flexibility and Responsiveness</i>	Continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input	Makes revisions to the treatment program when they are needed	Makes modest changes to the treatment program when confronted with evidence of the need for change	Adheres to the plan or program, in spite of evidence of its inadequacy

<b>Domain IV: Professional Responsibilities</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Reflecting on Practice</i>	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; draws on an extensive repertoire to suggest alternative strategies	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; makes some specific suggestions as to how the counseling program might be improved	Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Does not reflect on practice, or the reflections are inaccurate or self-serving
<i>Maintaining Accurate Records and Submitting Timely Reports</i>	Records are accurate and legible, well organized, and stored in a secure location; they are written to be understandable to another qualified professional	Records are accurate and legible, well organized, and stored in a secure location	Records are accurate and legible, and stored in a secure location	Records are in disarray; they may be missing illegible, or stored in an insecure location
<i>Communicating with Families</i>	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions; reaches out to families of students to enhance trust	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions	Secures necessary permissions and communicates with families in a partially successful, but there are occasional insensitivities to cultural and linguistic traditions	Fails to secure necessary permissions and communicate with families, or communicates in an insensitive manner
<i>Participating in a Professional Community</i>	Makes a substantial contribution to school and district events and projects and assumes leadership with	Participates actively in school and district events and projects and maintains positive and productive	Participates in school and district events and projects when specifically requested to	Avoids being involved in school and district events and projects; relationships with

	colleagues	relationships with colleagues	do so; relationships with colleagues are cordial	colleagues are negative or self-serving
<i>Growing and Developing Professionally</i>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills
<i>Showing Professionalism</i>	Can be counted on to uphold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Honest in interactions with colleagues, students, and the public; does not violate confidentiality	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality

## School Nurses

<b>Domain I: Planning and Preparation</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Demonstrating Medical Knowledge and Skill in Nursing Techniques</i>	Demonstrates deep and thorough understanding of medical knowledge and nursing techniques	Demonstrates understanding of medical knowledge and nursing techniques	Demonstrates basic understanding of medical knowledge and nursing techniques	Demonstrates little understanding of medical knowledge and nursing techniques
<i>Demonstrating Knowledge of Child and Adolescent Development</i>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns	Displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns	Displays partial knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development
<i>Establishing Goals for the Nursing Program Appropriate To The Setting and the Students Served</i>	Goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues	Goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students	Goals for the nursing program are rudimentary and partially appropriate to the situation in the school and to the age of the students	Goals for the nursing program are unclear, or they are inappropriate to either the situation in the school or to the age of the students
<i>Demonstrating Knowledge of Government, Community, and District Regulations</i>	Knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the	Displays awareness of governmental regulations and resources for students available through the school or	Displays awareness of governmental regulations and resources for students available through the school or district, but no	Demonstrates little or no knowledge of governmental regulations and resources for students

<i>and Resources</i>	community	district and some familiarity with resources external to the school	knowledge of resources available more broadly	available through the school or district
<i>Planning the Nursing Program Integrated With the Overall School Program</i>	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program	Plan includes the important aspects of work in the setting	Plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure
<i>Developing a Plan to Evaluate the Nursing Program</i>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Plan to evaluate the program is rudimentary	No plan to evaluate the program or resists suggestions that such an evaluation is important

## ***Domain II: The Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Creating an Environment of Respect and Rapport</i>	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship	Interactions with students are positive and respectful	Interactions with students are a mix of positive and negative	Interactions with at least some students are negative or inappropriate
<i>Establishing a Culture for Health and Wellness</i>	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students	Promotes a culture throughout the school for health and wellness	Attempts to promote a culture throughout the school for health and wellness are partially successful	Makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers
<i>Following Health</i>	Procedures for the nursing	Procedures for the	Procedures for the nursing	Procedures for the

<i>Protocols and Procedures</i>	office are seamless, anticipating unexpected situations	nursing office work effectively	office are rudimentary and partially successful	nursing office are nonexistent or in disarray
<i>Supervising Health Associates</i>	Associates work independently, indicating clear guidelines for their work, supervision is subtle and professional	Has established guidelines for delegated duties and monitors associates' activities	Efforts to establish guidelines for delegated duties are partially successful; monitors associates' activities sporadically	No guidelines have been established or the guidelines are unclear; does not monitor associates' activities
<i>Organizing Physical Space</i>	Office is efficiently organized and is highly appropriate to the planned activities; medications are properly stored and well organized	Office is well organized and is appropriate to the planned activities; medications are properly stored and well organized	Attempts to create a well-organized physical environment are partially successful; medications are stored properly but are difficult to find	Office is in disarray or is inappropriate to the planned activities; medications are not stored properly

### ***Domain III: Delivery of Service***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Assessing Student Needs</i>	Conducts detailed and individualized assessment of student needs to contribute to program planning	Assesses student needs and knows the range of student needs in the school	Assessments of student needs are perfunctory	Does not assess student needs, or the assessments result in inaccurate conclusions
<i>Administering Medications to Students</i>	Medications are administered by designated individuals, and signed release forms are conveniently stored; students take an active role in medication compliance	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed	Medications are administered by designated individuals, but signed release forms are not conveniently stored	Medications are administered with no regard to state or district policies
<i>Collaborating With</i>	Nurse initiates collaboration	Nurse initiates	Nurse collaborates with	Declines to collaborate



<i>Teachers to Develop Specialized Programs and Services</i>	with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school	collaboration with classroom teachers in developing instructional lessons and units	classroom teachers in developing instructional lessons and units when specifically asked to do so	with classroom teachers to develop specialized educational programs
<i>Managing Emergency Situations</i>	Plans for emergency situations have been developed for many situations; students and teachers have learned their responsibilities in case of emergencies	Plans for emergencies have been developed for many situations	Plans for emergencies have been developed for the most frequently occurring situations but not others	Has no contingency plans for emergency situations
<i>Demonstrating Flexibility and Responsiveness</i>	Continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input	Makes revisions to the nursing program when they are needed	Makes modest changes to the nursing program when confronted with evidence of the need for change	Adheres to the plan or program, in spite of evidence of its inadequacy

#### ***Domain IV: Professional Responsibilities***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Reflecting on Practice</i>	Reflection is highly accurate and perceptive, citing specific examples; draws on an extensive repertoire to suggest alternative strategies and their likely success	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; makes some specific suggestions as to how the nursing program might be improved	Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Does not reflect on practice, or the reflections are inaccurate or self-serving
<i>Maintaining</i>	Approach to record keeping is	Reports, records, and	Reports, records, and	Reports, records, and

<i>Accurate Records and Submitting Timely Reports</i>	highly systematic and efficient and serves as a model for colleagues across the school	documentation are accurate and are submitted in a timely manner	documentation are generally accurate but are occasionally late	documentation are missing, late, or inaccurate, resulting in confusion
<i>Communicating with Families</i>	Proactive in providing information to families about the nursing program and about individual students through a variety of means	Provides thorough information to families about the nursing program as a whole and about individual students	Provides limited though accurate information to families about the nursing program as a whole and about individual students	Provides no information to families, either about the nursing program as a whole or about individual students
<i>Participating in a Professional Community</i>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Participates in school and district events and projects when specifically requested to do so; relationships with colleagues are cordial	Avoids being involved in school and district events and projects; relationships with colleagues are negative or self-serving
<i>Growing and Developing Professionally</i>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills
<i>Showing Professionalism</i>	Can be counted on to uphold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Honest in interactions with colleagues, students, and the public; does not violate confidentiality	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality

## Therapeutic Specialists

(Speech/Language Specialists, Athletic Trainers, OTs, PTs)

<b>Domain I: Planning and Preparation</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Demonstrating Knowledge and Skill in the Specialist Therapy Area</i>	Demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license	Demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license	Demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license	Demonstrates little knowledge and skill in the therapy area; does not hold the necessary certificate or license
<i>Establishing Goals for the Therapy Program Appropriate To The Setting and the Students Served</i>	Goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues	Goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students	Goals for the therapy program are rudimentary and partially appropriate to the situation in the school and to the age of the students	Goals for the therapy program are unclear, or they are inappropriate to either the situation in the school or to the age of the students
<i>Demonstrating Knowledge of District, State and Federal Regulations and Guidelines</i>	Demonstrates extensive knowledge of relevant education laws and procedures, takes a leadership role in reviewing and revising district policies	Demonstrates thorough knowledge of relevant education laws and procedures	Demonstrates basic knowledge of relevant education laws and procedures	Demonstrates little or no knowledge of relevant education laws and procedures
<i>Demonstrating Knowledge of Resources both Within and Beyond the School and District</i>	Demonstrates extensive knowledge of resources for students available through the school or district and in the community	Demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources in the community	Demonstrates basic knowledge of resources for students, available through the school or district	Demonstrates little or no knowledge of resources for students available through the school or district

<i>Planning the Therapy Program Integrated With the Overall School Program</i>	Plan is highly coherent and serves to support students individually within the broader educational program	Plan includes the important aspects of work in the setting	Plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure
<i>Developing a Plan to Evaluate the Therapy Program</i>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Plan to evaluate the program is rudimentary	No plan to evaluate the program or resists suggestions that such an evaluation is important

## ***Domain II: The Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Creating an Environment of Respect and Rapport</i>	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship	Interactions with students are positive and respectful; students appear comfortable in the setting	Interactions with students are a mix of positive and negative; efforts at developing rapport are partially successful	Interactions with students are negative or inappropriate; students appear uncomfortable in the setting
<i>Organizing Time Effectively</i>	Demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner	Time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner	Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules
<i>Establishing and</i>	Procedures for all aspects of	Procedures for referrals	Has established	Has established no

<i>Maintaining Clear Procedures for Referral</i>	referrals and meetings and consultations with parents, teachers, and administrators are clear to everyone and have been developed in consultation with teachers and administrators	and for meetings and consultations with parents, teachers, and administrators are clear to everyone	procedures for referrals, but the details are not always clear	procedures for referrals, and staff are not sure how to go about the process
<i>Establishing Standards of Conduct in the Treatment Center</i>	Has established clear standards of conduct for the treatment center; monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior	Has established clear standards of conduct for the treatment center and monitors student behavior against those standards; response to students is appropriate and respectful	Appears to have established standards of conduct for the treatment center; attempts to monitor and correct student behavior during evaluation or treatment are partially successful	No standards of conduct have been established for the treatment center; disregards or fails to address negative student behavior during evaluation or treatment
<i>Organizing Physical Space</i>	Treatment center is highly organized and inviting to students; materials are convenient when needed	Treatment center is well organized; materials are available when needed	Treatment center is not completely organized and inviting students; materials are difficult to find when needed	Treatment center is disorganized and poorly suited to student evaluations; materials are usually available

### ***Domain III: Delivery of Service***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Responding to Referrals and Evaluating Student Needs</i>	Proactive in responding to referrals and makes highly competent assessments of student needs	Responds to referrals and makes thorough assessments of student needs	Responds to referrals when pressed and makes adequate assessments of student needs	Fails to respond to referrals or makes hasty assessments of student needs
<i>Developing and</i>	Develops comprehensive	Plans for students are	Plans for students are	Fails to develop

<i>Implementing Treatment Plans to Maximize Students' Success</i>	plans for students, finding ways to creatively meet student needs and incorporate many related elements	suitable for them and are aligned with identified needs	partially suitable for them or sporadically aligned with identified needs	treatment plans suitable for students , or plans are mismatched with the findings of assessments
<i>Communicating with Families</i>	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions; reaches out to families of students to enhance trust	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions	Secures necessary permissions and communicates with families in a partially successful, but there are occasional insensitivities to cultural and linguistic traditions	Fails to secure necessary permissions and communicate with families, or communicates in an insensitive manner
<i>Collecting Information and Writing Reports</i>	Proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate, clearly written, and tailored for the audience	Collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience	Collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience	Neglects to collect important information on which to base treatment plans; reports are inaccurate or inappropriate to the audience
<i>Demonstrating Flexibility and Responsiveness</i>	Continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input	Makes revisions to the treatment program when they are needed	Makes modest changes to the treatment program when confronted with evidence of the need for change	Adheres to the plan or program, in spite of evidence of its inadequacy
<b><i>Domain IV: Professional Responsibilities</i></b>				
Professional Competencies	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>

<i>Reflecting on Practice</i>	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; draws on an extensive repertoire to suggest alternative strategies	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; makes some specific suggestions as to how the counseling program might be improved	Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Does not reflect on practice, or the reflections are inaccurate or self-serving
<i>Collaborating with Teachers and Administrators</i>	Seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students	Initiates contact with teachers and administrators to confer regarding individual cases	Is available to staff for questions and planning and provides background material when requested	Is not available to staff for questions and planning and declines to provide background material when requested
<i>Maintaining an Effective Data-Management System</i>	Has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed; uses the system to communicate with parents and teachers	Has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed	Has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed	Data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed
<i>Participating in a Professional Community</i>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Participates in school and district events and projects when specifically requested to do so; relationships with colleagues are cordial	Avoids being involved in school and district events and projects; relationships with colleagues are negative or self-serving
<i>Growing and Developing Professionally</i>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are	Does not participate in professional development activities, even when such activities are clearly needed for the

	offering workshops to colleagues		required	enhancement of skills
<i>Showing Professionalism</i>	Can be counted on to uphold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Honest in interactions with colleagues, students, and the public; does not violate confidentiality	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality



## Teacher Assistant Evaluation Rubric

<b>Domain 1: Non-Instructional Responsibilities</b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>1a. Adheres to school procedures</i>	Employee takes initiative to effectively follow and communicate procedures among students and staff members, especially during emergency procedures. Can be relied upon in any circumstance.	Employee regularly follows and communicates school procedures to students and staff members. Works well under pressure.	Employee makes some effort to follow school procedures with students and staff members to fulfill the duties that the district requires.	Shows little effort to follow school procedures and/or does not seek procedural clarifications.
<i>1b. Assists in supervising and maintaining order</i>	Demonstrates thorough knowledge in assisting with the preparation and supervision of group activities for all age levels. Uses inclusive strategies that promote student independence.	Can independently follow directions and assist with the preparation, and supervision of group activities. Follows guidelines for students at the appropriate grade level.	The employee is able to assist in the preparation, and supervision of group activities. Follows guidelines most of the time; may need clarification and support.	Shows little or no evidence of assisting with the implementation of group activities. Makes little effort to follow guidelines for these activities.
<i>1c. Establishes and maintains respect with students</i>	Interactions between the employee and the students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultural and physical/developmental	Interactions between the employee and students are polite and respectful, reflecting warmth and caring and are appropriate to the cultural and physical/developmental	Interactions between the employee and students are generally appropriate and free from conflict with occasional displays of insensitivity to cultural or physical/developmental	Interactions between the employee and students are negative, inappropriate or insensitive to

	issues.	differences among students.	differences among students.	students' cultural or physical needs and are generally characterized by sarcasm or conflict.
<i>1d. Encourages a healthy, safe, positive environment</i>	Takes on responsibility to provide a healthy, safe, and positive environment in the school. Proactively addresses student issues and potentially unsafe conditions before incidents occur.	Has an understanding and demonstrates the use of strategies to maintain and reinforce a healthy, safe, and positive environment in the school. Reports student incidents and/or conditions that may be unsafe promptly to school nurse and/or administrators.	Demonstrates some knowledge of strategies that maintain or reinforce a healthy, safe, and positive environment in the school. Reports student incidents promptly to school nurse and/or administrators when necessary.	Makes little or no attempt to provide, encourage or maintain a healthy, safe and positive environment in the school. Does not recognize and/or fails to report incidents promptly to school nurse and/or administrators.

## ***Domain 2: Supporting the Classroom Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>2a. Assists in creating an environment of trust, respect and support</i>	Classroom interactions between the assistant and the students are highly respectful, reflecting genuine warmth and caring, and sensitivity to students' cultures and levels of	Classroom interactions between the assistant and students are polite and respectful, reflecting warmth and caring, and are appropriate to the	Classroom interactions between the assistant and student are generally appropriate and free from conflict, but may be characterized by occasional displays of	Classroom interactions between the assistant and students are negative, inappropriate, or insensitive to students' cultural backgrounds and are generally characterized by sarcasm or conflict.

	development.	cultural and developmental differences among students.	insensitivity to cultural or developmental differences among students.	
<i>2b. Assists in managing classroom procedures</i>	Students contribute to the seamless operation of classroom routines, and procedures for transitions are followed effortlessly. The performance of non-instructional duties occurs proficiently.	Little instructional time is lost because of classroom routines, and procedures for transitions are followed successfully. The performance of non-instructional duties also occurs smoothly.	Some instructional time is lost because of partially effective classroom routines, and procedures for transitions. The performance of non-instructional duties is also partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions. The performance of non-instructional duties is also ineffective.
<i>2c. Assists in managing student behavior</i>	Standards of conduct are clear to students. Assistant monitors student behavior in a subtle manner, and responds to students misbehaviors with consistency and sensitivity to individual student needs.	Standards of conduct appear to be clear to students, and assistant monitors students behavior accordingly. Assistant responds appropriately to student misbehavior and is respectful of students' dignity.	Has made an effort to help establish standards of conduct for students, under the direction of licensed educator. The assistant tries, with inconsistent results, to monitor student behavior and respond to student misbehavior.	There is no evidence that standards of conduct have been determined, with little or no assistant monitoring of student behavior, under the direction of licensed educator. Response to student misbehavior is repressive or disrespectful of student's dignity.
<i>2d. Assumes initiative in identifying/solving job related problems.</i>	Independently innovates or finds and develops solutions appropriately, and uses practical and logical thought to achieve solutions, under	Takes initiative on majority of tasks and helps develop practical solutions, under the direction of licensed educator.	Assistant requires some direction and does not take the initiative to complete tasks independently, or to assist in the	Assistant does not initiate tasks, when appropriate, or assist in the development of solutions on the majority of tasks assigned by licensed educator.

	the direction of licensed educator.		development of solutions, under the direction of licensed educator.	
<i>2e. Promotes and supports student independence</i>	Employee takes the initiative to implement and encourage maximum student independence, and collaborates with the licensed educator and educational team to consistently utilize strategies that promote the highest level of independence for each and every student.	Employee knows and successfully implements specific strategies to promote student independence.	Employee implements some strategies to promote student independence, under the direction of licensed educator.	Employee fails to use effective strategies to promote student independence.
<i>2f. Completes assigned tasks accurately and in a timely fashion</i>	Fully understands and is conscientious in completing assigned tasks. Initiates requests for tasks above and beyond what is assigned. Uses technology creatively, manages time efficiently.	Completes assigned tasks accurately and consistently. Improved methods to complete tasks. Uses technology as needed.	Limited understanding or interest to complete assigned tasks. Use technology sparingly. Has difficulty managing time efficiently. Accuracy in completing tasks is inconsistent.	Is unable to understand/unwilling to complete assigned tasks. Avoids technology; does not manage time efficiently. Tasks are incomplete and/or inaccurate.
<b><i>Domain 3: Delivering Instructional Support Services</i></b>				
Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective

<i>3a. Assists with the inclusion of students in various settings</i>	Can serve as a resource and model that encourages collaboration when including students in general education classrooms.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Knows and identifies what is meant by inclusion laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.	Has no understanding of inclusion as it relates to students in various educational settings.
<i>3b. Uses appropriate question and discussion technique</i>	Questions reflect high expectations and are culturally and developmentally appropriate. Students also formulate many engaging questions, promoting a thought provoking discussion with all students participating.	Most of the employee's questions elicit a thoughtful response, and the employee allows sufficient time for students to respond. All students participate in the discussion, with the employee stepping aside, when appropriate.	Some of the employee's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Employee's attempts to engage all students in the discussion are only partly successful.	Employee's questions re inappropriate, and elicit limited participation and recitation, rather than promote meaningful discussion.
<i>3c. Employs constructive communication strategies</i>	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Skillfully makes oral presentations. Accomplished in the preparation/ understanding of written documents. Recognized by others as being concerned and effective in communicating with others and assimilating	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication	Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.	Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students, families, and staff.

	other points of view. Mentors team members on effective communication and conflict resolution strategies.	strategies with students, parents, and staff.		
<i>3d. Engages students in learning</i>	Can successfully collaborate with educational team in meeting student's needs by adapting lesson plans specific to the curriculum as directed by a licensed teacher.	Understands and demonstrates the adaptation process when looking at the students. Provides an appropriate alternative activity. Seeks out clarification and/or direction, when needed, from a licensed teacher.	Has limited knowledge of the process of adapting materials according to student needs. Has difficulty following oral and written directions and does not seek clarification from licensed teacher.	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities as directed by the teachers.
<i>3e. Facilitates appropriate social interaction</i>	Easily and seamlessly facilitates appropriate social interactions among students.	Consistently and effectively helps to facilitate appropriate social interactions among students.	Attempts to facilitate appropriate social interactions among students with inconsistent results.	Does not assist and attempt to facilitate appropriate interactions among students.
<b><i>Domain 4: Professional Development and Responsibilities</i></b>				
Professional Competencies	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<i>4a. Demonstrates flexibility and responsiveness</i>	Employee seizes the opportunity to enhance learning and to stimulate the students' interest, and immediately	Employee takes the initiative to promote the successful learning of all students by collaborating with licensed educator to assist with valuable input	Employee attempts to assist with a strategy by collaborating with licensed educator, and provides pertinent input regarding an existing ineffective	Employee adheres to an ineffective instructional plan without consulting licensed educator regarding possible modifications that may

	provides to licensed educator information crucial to facilitating necessary changes to current instructional plans to ensure every student is afforded the opportunity for continued growth.	to help facilitate the modification of any ineffective instructional plan to consistently meet the changing needs of each student.	instructional plan to implement future changes that will improve student learning.	improve students learning and overall lack of interest.
<i>4b. Demonstrates enthusiasm for the job</i>	Employee demonstrates and outstanding and positive attitude, with an abundance of enthusiasm that motivates others, as well.	Employee is industrious, motivated, and exhibits genuine enthusiasm.	Employee demonstrates acceptable diligence and motivation, but requires some guidance from licensed educator.	Employee is somewhat indifferent in attitude and lacking enthusiasm.
<i>4c. Maintains positive relationships with colleagues</i>	Support and cooperation characterizes relationships with colleagues. Staff member takes initiative in assuming leadership among colleagues.	Support and cooperation characterizes relationships with colleagues.	Employee maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	Employee's relationships with colleagues are negative or self-serving.
<i>4d. Participates in professional learning opportunities</i>	Shares outcomes of his/her learning opportunities, and assumes a leadership role in a school/SU	Seeks out professional learning opportunities and applies their learning to his/her work.	Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying the	Avoids professional learning opportunities; has not participated in new learning during the past few years.

	project to help others.		new learning.	
<i>4e. Shows integrity, professionalism, and confidentiality</i>	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communication, follows district chain of command.	Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.	Has trouble maintaining confidentiality, or has made errors in judgment about how to show professional integrity.
<i>4f. Displays a positive work ethic</i>	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.	Consistently relied on to be punctual, present, or prepared to start work in an appropriate manner. Works well under pressure.	Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.



# School Librarians

## Domain I: Planning and Preparation

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Demonstrating Knowledge of Content and Pedagogy</i>	Displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.	Displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.	Is familiar with the curriculum but cannot articulate connections with literacies and the research process.	Is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.
<i>Demonstrating Knowledge of Students</i>	Demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. Employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.	Demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. Uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	Demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. Occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	Makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. Does not understand the need for this information in planning and developing the collection.
<i>Supporting Instructional Goals</i>	Displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.	Displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	Displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	Does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.
<i>Demonstrating Knowledge and Use of</i>	Has an extensive knowledge of the resources within the	Has commendable knowledge of the resources within the	Is aware of the resources within the school's library	Has little awareness of the resources with the school's

<i>Resources</i>	school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.	school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	library collection or resources available electronically and does not seek resources outside the library.
<i>Demonstrating a Knowledge of Literature and Lifelong Learning</i>	Has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	Has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	Has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	Has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.
<i>Collaborating in the Design of Instructional Experiences</i>	Collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.	Collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	Collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	Does not collaborate with teachers in planning, implementing, and assessing learning activities.

## ***Domain II: The Library Environment***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Creating an Environment of Respect and Rapport</i>	Demonstrates genuine caring and respect for students and staff and uses praise and	Demonstrates genuine caring and respect for students and staff and most students and	Student and staff interactions are generally polite and respectful but	Interactions with some students and staff are sometimes negative,

	positive reinforcement. Students and staff exhibit a high regard for the school librarian.	staff exhibit a mutual respect for the school librarian.	may reflect inconsistencies. Respect toward the school librarian is not always evident.	demeaning, or sarcastic. Students in general exhibit disrespect for the school librarian. Some student interactions are characterized by conflict, sarcasm, or put-downs.
<i>Establishing a Culture for Learning</i>	Maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.	Maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	Maintains an environment that is attractive with expectations that students use the library appropriately.	Maintains a controlled and stifling environment not conducive to learning.
<i>Managing Library Procedures</i>	Guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school librarian.	Guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility and the expertise of the school librarian.	Guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school librarian.	Guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian.
<i>Managing Student Behavior</i>	Has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.	Has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	Has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	Has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.
<i>Organizing Physical Space</i>	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for

	learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	various functions.
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### ***Domain III: Instruction***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Communicating Clearly and Accurately</i>	Clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.	Clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	Is usually clear in communicating directions and procedures – but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	Does not communicate clearly and directions and procedures are often confusing or not provided at all.
<i>Using Questioning and Research Techniques</i>	Nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent	Often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own	Asks questions that guide students and help them think about their research topic.	Does not use questions effectively and usually tells the student what to do or leaves them on their own.

	questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.	questions about their research topic.		
<i>Engaging Students in Learning</i>	Recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school librarian.	Usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	Sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	Is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.
<i>Using Assessment in Instruction</i>	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian provides timely accurate, substantive, constructive and specific feedback when working with	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school librarian monitors groups of student but makes limited use of diagnostics. Is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. Monitors a class of students as a whole but elicits no diagnostic information. The school librarian provides some feedback to students when working with them on a one-to-one basis or with small groups. Students occasionally assess the	In collaborative unites designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school librarian does not monitor student learning. Does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.

	individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.	criteria or performance standards.	quality of their own work.	
<i>Demonstrating Flexibility and Responsiveness</i>	Uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. Makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.	Uses some diverse strategies in seeking ways to ensure successful learning for all students. Usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	Attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	Adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. Makes minimal adjustments to the instructional plan.

#### ***Domain IV: Professional Responsibilities***

Professional Competencies	Highly Effective	Effective	Partially Effective	Ineffective
<i>Reflecting on Practice</i>	Is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting goals of the library program. Regularly considers changes necessary to ensure that future needs are met for an expanding	Often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. Regularly considers changes necessary to ensure that future needs are met for	Sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the program.	Rarely reflects on the effectiveness of services, resources, and instructional strategies.

	dynamic program.	growing dynamic program.		
<i>Maintaining Accurate Records</i>	Maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.	Maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	Maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	Does not maintain accurate or current records.
<i>Communicating with School Staff and Community</i>	Effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's <i>Standards for the 21<sup>st</sup> Century Learner and Media Programs</i> to communicate the development of the library program, new resources and services. The school librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and services.	Communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	Communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	Does not communicate with the school community about the library program and services.
<i>Participating in a Professional Community</i>	Makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation	Contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	Participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.	Relationships with colleagues are frequently negative or self-serving and the school librarian avoids or refuses to be involved in school and district events and projects.

	characterize relationships with colleagues.			
<i>Growing and Developing Professionally</i>	Seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. Seeks out feedback from both supervisors and colleagues. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.	Seeks out opportunities for professional development to enhance professional practice. Welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian participates actively in assisting other educators.	Participates in professional activities when convenient. Accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.	Makes no attempt to go beyond what is required for maintaining certification. Resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.
<i>Collection Development and Maintenance</i>	Constantly and consistently assesses, makes new purchases based on assessment data and input from members of the staff, the students and the school community; weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.	Regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.
<i>Managing the Library Budget</i>	Uses data effectively to develop budget proposals necessary for a progressive and comprehensive library program. Follows department and/or district guidelines for managing the budget and maintains	Develops budget proposals necessary for a comprehensive library program. Follows department and/or district guidelines for managing the budget and maintains accurate records.	Develops budget proposals necessary to maintain the library program. Follows department and/or district policies for managing the budget and maintains records.	Develops a budget proposal that inadequately reflects the needs of the library program. Is unfamiliar with departmental and/or district guidelines for managing the budget and



	accurate records.			often under or overspends.
<i>Managing Personnel</i>	Establishes expectations that motivate and guide support staff to perform with initiative and independence. Effectively delegates responsibility and provides training and the necessary supervision and support. Uses district evaluation tools and objectively evaluates support staff.	Effectively delegates responsibility and provides training, and the necessary supervision and support. Objectively evaluates support staff using district evaluation tools.	Provides training and supervision and uses district tools to evaluate support staff.	Provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.
<i>Professional Ethics</i>	Demonstrates a commitment to the professional ethics of librarianship through teaching and practice by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Does not adhere to the professional ethics of librarianship.

# Newton Public Schools

# Non-Certificated Staff Evaluation

Name:	Date:	Supervisor:
Position:	Location:	

	Highly Effective	Effective	Partially Effective	Ineffective
	4	3	2	1
Fully understands the requirements of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains appropriate skill level for responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a thorough knowledge of tasks assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes assigned tasks in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates accuracy in completing assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates consistent and sufficient level of work output.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries out all instructions appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes constructive uses of all work hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assumes initiative in identifying and solving job related problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts to changing technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to Board of Education policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts well with members of the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains lines of communication with staff and administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to work well with entire staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to work well with fellow assistants / custodians / secretaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts self in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits integrity in all actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles stressful situations effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates enthusiasm for the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL PERFORMANCE</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor Comments:

☐ Employee response attached

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Superintendent Professional Development Plan

District Name	Superintendent Name	Date	Plan Begin/End Dates (Contract Term)
Newton Public Schools	Dr. G. Kennedy Greene	June 20, 2014	July 1, 2014 – June 30, 2018

### 1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Relevant NJ Professional Standards for School Leaders	Rationale/Sources of Evidence
1	Enhance professional strategies and techniques to communicate more effectively with a broader audience both within and outside our school community	4, 6	The superintendent evaluation cited <i>communication with the sending districts</i> and <i>communication and interaction with the media</i> as areas needing increased focus.
2	Develop greater proficiency with instructional technology and management applications to increase productivity of teachers, administrators, and support staff.	2	The District Goals & Action Plan 2013-14, Technology Plan 2013-16, and Professional Development Plan 2014-15 reference objectives related to increasing use of technology applications both inside and outside of the classroom.
3	Exercise leadership at the county and state level to develop increased insight into and advocacy on macro level actions that influence district plans and decisions.	6	I have been elected President of the Sussex County Superintendents' Roundtable for the 2014-15 and 2015-16 school years. The past president then serves in an advisory role during the following year (2016-17).

## Superintendent Professional Development Plan

### 2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	Participate in professional development training on improving communications.	2014-16
1,2	Increase use of social media tools to become more familiar with their applications to student learning, administrative operations, and public relations.	2014-16
2	Become more knowledgeable about and conversant in emerging trends such as BYOD, e-textbooks, online courses, virtual learning communities, mobile learning devices, cloud computing, etc.	2014-18
3	Serve as leader of and advisor to the county superintendents group, attend state level meetings to advocate on educational issues, and participate in leadership training.	2014-17

### 3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation and Bullying
Legal Framework of Public Education; Practice and Paradigms in the Study of Ethics; Church and State Relations; Religion vs. Culture; Student Expression Association, and Appearance; Student Classifications; Equality vs. Equity; Rights of Students with Disabilities; Traditional Curriculum vs. Hidden Curriculum Student Discipline; Privacy vs. Safety; Instructional Issues; Accountability vs. Responsibility; Tort Liability; Terms and Conditions of Employment; Personal vs. Professional Codes of Ethics; Teachers' Substantive Constitutional Rights; Individual Rights vs. Community Standards; Discrimination in and Termination of Employment.

## Superintendent Professional Development Plan

### 4: PDP Progress Summary

School Year	Annual PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date
2014-15			
2015-16			
2016-17			

Signatures:

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Board of Education President Signature

\_\_\_\_\_  
Date

School Year	Summative PDP Progress Report (Narrative)	Sources of Evidence/Documentation	Review Date
2017-18			

Signatures:

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Board of Education President Signature

\_\_\_\_\_  
Date

Travel log July 22, 2014

Vendor	Date	Description	Person(s) Traveling	Conference	PO#	Mileage	Train/Cab	Park/tolls	Meals	Hotel	Air	Reg.	Amt
FEA	7/22/2014	Registration	Jeff Waldron & Kristi Green	Legal One, School Law update	500230							\$300.00	\$300.00
Kristi Green	7/22/2014	Mileage	Jeff Waldron & Kristi Green	Legal One, School Law update	500231	\$19.45							\$19.45
American Academy of Pediatrics	10/22/2014	Registration	Carol Marinaro	NJAAP School Health Conf	500132							\$175.00	\$175.00
Carol Marinaro	10/22/2014	Mileage	Carol Marinaro	NJAAP School Health Conf	500134	\$26.35							\$26.35
Northeast Foundation for Children	8/11-8/14	Registration	Melissa Coleman & Andrea Guillorn	Responsive Classroom level 1	500355							\$1,458.00	\$1,458.00
Melissa Coleman	8/11-8/14	Mileage	Melissa Coleman	Responsive Classroom level 1	500357	\$48.00							\$48.00
Andrea Guillorn	8/11-8/14	Mileage	Andrea Guillorn	Responsive Classroom level 1	500356	\$48.00							\$48.00
Applied Behavioral	8/19-8/21	Registration	Nancy VanHorn, Laura Stetler, Liz Fusco, Judy Cooper, Cindy Biasi, MaryBeth Hromnack, Mary Austin, Shannon Vandyke, Allison Szezubelek, Donna McCurry, Andrew Olsen, Yolanda Grate-Marns, Lisa Papis, Barbara Straulina, Cindy Tracy, Ellen Williams, Cara Kane, Kathleen Garrigan, Julane Nachbaur	ABA training	500484							\$1,500.00	\$1,500.00
Rutgers K-12	8/5-8/7	Registration	Neil Kozlowski	Common Core standards	500504							\$495.00	\$495.00
Neil Kozlowski	8/5-8/7	Mileage	Neil Kozlowski	Common Core standards	500502	\$72.00							\$72.00
NJSC	10/14-10/15	Registration	Ella Gaal & Betty Monaghan	NJ Schience convention	500506							\$660.00	\$660.00
													\$0.00
													\$0.00
													\$0.00
													\$0.00
						\$213.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,588.00	\$4,801.80

**SCHOOL ALLIANCE INSURANCE FUND**  
**RESOLUTION APPOINTING A RISK MANAGEMENT CONSULTANT**

**WHEREAS**, the Newton Board of Education (Educational Facility") has resolved to join the School Alliance Insurance Fund ("SAIF") following a detailed analysis; and

**WHEREAS**, the Bylaws of SAIF require that each entity designate a Risk Management Consultant to perform various professional services as detailed in the Bylaws and Risk Management Plan; and

**WHEREAS**, the Bylaws indicate that SAIF shall pay each Risk Management Consultant a fee to be established annually by the Executive Committee;

**NOW THEREFORE, BE IT RESOLVED** that the Newton BOE District, does hereby appoint The Morville Agency, a division of Bollinger Inc. as its Risk Management Consultant in accordance with the Fund's Bylaws.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Entity

**SCHOOL ALLIANCE INSURANCE FUND  
RESOLUTION FOR RENEWAL OF MEMBERSHIP**

**WHEREAS**, the Newton BOE hereafter referred to as "**Educational Facility**" is a member of the School Alliance Insurance Fund, hereinafter referred to as "**Fund**"; and

**WHEREAS**, said renewal membership terminates as of July 1, 2014 at 12:01 a.m. standard time, unless earlier renewed by agreement between the **Educational Facility** and the **Fund**; and

**WHEREAS**, the **Educational Facility** is afforded the following types of coverages:

- ☒ Workers' Compensation
- ☐ Foreign Travel Liability
- ☒ Package - Property, Boiler & Machinery, General and Auto Liability, Environmental Impairment Liability
- ☒ Excess Liability (AL/GL)
- ☒ School Leaders Professional Liability
- ☒ Excess Liability (SLPL)
- ☐ Student Accident
- ☒ Supplemental Indemnity - Workers' Compensation
- ☐ Security Guard Liability

**WHEREAS**, the **Educational Facility** desires to renew said membership;

**NOW THEREFORE, BE IT RESOLVED** as follows:

1. The **Educational Facility** agrees to renew its membership in the **Fund** for a period of three years beginning July 1, 2014, and ending July 1, 2017 at 12:01 a.m. eastern standard time, and to be subject to the coverages, operating procedures, bylaws, and other organizational and operational documents of the **Fund** presently existing or as from time to time amended by the **Fund** and/or the Department of Banking and Insurance.
2. The **Educational Facility's** Business Official is hereby appointed as the **Educational Facility's** Fund Commissioner and is authorized to execute the renewal Indemnity and Trust Agreement thereby evidencing annexed hereto and made a part hereof and to deliver same to the **Fund** the **Educational Facility's** renewal of its membership.

This Resolution agreed to the \_\_\_\_ day of \_\_\_\_\_, 2014, by a vote of:

\_\_\_\_ Affirmative  
\_\_\_\_ Negative

\_\_\_\_ Abstain  
\_\_\_\_ Absent

By: \_\_\_\_\_  
Business Administrator



**SCHOOL ALLIANCE INSURANCE FUND  
INDEMNITY AND TRUST RENEWAL AGREEMENT**

THIS AGREEMENT, made this \_\_\_\_\_ day of \_\_\_\_\_, 2014, in the County of \_\_\_\_\_, State of New Jersey, by and between the School Alliance Insurance Fund, hereinafter referred to as "**Fund**", and the Governing Body of the Newton BOE, hereinafter referred to as "**Educational Facility**";

WHEREAS, the **Fund** seeks to provide its members with insurance coverage;

WHEREAS, two or more educational facilities have collectively formed a joint insurance fund as is authorized and described in N.J.S.A. 18A:18B-1 *et. seq.* and the regulations promulgated pursuant thereto; and

WHEREAS, the **Educational Facility** is currently a member of said **Fund**; and

WHEREAS, the **Educational Facility** has resolved to renew said membership;

NOW, THEREFORE, it is agreed as follows:

1. The **Educational Facility** hereby renews its membership in the **Fund** for a three (3) year period, beginning July 1, 2014, and ending July 1, 2017 at 12:01 a.m. eastern standard time.
2. The **Educational Facility** agrees to participate in the **Fund** with respect to the types of insurance stated in the Renewal of Membership Resolution.
3. The **Educational Facility** hereby ratifies and reaffirms the bylaws and other organizational and operational documents of the **Fund** and as from time to time amended by the **Fund** and/or Department of Banking and Insurance in accordance with the applicable statutes and regulations as if each and every one of said documents were re-executed contemporaneously herewith.
4. The **Educational Facility** agrees to be a participating member of the **Fund** for the period herein provided for and to comply with all of the rules and regulations and obligations associated with said membership.
5. In consideration of renewal of membership in the **Fund**, the **Educational Facility** agrees that for those types of insurance in which it participates, the **Educational Facility** shall jointly and severally assume and discharge the liability of each and every member of the **Fund** all of whom, as a condition of membership in the **Fund**, shall execute a verbatim counterpart to this Agreement. By execution hereof the full faith and credit of the **Educational Facility** is pledged to the punctual payment of any sums which shall become due to the **Fund** in accordance with the bylaws thereof, this Agreement or any applicable statute or regulation.

6. If the **Fund**, in the enforcement of any part of this Agreement, shall incur necessary expense or become obligated to pay attorney's fees and/or court costs, the **Educational Facility** agrees to reimburse the **Fund** for all such reasonable expenses, fees and costs on demand.
7. The **Educational Facility** and the **Fund** agree that the **Fund** shall hold all monies paid by the **Educational Facility** to the **Fund** as fiduciaries for the benefit of **Fund** claimants all in accordance with applicable statutes and/or regulations.
8. The **Fund** shall establish and maintain Trust Accounts in accordance with N.J.S.A. 18A:18B-1 *et. seq.* and such other statutes and regulations as may be applicable.
9. The Business Official designated in the Resolution to Renew Membership is hereby authorized to execute the Agreement to renew membership.

By: \_\_\_\_\_

*Authorized Signature /Business Administrator*

By: \_\_\_\_\_

Chairperson, School Alliance Insurance Fund

AGREEMENT

between

NEWTON BOARD OF EDUCATION

and

NEWTON EDUCATIONAL SECRETARIES ASSOCIATION

July 1, 2014 - June 30, 2017

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THIS AGREEMENT, made this 22nd day of **July 2014**, by and between the Board of Education of the Town of Newton, in the County of Sussex, hereinafter referred to as "the Board of Education" or "the Board", party of the first part, and The Newton Educational Secretaries Association, hereinafter referred to as "the NESA" or "the Association", party of the second part,

WITNESSETH, that in consideration of the mutual covenants and agreements herein contained, it is covenanted and agreed between the parties as follows:

#### ARTICLE I RECOGNITION

- A. The Board hereby recognizes the Association as the exclusive and sole representative for collective negotiations concerning the terms and conditions of employment for all permanent and full time secretaries, with the exception of Central Office Staff
- B. Unless otherwise indicated, the term "secretaries" when used hereinafter in this Agreement, shall refer to all secretaries represented by the Association in the negotiations unit as defined above.
- C. The provisions of this guide shall not apply to persons employed as substitutes for secretaries, nor persons employed on a temporary basis to fill vacant positions, or on a part-time basis.

#### ARTICLE II NEGOTIATION PROCEDURE

- A. The parties agree to enter into collective negotiations over a successor Agreement in accordance with Chapter 123, Public Laws of 1974. The parties further agree to make every reasonable effort to begin preliminary discussions concerning negotiations procedures sometime during the month of October of the calendar year preceding the calendar year in which this Agreement expires. On or about November 15, the Board will receive the proposals of the Association and substantive negotiations will begin at a mutually agreeable date but no later than January 15.

- B. Any agreements so negotiated shall apply to all secretaries, be reduced to writing, be adopted and signed by the Board and the Association. Any such agreement is subject to ratification by the parties.

### ARTICLE III GRIEVANCE PROCEDURE

A. Definitions of Grievance

A "grievance" is a written claim based upon those matters set forth in this Agreement regarding the terms and conditions of employment. Such a written claim may be filed by a secretary, group of secretaries, or the Association on behalf of and at the request of a secretary or group of secretaries. A "grievance" is also a written claim by the Board based upon any dispute with the Association, including a dispute with respect to the interpretation, meaning or application of any of the provisions of this Agreement. The non-renewal or termination of a secretary is not subject to the Grievance Procedure.

B. Purpose

The purpose of this procedure is to secure, at the lowest possible level, mutually agreeable resolution of grievances which may from time to time arise. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

C. Procedures - Secretary Grievance

1. Within thirty (30) calendar days after the occurrence of an event from which a grievance arises, the grievance shall be submitted in writing to the immediate superior of the affected secretary(s). Failure to file a grievance within 30 calendar days from the time of the grievance shall be deemed a waiver of same and not be processed as a grievance. Pending complete resolution of a grievance, all work rules being disputed will continue to be observed.
2. If the matter is not satisfactorily resolved at Level One within fifteen (15) calendar days, the grievance shall be submitted in writing to the Vice Principal or Principal as appropriate, who shall respond in writing within fifteen (15) calendar days.
3. If the matter is not satisfactorily resolved at Level Two, the decision of the Vice Principal or Principal may be appealed to the Superintendent of Schools. Such appeal shall be in writing, and shall be submitted within fifteen (15) calendar days after receipt of the decision of the Vice Principal or Principal. The Superintendent shall respond in writing within fifteen

(15) calendar days after receipt of the appeal, and shall submit a copy of such response to the Association.

DRAFT

4. If the matter is not satisfactorily resolved at Level Three, and if the Association determines that further proceedings are necessary and advisable, the decision of the Superintendent may be appealed by the Association to the Board. The Association shall submit such appeal in writing to the Board within fifteen (15) calendar days after receipt of the Superintendent's decision. The Board shall render a written decision on any such appeal within fifteen (15) calendar days after receipt of the appeal. NOTE: At Levels 2, 3 and 4 of the grievance procedure, either party has the option to present their rationale in person as well as in writing.
5. If the matter is not satisfactorily resolved at Level Four, the Board's decision may be submitted to advisory arbitration. The Association shall notify the Board, in writing, of the submission to arbitration within fifteen (15) calendar days after receipt of the Board's decision.
6. The grievance, if not resolved by timely resort to the foregoing procedure, shall be subject to arbitration initiated and conducted under the rules of the Public Employment Relations Commission.
7. The arbitrator shall be without power or authority to make any decision which is violative of the terms of the Agreement.
8. The costs for the services of the arbitrator, including per diem expenses, if any, and actual and necessary travel, subsistence expenses and the cost of the hearing room shall be borne equally by the Board and the Association. Any other expenses incurred shall be paid by the party incurring same. NOTE: Timelines may be extended by mutual written agreement between the Board and the Association. Only matters covered by a specific provision in this Agreement are arbitral.

D. Procedures - Board Grievances

Grievances initiated by the Board shall be submitted directly to the Association, in writing, within twenty (20) work days after their occurrence. The Association shall respond in writing within fifteen (15) days after receipt of the grievance. If the matter is not thereby satisfactorily resolved, the Board may submit the matter to advisory arbitration. The Board shall notify the Association, in writing, of the submission to arbitration within five (5) work days after receipt of the Association's response. Thereafter the matter shall proceed to arbitration as provided for in paragraphs C.6, C.7, C.8 above.



E. Miscellaneous

1. Prior to each appeal, the secretary shall inform in writing the authority who last rendered a decision that he/she intends to appeal to the next higher authority.
2. Any aggrieved person may be present at all stages of the grievance procedure or be represented by representatives selected or approved by the Association. When a secretary on the membership list of the NESA is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure.
3. If, in the judgment of the representatives of the Association, a grievance affects a group or class of secretaries, the representatives of the Association may submit such grievance in writing to the Superintendent of Schools directly.
4. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.

ARTICLE IV

ASSOCIATION RIGHTS AND PRIVILEGES

- A. The Board agrees to furnish to the Association in response to reasonable requests from time to time, all information prepared for and/or available to the public, and such other public information that shall assist the Association in developing programs on behalf of the secretaries.
- B. Representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times, in accordance with existing Board policies, provided that this shall not interfere with or interrupt normal school operations.

ARTICLE V  
SALARIES

- A. The salaries of all full-time secretaries covered by this Agreement are set forth in the guide (Schedule A) which is attached hereto and made a part hereof. **If this 2014-2017 contract expires and a successor agreement has not yet been ratified, secretaries will remain frozen at the same salary rate and step until such time that a new agreement is ratified.**

B. Salary Guide Credit

1. Personnel claiming credit for experience in other related situations, or military service will be required to produce proof of the validity of such claims, and no salary credit is to be given in the absence of such validity. Credit for military service shall be equal to the time served, but not for more than four (4) years. Credit for related experience shall be equal to the time served, or less, as the Board of Education shall determine upon the recommendation of the Superintendent of Schools. All secretaries having less than half a year of service will remain on the same step.
2. Secretaries' longevity should be credited on all past service to the Newton Board of Education (secretarial and non-secretarial assignments). After ten (10) years of employment in the Newton School District as a secretary, a staff member will be eligible for a longevity allowance in addition to her basic salary, in accordance with the following schedule:

For the Years of 2011-2012 through 2013-2014

After 10 years of employment	\$ 500.00
After 15 years of employment	\$ 1,000.00
After 20 years of employment	\$ 1,500.00
After 25 years of employment	\$ 2,000.00

**Employees hired into this bargaining unit on or after July 1, 2014 will not be eligible for longevity pay.**

C. Salary Checks

Secretaries of the Newton Public Schools will be paid on the fifteenth and thirtieth day of each month, July through June, except for those secretaries designated as 10-month secretaries, who will be paid from September through June. In certain special cases other arrangements may be approved by the Superintendent of Schools.

D. Overtime

Overtime, that is anything over thirty-five (35) hours per week, or seven hours per day, except for flex hours, shall be paid for such work as is performed by secretaries when authorized by the immediate supervisor. Secretaries may, upon the approval of the immediate supervisor, take time off in lieu of compensation for overtime on an hour and a half for one hour of overtime basis, within the framework of a work year starting ~~September 1 and ending August 30~~ **July 1st and ending June 30<sup>th</sup>**. Overtime will be paid for at one and one-half (1-1/2) times the daily hourly rate of pay, as calculated by the payroll clerk. Such thirty-five (35) hour work week commences at 12:01 a.m., Monday morning and terminates at 11:59 p.m. on the immediately following Friday. Sunday and employment on a scheduled holiday, will be paid for at two (2) times the calculated hourly rate.

E. Separation

All secretaries who are to be separated from their position shall be given a thirty (30) day advance notice in writing. All secretaries who intend to leave the school system shall give thirty (30) days advance notice in writing. Notices from secretaries shall be addressed to the Superintendent of Schools. Notices to secretaries shall be from the Superintendent of Schools. All notices shall be given by certified mail.

F. Travel

Such travel as may be required by secretaries in the normal pursuit and discharge of their employment responsibility shall be reimbursed at the prevailing rate paid other employees of the district and in accordance with state regulations and board policy.

G. Work Day/Year

1. A work day shall consist of **an eight hour (8) hour day, inclusive of a half-hour lunch period**. Summer hours (flex time), which are voluntary in nature for each work site, do not apply to the defined ~~seven-hour~~ day and start/end time hours will be determined by the secretary's immediate supervisor who makes the final determination, to be determined in advance. Twelve-month secretaries will be released no later than 1 p.m. on Thanksgiving Eve, Christmas Eve and New Year's Eve.

2. Ten-month secretaries shall work one hundred eighty-four (184) days per year. If a principal requires a ten (10) month secretary to work on a teacher in-service day, thereby extending the work year beyond 184 days, the secretary shall receive a compensatory day off, scheduled by the secretary with the approval of the principal.

ARTICLE VI  
TEMPORARY LEAVES OF ABSENCE

A. Personal Illness

1. Absences for this cause shall be allowed and shall include pay not exceeding twelve (12) working days for twelve (12) month secretaries and ten (10) working days for ten (10) month secretaries.
2. If fewer than twelve (12) days for twelve (12) month secretaries and ten (10) days for ten (10) month secretaries are taken in any school year, then the number of days not utilized shall be cumulative, beginning from the date of the secretary's current continuous employment by the Board, to be available for additional sick leave in subsequent fiscal years, indefinitely.
3. Absences on a sick leave always shall be charged first to the twelve (12) or ten (10) day allowance for the current fiscal year (paragraph 1.) until it is fully utilized and thereafter, to the cumulative credit, to the extent that such credit is available.
4. In all absences under this section of five (5) consecutive work days or more, the Superintendent may require that the secretary submit a physician's certificate.

B. Illness in the Family

Where personal presence is advisable because of the illness of (a) parent, brother, sister, husband, wife, child, or (b) any other relative living in the secretary's immediate family household, absence will be allowed:

1. for a period of five (5) days per year, cumulative to a maximum of ten (10) days;
2. thereafter without pay and in accordance with Federal and State Family Leave Acts.

Section B. is introduced primarily to provide for personal presence in an emergency, but not for extended personal care.

C. Death

1. Absences due to a death in the secretary's immediate family or household, including father-in-law and mother-in-law, daughter-in-law, son-in-law, grandparents and grandchildren, shall be allowed with pay, for the required period not exceeding five (5) working days in each such case.

2. Absences due to the death of a nephew, niece, aunt, uncle, cousin, brother-in-law, sister-in-law, or other relative not living with immediate family of the secretary will be allowed with pay, for one day.
3. The name and address of the deceased and the relationship of the deceased to the secretary must be made known upon request.
4. Days due to a death in the family are presumed to be consecutive unless the superintendent grants approval for usage at a later date.

D. Quarantine

Absences due to quarantine on account of a contagious disease, when such quarantine is not due to personal illness, shall be allowed, with pay, provided that a certificate from the health officer of the community or a school physician is presented and filed with the Superintendent of Schools.

E. Personal Business

Absences not exceeding four (4) days per fiscal year, with pay, but not cumulative, shall be allowed but only by permission of the, immediate supervisor, after written request. All absences approved by the Superintendent of Schools in excess of four (4) days per fiscal year shall be without pay.

F. Court Order

Absences from work by reason of subpoena by any court shall be allowed, with pay, provided that the subpoena is filed with the Superintendent of Schools, and provided that the staff member is not a party in the action.

G. Fireman, Service as a Volunteer

1. When a secretary of this school district is engaged in fighting an active fire as part of a responsibility as a duly enlisted fireman at that time when that secretary would normally be expected to appear for work in this school district, the secretary or a designee shall call or otherwise notify the school system that such fire service will cause delay or deny the opportunity to attend to school duties as a part or all of said day.
2. If, when requested, the volunteer fireman shall detail the circumstances for this absence and process same through the appropriate administrative office, such leave shall be with pay.

H. Vacations

1. Vacation periods, which shall be approved by the immediate supervisor, prior to being taken, shall be with pay, but otherwise without pay. All twelve (12) month secretaries will be entitled to ten (10) days of paid vacation, for their first year of service, earned at .834 days per month employed to June 30<sup>th</sup> of the first contract year of employment, which can be taken as full day(s) as they accrue. Secretaries employed on any date other than July 1<sup>st</sup> of any given year will earn vacation credit at the same rate (prorated), which may be taken as full day(s) accrue. Secretaries will earn one (1) additional day of paid vacation for each additional year of full-time employment up to a maximum of twenty (20) days per year. Such vacation period will be exclusive of scheduled holidays granted as paid vacation by the Board of Education. Vacation periods shall be established only with the prior approval of the immediate supervisor. Vacation time may be saved up but in no event can be used in excess of thirty (30) consecutive working days or thirty (30) days in any one school year. The maximum number of vacation days that may be accumulated as of June 30 in any year is twenty (20) days, or the number accumulated as of June 30, 201106, if that number is higher than twenty (20) days. The new vacation allowance made available on July 1st is in addition to the maximum allowable accumulation.
2. Twelve (12) month secretaries who move to a one hundred eighty four (184) day position shall not earn or receive vacation days, but such secretaries shall be permitted to utilize previously earned and credited vacation days.

I. Professional Absence

Professional absence with pay not exceeding three (3) consecutive days may be granted to a secretary upon the recommendation of the immediate supervisor to the Superintendent of Schools.

J. Snow Days

Secretaries do not have to report to school when closed for inclement weather.

K. School Emergency Closing Days

Leave with pay shall be allowed when schools are closed for emergencies. Secretaries shall not be charged for personal days, sick days, vacation days or any other short-term leave on days when schools are closed for emergencies.

L. Holidays

Twelve (12) month secretaries shall receive no less than twelve (12) holidays with pay in the course of the calendar year.

ARTICLE VII  
EXTENDED LEAVES OF ABSENCE

A. Child Care Leave

1. Maternity/Child Care Leave shall be in accordance with all state and federal leave acts.
2. A secretary on any Child Care Leave shall not receive increment or seniority credit for the time spent on leave. All benefits to which the secretary was entitled at the time the leave commenced and not utilized during the leave shall be restored upon return.

B. Leave for Personal Health and Family Hardship

1. Upon the recommendation of the Superintendent, the Board of Education may permit secretaries to take leaves not in excess of one (1) year in length for rest, restoration of health, or the alleviation of hardship involving themselves or their immediate families. Such leave shall be without pay. Additional leave may be granted at the discretion of the Board. For leaves granted in excess of those permitted by Federal and State Family Leave Acts, the cost of health insurance premiums shall be borne by the employee.

C. Other Leaves

Any secretary requesting permission for a leave of absence for any purpose shall submit a letter to the Superintendent of Schools stating the reason or reasons for the request. Other leaves of absence without pay may be granted by the Board for good reason.

D. Return from Leave

1. Upon return from leave, a secretary moves on the salary guide as follows:
  - a. If the leave was for a full year, the secretary is placed on the step immediately above the step s/he was on when the leave commenced, for example, a secretary on Step 4 when the leave commences, who takes a full year leave, is placed on Step 5 upon returning;
  - b. If the leave was for more than one-half the work year but less than a full year, the secretary is placed on the same step s/he was on when the leave commenced;

- c. If the leave was for one-half year or less, the secretary shall be advanced one step for the year following the year in which said leave was taken. A secretary will not be paid on two different steps in the same fiscal year;
  - d. If a secretary works less than one-half year in the year s/he returns from the leave, s/he will not move to the next step on the guide on the next July 1;
  - e. A secretary may not receive credit towards seniority, sick leave, vacation or longevity for time spent on leave.
2. All benefits to which a secretary was entitled at the time the leave of absence commenced, including unused accumulated sick leave shall be restored upon return, and the secretary shall be assigned to the same position held at the time said leave commenced, if available or, if not, to a substantially equivalent position.

E. Extension or Renewals of Leave

All extensions or renewals of leave shall be applied for by April 15 of the year in which leave is requested in writing and may be granted at the Board's discretion.

ARTICLE VIII  
INSURANCE PROTECTION AND LIMITATION

- A. All secretaries and their dependents may be covered for health insurance, major medical benefits and a family dental plan at Board expense, upon written application to the Board Secretary for such coverage. Secretaries employed starting in July 2003 shall be provided Direct Access medical insurance for the employee and their families.

The Board has the right to contract a policy that mandates Preadmission Certification and Mandatory Second Surgical opinion. The level of benefits provided will be at the level substantially similar to that in effect in the 1991-1992 school year, except that the deductibles will be as follows: \$200.00 per individual; \$300.00 per family. Dental insurance will have an annual maximum of \$1,500 **\$2,000**. Effective July 1, 2011, employees, at a minimum, shall contribute towards their health insurance premiums in accordance with the provisions of New Jersey law as per Chapter 78. **Employee contributions for health insurance shall be made according to the tables below.** All such contributions shall be on a pre-tax basis and the Board shall establish and maintain an I.R.S. Section 125 plan.



**HEALTH BENEFITS CONTRIBUTION FOR SINGLE COVERAGE  
(PERCENTAGE OF PREMIUM)**

<b>Salary Range</b>	<b>Employee Contribution Rate</b>
less than 20,000	4.50%
20,000-24,999.99	5.50%
25,000-29,999.99	7.50%
30,000-34,999.99	10.00%
35,000-39,999.99	11.00%
40,000-44,999.99	12.00%
45,000-49,999.99	14.00%
50,000-54,999.99	20.00%
55,000-59,999.99	23.00%
60,000-64,999.99	27.00%
65,000-69,999.99	29.00%
70,000-74,999.99	32.00%
75,000-79,999.99	33.00%
80,000-94,999.99	34.00%
95,000 and over	35.00%

**HEALTH BENEFITS CONTRIBUTION FOR MEMBER/SPOUSE OR PARENT/CHILD  
COVERAGE  
(PERCENTAGE OF PREMIUM)**

<b>Salary Range</b>	<b>Employee Contribution Rate</b>
less than 25,000	3.50%
25,000-29,999.99	4.50%
30,000-34,999.99	6.00%
35,000-39,999.99	7.00%
40,000-44,999.99	8.00%
45,000-49,999.99	10.00%
50,000-54,999.99	15.00%
55,000-59,999.99	17.00%
60,000-64,999.99	21.00%
65,000-69,999.99	23.00%
70,000-74,999.99	26.00%

75,000-79,999.99	27.00%
80,000-84,999.99	28.00%
85,000-99,999.99	30.00%
100,000 and over	35.00%

**HEALTH BENEFITS CONTRIBUTION FOR FAMILY COVERAGE  
(PERCENTAGE OF PREMIUM)**

<b>Salary Range</b>	<b>Employee Contribution Rate</b>
less than 25,000	3.00%
25,000-29,999.99	4.00%
30,000-34,999.99	5.00%
35,000-39,999.99	6.00%
40,000-44,999.99	7.00%
45,000-49,999.99	9.00%
50,000-54,999.99	12.00%
55,000-59,999.99	14.00%
60,000-64,999.99	17.00%
65,000-69,999.99	19.00%
70,000-74,999.99	22.00%
75,000-79,999.99	23.00%
80,000-84,999.99	24.00%
85,000-89,999.99	26.00%
90,000-94,999.99	28.00%
95,000-99,999.99	29.00%
100,000-109,999.99	32.00%
110,000 and over	35.00%

~~If during the term of this agreement, July 1, 2011 to June 30, 2014, the Board's annual health insurance premium costs exceed \$201,912, employees will pay 70% of the difference between the \$201,912 and the higher amount via a payroll deduction plan. This amount will be reduced by any contribution required by law.~~

- B. Other group insurance plans can be made available to the secretaries at their expense.
- C. The Board may change insurance carriers provided advance notice of at least thirty (30) days is given to the Association and substantially similar coverage is

provided. If the Association contends that the proposed coverage is not substantially similar, the dispute shall be resolved by the use of expedited binding arbitration conducted under the rules and procedures of the American Arbitration Association, provided, however, that the arbitrator shall issue a decision and award no later than August 1 preceding the commencement of the school year during which the proposed coverage is to take effect. It is understood and agreed that the use of binding arbitration shall not be applicable to any other dispute or grievance arising out of this Agreement.

- D. The Board may provide to any secretary on an approved unpaid leave of absence, at secretary's expense, subject to availability, all insurance that he/she is legally entitled to under the terms of this contract, if so requested by the secretary in writing at the time of the requested leave of absence.
- E. All secretaries will be allotted a sum of \$100.00 toward a health related activity (i.e., swimming, aerobics, doctor fee, etc.).
- F. Employees who elect to "opt-out" of health insurance coverage will receive payment in accordance with the provisions of state law (maximum of \$5,000 or 25% of premium, whichever is less) if the carrier is the SEHBP, or thirty-five percent (35%) of the cost of annual premium for any other insurance carrier.
- G. Employees who regularly work more than 25 30 hours per week shall be eligible for receiving health and dental insurance.

#### ARTICLE IX VOLUNTARY TRANSFERS AND REASSIGNMENTS

- A. Notification of Vacancies  
As vacancies arise, the Superintendent shall deliver to the Association and post in all school buildings a list of the known vacancies in positions covered by this Agreement which shall occur during the present or following school year. Said notification shall include salary and job description.
- B. Filing Requests  
Secretaries who desire a change in assignment or who desire to transfer to another building shall file a written statement of such desire with the building principal and the Superintendent.
- C. The Board and/or the administration reserves the sole right and decision to make transfers and reassignments under this Article.

ARTICLE X  
INVOLUNTARY TRANSFERS AND REASSIGNMENTS

A. Use of Voluntary Requests

All vacancies shall, wherever possible, be filled by a qualified available volunteer, provided such volunteer is acceptable to the administration, and the transfer would be in the best interest of the school district.

B. Criteria

When an involuntary transfer or reassignment is necessary, a secretary's area of competence, length of service in the Newton School District, length of service in the particular school building, and other relevant factors may be considered. Such involuntary transfers and reassignments cannot be for disciplinary purposes. The Board and/or the administration reserves the sole right and decision to make transfers and reassignments under this Article.

C. Reassignment

A list of open positions in the school district shall be made available to all secretaries being involuntarily transferred or reassigned. Such secretaries may request consideration for appointment to a position or positions in order of preference.

ARTICLE XI  
EVALUATIONS

A. General Criteria

1. Open Evaluation

All monitoring or observation of the work performances of a secretary shall be conducted openly and with full knowledge of the secretary.

2. Copies of Evaluation

A secretary shall be given a copy of any evaluation report prepared by the evaluator at least one day before any conference to discuss it. No such report shall be submitted to any central office, placed in the secretary's file, or otherwise be acted upon without prior conference with the secretary

B. Procedure

1. ~~Non-tenured~~ All secretaries shall be evaluated at least once each per year. ~~Tenured secretaries shall be evaluated from time to time as deemed necessary or as requested by the Board.~~

2. Each evaluation may include:  
a. strengths;

- b. weaknesses;
  - c. specific suggestions for improvement in areas wherein weaknesses have been noted.
- 3. It is required that the written evaluation with results be discussed with the secretary.
  - 4. The secretary evaluated will be given an opportunity to write on the evaluation form any objections to or disagreements with the evaluator's written report.
  - 5. The secretary evaluated will sign the evaluation form, and date same to indicate that it has been seen and reviewed. A statement may be added by the secretary which indicates that the evaluation is not agreed to, in part or in whole.
  - 6. Copies of each form will be given to the secretary evaluated, and sent or given to the Superintendent of Schools, on or before the due date.
  - 7. Utilization of other administrators, supervisors and/or other secretaries/clerks, to help improve those who wish to be helped, will be an integral part of the evaluation process. A record of such support and assistance will be kept, and affixed to the evaluation report.

## ARTICLE XII SEPARATION BENEFIT

A secretary with fifteen (15) years of service in the district shall, upon leaving, be reimbursed for unused accumulated sick days at \$37 per day to a maximum of 175 days as of June 30<sup>th</sup>, ~~grandfathering those who have already accumulated more than 175 days as of June 30, 2006. Upon a voluntary quit unused vacation shall be paid at the rate of 50%. Upon **voluntary quit**, a reduction in force, retirement or death, unused vacation shall be paid at the following rate of pay:~~**fifty percent (50%).**

~~Separation by June 30, 2011 — 75% —~~  
~~Separation by June 30, 2012 —~~  
~~and thereafter — 50%~~

## ARTICLE XIII FULLY BARGAINED PROVISIONS

This Agreement represents and incorporates the complete and final understanding and settlement by the parties of all bargainable issues which were or could have been the subject of negotiations. During the term of this Agreement, neither party will be required to negotiate with respect to any such matter, whether or not covered by this Agreement,

and whether or not within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

ARTICLE XIV  
SEPARABILITY AND SAVINGS

If any provision of this Agreement or any application of this Agreement to any secretary or group of secretaries is held invalid by operation of law or by an administrative agency, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

ARTICLE XV  
MISCELLANEOUS PROVISIONS/REPRESENTATION FEE

- A. Copies of this Agreement shall be posted on the district website.
- B. This Agreement shall remain in effect from July 1, 2011 to June 30, 2014.
- C.
  - 1. If an employee does not become a member of the Association during any membership year which is covered in whole or in part by this Agreement, said employee will be required to pay a representation fee to the Association for that membership year. The purpose of this fee will be to offset the employee's per capita cost of services rendered by the Association as majority representative.
  - 2. Prior to the beginning of each membership year, the amount of said representation fee shall be certified to the Board by the Association, which amount shall not exceed eighty-five percent (85%) of the regular membership dues, fees and assessments charged by the Association to its own members.
  - 3. Once during each membership year covered in whole or in part by this Agreement, the Association will submit to the Board a list of those employees who have not become members of the Association for the then current membership year. The Board will deduct the representation fee in equal installments, as nearly as possible, for the paycheck paid to each employee of the aforesaid list during the remainder of the membership year in question.
  - 4. The employer shall remit the amount deducted to the Association monthly, on or before the 15<sup>th</sup> of the month following the month in which such deductions were made.

5. These deductions will commence on the next month following the new employee's successful completion of the required probationary period.
6. The Association shall establish and maintain at all times a demand and return system as provided by N.J.S.A. 34:13A-5.5© and 5.6 and membership in the Association shall be available to all employees in the unit on an equal basis at all times. In the event the Association fails to maintain such a system or if membership is not so available, the employer shall immediately cease making such deductions.
7. The Association shall indemnify and hold the employer harmless against any and all claims, demands, suits, and other forms of liability including liability for reasonable counsel fees and other legal costs and expenses that may arise out of, or by reason of any action taken or not taken by the Board in conformance with this provision.

#### ARTICLE XVI SENIORITY

Seniority is defined as continuous service in the Newton Educational Secretaries Association (NESA). Service begins with the date hired into NESA.

##### A. Reduction in Force

1. A seniority list shall be provided to the Association by November 1<sup>st</sup> annually and at the time of a contemplated Reduction in Force (RIF).
2. Any reduction of positions shall be accomplished in the *following manner*:
  - a. *Employees* shall exercise seniority to replace a less senior employee in the same job classification. If there is no less senior employee in the job category, they shall replace a less senior employee in a similar job within the unit.
  - b. In the event that a vacancy occurs, a laid-off employee shall be entitled to recall thereto in the order of her/his seniority.

c. Notice of recall to work shall be addressed to the employee's last known address appearing on the records of the school district, by certified mail, return receipt requested. Within seven (7) days from receipt of such notice of recall, the employee shall notify the Board of Education, in writing, whether or not she/he desires to return to the work involved in the recall.

d. Employees on the recall list shall be permitted to reject one job offering within her/his job, shift, hours and days category of work.

e. Job offerings not within the same job, shift, hours, and days category of work shall be offered to individuals on the recall list. Acceptance of such a position shall not affect her/his status on the recall list for her/his last position.

f. Seniority shall be accumulated during the period of layoff. Upon recall, employees shall have their accumulated seniority restored to the date of layoff.

g. Recalled employees shall have all benefits restored in accordance with their accumulated seniority, including but not limited to vacation eligibility, step on guide, etc.

h. An employee shall only lose school district seniority if she/he resigns or is discharged for cause, irrespective of whether she/he is subsequently rehired by the school district.

IN WITNESS WHEREOF, the said parties have hereunto set their hands and seals this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

Attest:

\_\_\_\_\_  
DONNA C. SNYDER, Board Secretary

The Board of Education of the  
Town of Newton

BY: \_\_\_\_\_  
Stella Dunn, Board President

Attest:

\_\_\_\_\_  
KAREN VEALEY, Negotiations Chair

The Newton Educational Secretaries  
Association

BY \_\_\_\_\_  
CHERYL ROSS, Co-President



# SALARY GUIDE

2014-2015

Everyone remains frozen on 2013-2014 Step

Administrative stipend eliminated by adding to 13-14 salary base

STEP	SALARY
1	\$ 31,774
2	\$ 32,374
3	\$ 33,069
4	\$ 33,899
5	\$ 34,769
6	\$ 35,651
7	\$ 36,501
8	\$ 37,395
9	\$ 38,285
10	\$ 39,175
11	\$ 40,274
12	\$ 41,334
13	\$ 42,394
14	\$ 43,454
15	\$ 44,514
16	\$ 45,574
17	\$ 46,634
18	\$ 47,584
19	\$ 48,545
20	\$ 49,921
21	\$ 51,413
22	\$ 53,619
23	\$ 55,448

## SALARY GUIDE

2015-2016

Everyone remains frozen on 2013-2014 Step

Administrative stipend eliminated by adding to 13-14 salary base

STEP	SALARY
1	\$ 32,637
2	\$ 33,237
3	\$ 33,932
4	\$ 34,762
5	\$ 35,632
6	\$ 36,514
7	\$ 37,364
8	\$ 38,258
9	\$ 39,148
10	\$ 40,038
11	\$ 41,137
12	\$ 42,197
13	\$ 43,257
14	\$ 44,317
15	\$ 45,377
16	\$ 46,437
17	\$ 47,447
18	\$ 48,447
19	\$ 49,408
20	\$ 50,784
21	\$ 52,276
22	\$ 54,482
23	\$ 56,311

## SALARY GUIDE

2016-2017

Everyone remains frozen on 2013-2014 Step

Administrative stipend eliminated by adding to 13-14 salary base

STEP	SALARY
1	\$ 33,520
2	\$ 34,120
3	\$ 34,815
4	\$ 35,645
5	\$ 36,515
6	\$ 37,397
7	\$ 38,247
8	\$ 39,141
9	\$ 40,031
10	\$ 40,921
11	\$ 42,020
12	\$ 43,080
13	\$ 44,140
14	\$ 45,200
15	\$ 46,260
16	\$ 47,320
17	\$ 48,380
18	\$ 49,330
19	\$ 50,291
20	\$ 51,667
21	\$ 53,159
22	\$ 55,365
23	\$ 57,194

Newton Board of Education								
SECRETARY SALARIES FOR 2014/2015								
Start Date	Last Name	First Name	School	Months	Step	14-15 Salary	Longevity	Total 14-15
8/16/1999	ROSS	CHERYL	CST	12	23	55,448	\$ 500	\$ 55,948
9/1/2006	D'ALESSANDRO	ANNETTE	CST	12	12	41,334		\$ 41,334
								\$ -
4/12/1999	DEGARMO	DONNA	MAS	12	2	32,374	\$ 1,000	\$ 33,374
8/1/2011	LAUX-PIERCE	LAURA	MAS	12	13	42,394		\$ 42,394
1/8/2013	TREMAIN,	RACHEL	MAS	12	2	32,374	\$ 500	\$ 32,874
								\$ -
9/1/2013	OWENS	NANCY	HMS	12	2	32,374	\$ -	\$ 32,374
7/1/2010	VEALEY	KAREN	HMS	12	3	33,069	\$ 1,000	\$ 34,069
								\$ -
9/27/2006	CASTLE	KATHERINE	NHS	12	3	33,069		\$ 33,069
12/10/1998	SCHETZINA	DARIA	NHS	12	19	48,545	\$ 1,000	\$ 49,545
9/1/2009	HUBER	LISA	NHS	12	4	33,899		\$ 33,899
12/8/2003	VANLUVENDER	RICHELLE	NHS	12	10	39,175	\$ 500	\$ 39,675
1/15/1997	ZVIRBLIS	CAROLEE	NHS	12	6	35,651	\$ 1,000	\$ 36,651

BOARD OF EDUCATION  
Newton, NJ  
MINUTES OF THE REGULAR MEETING OF JUNE 17, 2014

Ms. Dunn, Board President, called the meeting to order at 7:00 PM in the Board Office at 57 Trinity Street, Newton, NJ, noting in the opening statement that the notice of this meeting was sent to the New Jersey Herald, the Star Ledger, and the Town Clerk of Newton on May 14, 2014, and appropriately posted. The notice requirements of the Open Public Meetings Act have been satisfied.

OPENING

Members Present: Mr. Caffrey, Ms. Cooke, Ms. Dunn, Ms. Egner, Mr. Fancher, Ms. Faye, Mr. Goldschmidt, Mr. Heckman, Ms. Larson, Mr. Morris, Mrs. Thomas and Dr. Greene.

ROLL CALL

Members Absent: None

Also Present: Donna C. Snyder

There were no public comments.

PUBLIC  
COMMENTS

Town Council—Ms. Thomas reported that there are properties being sold, some awards, ordinances, Gardner Avenue well, senior citizen housing.

COMMITTEE RPTS.

Andover

SENDING  
DISTRICTS

- Mr. Fancher reported that Andover is continuing the search for a principal.
- Gas project funding is finalized.

Green

SUPT.'S REPORT  
ED. HIGHLIGHTS

- Ms. Cooke stated that Green's Board has not had a meeting since her last report.
- Student and Staff Presentations

--FFA—Mr. Pede thanked the Board for their support. He introduced the new FFA President.

--French Exchange—Ms. Legon and three of her students showed photos and described their experiences with the host families during their trip to France.

1. Lunch Program—Ms. Snyder stated the following is occurring with the food service program:

SBA/BS REPORT

- a. Andover inventory lists and timing of removal of materials agreed upon.
  - b. Schedule A will be amended to remove Andover Sites as of July 1.
  - c. Schedule A will be amended to add opportunity for breakfast or lunch to be
  - d. Sodexo's amended agreement, with Andover removed, is on this agenda.
- A full RFP for foodservice will be issued next Spring.

2. Bus Purchase—Ms. Snyder reported that there is an opportunity to purchase a bus from Lenape Valley and she is recommending that the BOE take advantage of it. Lenape was going to trade in their 2006, 39-passenger school bus and the two districts were able to work out numbers that will be mutually beneficial.

3. Final Bill List—Ms. Snyder informed the Board that the June 30<sup>th</sup> bill list will be larger than usual due to the earlier Board Meeting and late school closing.

4. Capital Reserve Account—Ms. Snyder informed the Board that we are still considering two small projects that may come out of this year's budget – additional lockers at HMS and some shades at NHS. Ms. Snyder stated that it had been an unusual year with a significant increase in out of district tuitions, homeless students and a harsh winter, so we were anticipating higher expenditures and were experiencing slight lower revenues than projected. Ms. Snyder explained that a recent State Agency determination moved the responsibility for tuition costs for the entire school year from Newton to the State of New Jersey for four out of district students, and that all of that money will roll into Capital Reserve for a future project.

Motion by Ms. Larsen, seconded by Ms. Egner, to adjourn to Executive Session for Donaldson Hearing, to reconvene to Regular Session.

DONALDSON  
HEARING

Carried unanimously by a roll call vote of the 11 member Board.

The Regular Meeting resumed at 9:24 PM.

Mrs. Dunn asked if there was a motion as a result of the Donaldson Hearing?

Motion by Ms. Larsen, seconded by Ms. Faye, to appoint Ken Aulicino as Newton High School Math Teacher for the 2014-15 school year at Step A2, \$51,700.

Motion did not carry with the following roll call vote of the 11 member Board:

Roll Call:      Ayes: 5      Nays: 6      Abstention: 0

Motion made by Ms. Egner, seconded by Ms. Cooke, to approve the following:

BOARD BUSINESS

A. Approve the minutes of the following meetings:

Regular Meeting of May 27, 2014  
Executive Session of May 27, 2014  
Special Meeting of June 10, 2014  
Executive Session of June 10, 2014

B. Authorize the secretary to pay bills and warrants Nos. 040326 to 040469 as per bill list dated June 17, 2014 in the amount of \$2,172,556.78, as per Attachment A.

C. Approve the financial reports from the Board Secretary and the Treasurer of School Monies for the month of May, 2014 as on file in the Business Office.

D. Accept the Board Secretary's certification, as attached, (pursuant to NJAC 6:20-2.12(d)) that as of May 31, 2014, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the Board of Education pursuant to NJSA 18A-22-8 & 18A-22-8.1.

E. Pursuant to NJAC 6:23-2.11, certify that as of May 31, 2014, after review of the secretary's financial report (appropriations section) and upon consultation with the appropriate district officials, to the best of our knowledge, no major account or fund has been overexpended in violation of NJAC 6:20-2.12(a) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

F. Approve the line item transfers and 10% report as per Attachment B.

G. Approve the removal of the following outstanding stale checks dated prior to June 30, 2014 from the general and payroll accounts:

<u>General Fund</u>	<u>Payroll Fund</u>
#31953 \$ 10.00	#113140 \$ 57.28
#33803 \$ 16.50	#114218 \$ 39.27
#36041 \$ 225.00	#114274 \$ 68.28
#37763 \$ 50.00	<u>\$164.83</u>
#38615 \$ 31.20	
#38640 \$ 17.49	
#38667 \$1,327.56	
#38888 \$ 400.00	
#39014 \$ 105.00	
#39626 \$ 166.11	
#39480 \$ 96.75	
<u>\$2,445.61</u>	

H. Authorize the Business Administrator to process additional invoices and account transfers for payment for the current fiscal year with Board confirmation at the next regular meeting.

Carried unanimously by a roll call vote of the 11 member Board with the following exceptions:

Ms. Cooke abstained on Board Business Item A, Special Meeting and Executive Session of June 10, 2014

Ms. Fancher abstained on Board Business Item A, Special Meeting and Executive Session of June 10, 2014

Mr. Goldschmidt abstained on Board Business Item A, Special Meeting and Executive Session of June 10, 2014

Mr. Heckman abstained on Board Business Item A, Executive Session #2 of May 27, 2014

Motion made by Mr. Caffrey, seconded by Ms. Egner, to approve the following:

PROGRAM

- A. Approve the following trips for Merriam Avenue School:

<u>Class/Club</u>	<u>Purpose</u>	<u>Location</u>
Grades 4 & 5	Field Trip	Halsted Middle School

- B. Rescind the April 29, 2014 motion to approve the following student teacher at Halsted Middle School from September 3, 2014 to December 23, 2014:

<u>Student</u>	<u>Cooperating Teacher</u>
Rebecca Schulman	John Zwitkowitz

Carried unanimously by a roll call vote of the 9 member Board.

Motion made by Mr. Caffrey, seconded by Ms. Cooke, to approve the following:

- C. Approve the following trips for Newton High School:

<u>Class/Club</u>	<u>Purpose</u>	<u>Location</u>
Multicultural Club	Field Trip	Riviera Maya, Branchville, NJ
Student Council	Field Trip	Kittatinny State Park, Newton, NJ

- D. Approve the following students for homebound instruction in accordance with N.J.A.C.6:14:

Student ID #10362	Grade 10	Effective 5/19/14
Student ID #3400	Grade 11	Effective 5/19/14

- E. Approve the following evaluation rubrics for the 2014-15 school year:

- Danielson Framework for Teaching 2013
- Multidimensional Principal Performance Rubric
- NJDOE Evaluation Leadership Rubric

- F. Approve the list of ESY out-of-district placements for 2014-15 as per Attachment C.

- G. Approve the projected list of out-of-district placements for 2014-15 as per Attachment D.

Carried unanimously by a roll call vote of the 11 member Board.

Motion by Ms. Egner, seconded by Mrs. Thomas to approve the following:

PERSONNEL

- A. Approve Katie Feldman, Kindergarten Teacher at Merriam Avenue School, for a leave of absence effective September 1, 2014 until on or about December 1, 2014.
- B. Approve Julie Budzinski-Flores, 5<sup>th</sup> Grade Teacher at Merriam Avenue School, for an unpaid leave of absence for the 2014-15 school year.
- C. Approve Melissa Deitz, Long-Term Substitute for Julie Budzinski-Flores at Merriam Avenue School, for one week of unpaid leave effective June 16, 2014 through June 20, 2014.
- D. Approve the appointment of Kevin Stanton as Principal of Merriam Avenue School, effective July 1, 2014 at a salary of \$121,000.
- E. Approve Andrea Guillorn as a 4<sup>th</sup> Grade Teacher at Merriam Avenue School, effective September 1, 2014, Step A1, \$51,000.
- F. Approve Kelsey Nelson as a 3<sup>rd</sup> Grade Teacher at Merriam Avenue School, effective September 1, 2014, Step A2, \$51,700.
- G. Approve co-curricular appointments for 2014-15 as per the following:
- |                       |              |
|-----------------------|--------------|
| Merriam Avenue School | Attachment E |
| Halsted Middle School | Attachment F |
- H. Approve Megan O'Mara as a Language Arts Teacher at Halsted Middle School, Step C4 MA, \$59,680, effective September 1, 2014.
- I. Approve Jill Merson as a Long-Term Leave Replacement Reading Teacher at Merriam Avenue School, replacing Julie Budzinski-Flores, for the 2014-15 school year, Step A1, \$51,000.

- J. Approve Melissa Storch as a Long-Term Leave Replacement Kindergarten Teacher at Merriam Avenue School, replacing Katie Feldman, effective September 1, 2014 through December 1, 2014, Step A1, \$51,000, per diem.
- K. Approve the voluntary transfer of Teresa Muzzo from Merriam Avenue School to Halsted Middle School as a Special Education Teacher, effective September 1, 2014.
- L. Approve Theresa Johnson to be paid the Night Foreman Stipend retroactively from April 30, 2014 through June 6, 2014, \$1,000 prorated.
- M. Approve Teacher Assistants at Merriam Avenue School and Halsted Middle School for 2014-15 as per Attachment G.
- N. Approve the following lunchroom aides at Merriam Avenue School for the 2014-15 school year:
  - Yasmin Caruso--\$20/hr. for 360 hours totaling \$7,200
  - Victoria Farrell--\$20/hr. for 180 hours totaling \$3,600

Carried unanimously by a roll call vote of the 9 member Board with the following exceptions:

Mr. Goldschmidt voted "No" on Personnel Item D  
 Mr. Heckman voted "No" on Personnel Item D  
 Ms. Larsen voted "No" on Personnel Item D

Motion by Mr. Caffrey, seconded by Ms. Egner, to approve the following:

- O. Accept the retirement of James Tasker, Principal of Newton High School, effective January 1, 2016.  
  
Mr. Caffrey thanked Mr. Tasker for his service.
- P. Accept the retirement of Kurt Weaver, Athletic Director at Newton High School, effective August 1, 2015.  
  
Ms. Larsen said that she is going to miss Mr. Weaver.
- Q. Approve Edyie Bertoldo and Brian Karns for 22 days of Summer 2014 Athletic Trainer coverage for impact testing, summer practice, and scrimmages for fall sports at their per diem rate.
- R. Approve Patricia Osorio as a Long-Term Leave Replacement Spanish Teacher at Newton High School, replacing Kate Adam, for the 2014-15 school year, Step A1, \$51,000.
- S. Rescind the May 27, 2014 motion to accept the resignation of Melanie Vanni, Part-Time Teacher Assistant at Newton High School, effective May 23, 2014.
- T. Approve Substitutes and Homebound Instructors for 2014-15 as per Attachment I.
- U. Approve Fall Coaches for 2014-15 as per Attachment J.
- V. Approve Summer Staff for 2014-15 as per Attachment K.
- W. Approve Co-Curricular appointments for 2014-15 for Newton High School as per Attachment L.
- X. Approve Teacher Assistants at Newton High School for 2014-15 as per Attachment M.
- Y. Approve School Security Personnel for 2014-15 as per Attachment N.
- Z. Approve Summer Maintenance Personnel for 2014-15 as per Attachment O.
- AA. Approve Alexandra Hathaway as a Math Teacher at Newton High School effective September 1, 2014, Step A1, \$51,000.
- BB. Approve Alexandra Straulina as a Substitute Teacher Assistant for the remainder of the 2013-14 school year.

Carried unanimously by a roll call vote of the 11 member Board.



A. Approve the following resolution:

WHEREAS, N.J.S.A. 18A:20-2 grants the Newton Board of Education the authority to purchase real estate, and;

WHEREAS, the Newton Board of Education has the opportunity to purchase property known as 58 West End Avenue (Block 6.05, Lot 11) adjacent to Newton High School in the Town of Newton, and;

WHEREAS, the Newton Board of Education has budgeted \$258,000 for such purchase in the 2014-2015 school budget which was adopted by the Board of Education at a Public Hearing held on April 29, 2014, and;

WHEREAS, the Newton Board of Education approves the form and terms of the contract (Attachment P) which has been negotiated by Board Counsel and the Board Administration (Superintendent and Board Secretary/Business Administrator) and;

WHEREAS, the attached contract provides for all contingencies and approvals required by the New Jersey Department of Education for the acquisition of real property as required by N.J.A.C. 6A:26-7.1, and;

NOW THEREFORE BE IT RESOLVED that the Newton Board of Education authorizes the Board President and the Board Administration (Superintendent and School Business Administrator/Board Secretary) to execute all documentation and perform all necessary tasks to effectuate the terms of the contract, including, but not limited to, performing all required due diligence and obtaining all necessary approvals to complete the purchase of this property on behalf of the Newton Board of Education.

Carried unanimously by a roll call vote of the 9 member Board with the following exceptions:  
Mr. Heckman voted "No" on Business Item A.

Mr. Fancher stated that he is disappointed that Andover won't have a say in the vote on Board Business Item A. When the land is developed, he does look forward to transparency.

Motion by Mrs. Thomas, seconded by Mr. Caffrey, to approve the following:

B. Approve the following district purchases:

<u>Newton Board of Education</u>	<u>Description</u>	<u>Amount</u>
Ashley Woortman	Tuition Reimbursement 2013-14	\$ 2,278.95
Brian Bennington	Tuition Reimbursement 2013-14	\$ 3,015.44
Elysia Ochs	Tuition Reimbursement 2013-14	\$ 3,015.44
Joanne Nieman	Tuition Reimbursement 2013-14	\$ 2,278.95
Judy Cooper	Tuition Reimbursement 2013-14	\$ 2,278.95
Kate DelVecchio	Tuition Reimbursement 2013-14	\$ 2,855.64
No. Jersey Refrigeration, Inc.	Compressor	\$ 4,500.00
Steve Down	Tuition Reimbursement 2013-14	\$ 3,015.44
Susanna Zwarych	Tuition Reimbursement 2013-14	\$ 2,845.91

<u>Halsted Middle School</u>	<u>Description</u>	<u>Amount</u>
Halsted Middle School	Field Trip Reimbursement	\$ 2,000.00

<u>Special Services</u>	<u>Description</u>	<u>Amount</u>
Apple Education	Computers	\$ 2,094.00

- C. Approve the 2014 bus evacuation drills as per Attachment Q.
- D. Approve district travel expenses as per Attachment R.
- E. Approve the contract with Gabrielle Heller to provide Physical Therapy Services to the Newton Public Schools at a cost of \$85/hr. for the 2014-15 school year as per Attachment S.
- F. Accept grant monies for the Halsted Middle School Wellness Program in the amount of \$2,760 from the Center for Prevention and Counseling/Walking Spree USA for the 2014-15 school year.
- G. Accept a donation to Newton High School in the amount of \$2,000 from Wendy's Corporation and its National High School Heisman Program.

- H. Approve the renewal of a Software Support Agreement with Computer Solutions, Inc. (CSI) to provide human resources, budgetary, payroll and AESOP software support for the 2014-15 school year at a cost of \$9,888.
- I. Authorize the Newton Board of Education to purchase natural gas services through The Alliance for Competitive Energy Services (ACES) Bid.
- J. Approve Delta Dental Plan of New Jersey, Inc. as the dental benefits insurance provider for the 2014-15 school year at the premium rate of \$102.14 per month for teachers and teacher assistants and \$108.08 for all others.
- K. Approve school lunch prices for the 2014-15 school year as per Attachment T.
- L. Approve the 2014-15 athletic schedule as it appears on the Newton High School website.
- M. Approve the following resolution to transfer current year surplus to reserve:

WHEREAS, NJSA 18A:21-2 and NJSA 18A:7G-13 permit a Board of Education to establish and/or deposit into certain reserve accounts at year end, and

WHEREAS, the aforementioned statutes authorize procedures, under the authority of the Commissioner of Education, which permit a Board of Education to transfer anticipated excess current revenue or unexpended appropriations into reserve accounts during the month of June by Board resolution, and

WHEREAS, the Newton Board of Education wishes to deposit anticipated current year surplus into a Capital Reserve account at year end, and

WHEREAS, the Newton Board of Education has determined that up to \$380,000 may be available for such purpose of transfer;

NOW THEREFORE BE IT RESOLVED by the Newton Board of Education that it hereby authorizes the district's School Business Administrator to make this transfer consistent with all applicable laws and regulations.

- N. Approve the Audit Calculation of Maintenance of Effort for the 2013-14 NCLB (No Child Left Behind) Grant as per Attachment U.
- O. Approve the Tuition Contract between the Newton Board of Education and the Andover Board of Education for the 2014-2015 school year as per Attachment V.
- P. Approve the Tuition Contract between the Newton Board of Education and the Green Township Board of Education for the 2014-2015 school year as per Attachment W.
- Q. Approve the regular travel for the Child Study Team for the 2014-15 school year as per Attachment X.
- R. Authorize the School Business Administrator to purchase a 2006 Chevrolet Bluebird 39-Passenger School Bus, VIN #1BABDCKA06F230951, from Lenape Valley Regional High School District, in the amount of \$23,500.
- S. Authorize the School Business Administrator to delete fixed asset items for the 2014-15 school year as of June 30, 2014 per Attachment Y.
- T. Approve an addendum with Sodexo to provide Food Service to Newton Public Schools (District) for the 2014-15 school year with the following changes:

1. FEES

Management Fee—District shall pay Sodexo a Management Fee in an amount equal to Seventy-Four Thousand Five Hundred Dollars (\$74,500.00) per year, payable in ten equal installments of Seven-Thousand Four Hundred Dollars (\$7,450.00), September through June for the 2014-15 contract year. The Management Fee shall be calculated at the end of each Accounting Period during the school year and prorated for any partial Accounting Period. Partial Accounting Period shall be defined as a period of time less than one (1) month.

2. GUARANTEE

District and Sodexo shall work together to ensure a financially sound operation and shall guarantee financial results for the 2014-15 school year as follows:

Surplus Guarantee—Sodexo guarantees that District shall receive a Surplus of Twelve-Thousand Six Hundred Ninety-Two Dollars (\$12,692.00) for the 2014-15 school year. If the actual Surplus for the Food Service Program falls short of the aforementioned amount, Sodexo shall pay the difference to District in an amount not to exceed One Hundred Percent (100%) of Sodexo's annual Management Fee. Sodexo reserves the right to recover any such reimbursement made during the current contract year from that year's Surplus on a monthly basis.

- U. Approve Parette Somjen to provide Professional Services related to site analysis of District properties at a cost of \$2,900 as per Attachment Z.

Carried unanimously by a roll call vote of the 11 member Board.

Life Skills Work Program—Mr. Caffrey's company has been a participating business. They will be hiring a student for the summer. Very rewarding for the student and the business.

OLD BD. BUSINESS

Indoor Snack Stand—Ms. Larsen asked about the plan. Ms. Snyder said she would look into it.

Newton Day—Ms. Dunn thanked everyone for giving time on Saturday at Newton Day.

School Choice—Ms. Thomas asked about status. There are three choice students for Newton. The deadline has passed.

District Calendar—Ms. Dunn said there was a conflict between the Senior Awards and a Band Concert and asked that some more attention be given to avoiding scheduling conflicts. She would also like to see the calendar on all three school sites.

French Club & FFA Presentations—Mr. Caffrey said he is so impressed by the student presentations at the meeting tonight.

NEW BD. BUSINESS/  
OPEN DISCUSSION

Elementary Band and Chorus—Ms. Dunn was impressed by the concerts and can see a bright future for the music programs.

Prom—Ms. Larsen expressed her appreciation to Mr. Christian and the Class of 2014; she said it was fabulous.

HMS Family Night—Ms. Larsen and Ms. Faye said how great it was to see and hear feedback.

Board Self Evaluation—Ms. Dunn said it is open on the website and asked members to logon and complete it.

Project Launch Food—Ms. Dunn asked if we could work with Project Launch to provide healthier snacks.

Mr. Fancher left the meeting at 9:56 PM.

This public session is designed for members of the public to speak on issues for Board consideration. By law, the Board of Education is under no obligation to respond to public comment. If the Board of Education chooses to respond, it does not waive its right thereafter not to respond. Please identify yourself and spell your last name.

PUBLIC COMMENTS

Mr. Dunleavy spoke about his experience substituting at Halsted.

There was a short break from 7:58-8:05 PM.

This public committee meeting is designed for the Board of Education to discuss issues that may appear on future board agendas. Please consider that an individual employee's terms and conditions of employment cannot be discussed prior to that employee being given proper notice.

COMMITTEE OF  
THE WHOLE

There were no discussions.

Motion by Mr. Caffrey, seconded by Ms. Larsen, to adjourn to Executive Session at 10:05 PM  
To discuss Negotiations (NAA), Personnel (Superintendent's Evaluation), and Legal Matters  
(Sending-Receiving), to reconvene afterward.

EXECUTIVE  
SESSION

Carried unanimously by a roll call vote of the 11 member Board.

Mr. Heckman left the meeting at 10:18 PM.

The Regular Meeting resumed at 10:32 PM.

Motion by Ms. Larsen, seconded by Mr. Caffrey, to approve the following:

BUSINESS (CONT'D)

- V. Approve the ratification of the negotiated agreement between the Newton Administrators Association (NAA) and the Newton Board of Education for the period of July 1, 2014 through June 30, 2017 as per Attachment AA.

Carried unanimously by a roll call vote of the 9 member Board.

Motion by Mr. Caffrey, seconded by Ms. Larsen, to approve the following:

PERSONNEL (CONT'D)

- CC. Approve the Superintendent's Evaluation, as reviewed and discussed in Executive Session at the June 17, 2014 Board Meeting, to be placed in the Superintendent's personnel file.
- DD. WHEREAS Dr. G. Kennedy Greene has achieved four of the five 2013-14 merit goals, the Board of Education authorizes the submission of proof of achievement of the goals (Attachment H) to the Executive County Superintendent, and payment of the merit awards in the amount of \$18,366 subsequent to approval of the County Office. It should also be noted that the Department of Education has delayed merit pay related to Goal #1, School Performance Reports, as testing results will not be issued until July.
- EE. Approve Administrator's salaries for the 2014-15 school year as per Attachment BB.

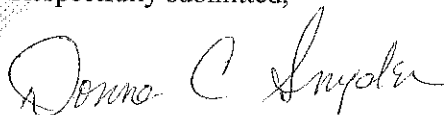
Carried unanimously by a roll call vote of the 11 member Board.

Ms. Egner thanked the entire Board for their work on the evaluation process.

Motion by Ms. Cooke, seconded by Mrs. Thomas, that the meeting would adjourn at 10:36 PM. There was no opposition.

ADJOURN

Respectfully submitted,



Donna C. Snyder  
School Business Administrator/Board Secretary