

FOREWORD

The Oxford Township Board of Education has authorized the Chief School Administrator to promulgate administrative regulations except where approval by the Board is required by statute or administrative code for the orderly operations of the Oxford Township School District that are binding on all pupils, employees, and visitors to the district.

These administrative regulations are intended to give direction to staff members in carrying out Board policies, statutory mandates, and contractual obligations. The operations directed by these regulations should be efficient, amenable to assessment, and considerate of the needs and rights of pupils and employees. Any suggestions for additions or improvements that help attain these objectives are welcome.

These regulations apply to the entire school district. The Principal may establish additional rules as necessary to apply these regulations to the daily operations of the school, provided that school rules do not exceed the authority set forth in these regulations.

These regulations will be made available to each employee. Employees who violate these regulations are subject to disciplinary action.

**Date:**

**First Adoption: November 16, 1988**

**Review Date: July 22, 2008**

**Revision and Adoption: August 28, 2008**

**Written: November 12, 2010**

**Review Date: November 12, 2010 – December 16, 2010**

**Approval Date: December 16, 2010**

**Review Date: July 21, 2011 -- No Changes**

**Review Date: July 2, 2014**

**Review Date: April 11, 2017**

REGULATIONS: 2000 ADMINISTRATION

Number	Title
Admin1	Evaluation of Superintendent
Admin2	Evaluation of School Business Administrator
Admin3	Rights of Persons With Handicaps or Disabilities/Non-Discrimination
Admin4	Equal Employment Opportunity Complaint Procedure
Admin5	Affirmative Action Program for Employment and Contract Practices/Employment Practices Plan Complaint Procedure
Admin6	Job Descriptions Chief School Administrator/ Superintendent Business Administrator Vice Principal Director of Special Services Teacher Basic Skills Coordinator Secretary Instructional Aide Custodians Guidance Counselor Psychologist Learning Disabilities Teacher-Consultant School Nurse Speech-Language Specialist School Social Worker Anti-Bullying Specialist Anti-Bullying Coordinator

**Oxford Township Board of Education Policy #2000/2010; 2121; 2131**

EVALUATION OF SUPERINTENDENT

A. Frequency of Evaluation

The Superintendent shall be evaluated annually.

B. Evaluation Criteria

1. Job description
2. Annual goals
3. The following criteria as enumerated by the NJSBA. shall also be used:
  - a. Ability to manage;
  - b. Ability to lead;
  - c. Ability to make decisions;
  - d. Ability to communicate;
  - e. Supervision and staff development;
  - f. Responsiveness to others;
  - g. Creativity;
  - h. Ability to maintain an effective educational climate;
  - i. Effective implementation of Board policies and procedures;
  - j. Use of physical and financial resources of the district in a judicious manner;
  - k. Demonstration of a broad knowledge of matters that will aid in effectively managing the school district.

C. Collection and Reporting of Evaluation Data

1. The Committee of the Board shall collect appropriate data to properly evaluate the Superintendent.
2. The Committee of the Board shall appoint not more than three members to collect the data.
3. The Superintendent shall cooperate with the Committee members of the Board designated to collect the data.

D. Preparation of Written Evaluation Report

1. The Committee of the Board shall in a committee session consider all of the collected data.
2. The Committee of the Board shall discuss the data and evaluate the Superintendent based on the evaluation criteria as described in B. above.
3. The Committee of the Board shall designate one individual to prepare a draft of the written evaluation document.
4. The Committee of the Board shall review the draft evaluation document and determined required revisions.
5. The Committee of the Board shall by majority vote approve the evaluation document and have it approved by a majority vote of the Board.

E. Conduct of Annual Performance Conference

1. The Committee of the Board shall conduct the evaluation conference.
2. The chairperson of the Committee of the Board shall chair a private session of the Committee, at which the Superintendent is present, at which the conference is conducted.
3. The Superintendent shall have the right to discuss the evaluation with the Committee of the Board and file any exceptions to the evaluation in writing.
4. Any exceptions filed by the Superintendent shall be included with any copy of the Board's evaluation.

**Oxford Township Board of Education Policy #2000/2010; 2121; 2131**

EVALUATION OF SCHOOL BUSINESS ADMINISTRATOR

A. Frequency of Evaluation

The Superintendent will evaluate the performance of the School Business Administrator annually, no later than June 1, or more frequently as the Superintendent deems necessary.

B. Purpose

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

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

C. Evaluation Criteria

1. Criteria for the evaluation of the School Business Administrator will be based upon the job description and will relate directly to each of the tasks described. Each criteria will be brief and will focus on a major function of the position, be based on observable information rather than factors requiring subjective judgment, and be written in a consistent format.
2. The Board shall develop and approve criteria for the evaluation which will be reviewed as necessary and as requested by the School Business Administrator but not less than annually, and upon any revision of the School Business Administrator's job description. Any proposed revision of the evaluation criteria will be provided to the School Business Administrator for comment before its adoption, and a copy of the adopted revision shall be provided to the School Business Administrator within ten working days of its adoption.
3. On or about April 1, the Superintendent will complete a written evaluation of the School Business Administrator.

4. Upon completion, the Superintendent will provide a copy of the evaluation to the School Business Administrator.
5. The Superintendent and School Business Administrator will meet for an Annual Summary Conference to discuss the evaluation, establish a plan for performance, improvement, and growth.
6. An opportunity will be provided for the School Business Administrator to enter performance data not included in the annual performance report and to respond to any commentary in the written evaluation.

D. Collection and Reporting of Evaluation Data

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

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

E. Preparation of Written Evaluation Report

An annual written performance report shall be prepared, no later than June 1, by the Superintendent. The report will include, but need not be limited to:

1. Performance areas needing improvement;

2. A plan for professional growth and development; and
  3. Provision for performance data not included in the report which may be entered into the report by the School Business Administrator within ten working days after the completion of the report.
- F. Conduct of Annual Performance Conference
1. An annual summary conference with the School Business Administrator will be conducted by the Superintendent before the annual performance report is filed.
  2. The conference shall include but need not be limited to:
    - a. A performance review based upon achieving and implementing, as applicable, the district's goals, program objectives, policies, priorities, and statutory requirements;
    - b. A review of the most recent audit report; and
    - c. Growth toward the performance objectives established in the previous performance conference.
  3. The purpose of the annual performance conference shall be to provide a total review of the year's work, to identify strategies for improvement where necessary, to recognize achievement and good practice, and to specify a plan for professional growth and development. Adequate time shall be allotted for the conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.
  4. The annual performance report will be signed by the Superintendent at the time of the annual performance conference and by the School Business Administrator within ten working days of that conference. It will be filed in the School Business Administrator's personnel file, and a copy will be provided to him/her.
  5. It will be the duty of the School Business Administrator to implement the plan for professional growth as prepared; his/her failure to do so may result in disciplinary action up to and including certification of tenure charges.

RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/  
NON-DISCRIMINATION Policy #2224 *et al.*

It is the policy of the Oxford Township Board of Education that no qualified handicapped/disabled person shall, on the basis of handicap/disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity or vocational opportunities sponsored by this Board. The Board shall comply with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Board shall also comply with the Individuals with Disabilities Education Act through the implementation of Policy No. 4112.12; 4211.1; 2224; 5145; and 6145.

**DEFINITIONS**

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

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

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

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



that is treated by a recipient as constituting such a limitation; (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment, or (3) has none of the impairments defined above, but is treated by a recipient as having such an impairment. (34 CFR sec. 104.3(j)(2)(iv))

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

Qualified Handicapped/Disabled Person - means:

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

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

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

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

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

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

"Board of Education" means the Board of Education of the Oxford Township School District.

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

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

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

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

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

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

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

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

"School district" means the Oxford Township School District.

### **District Coordinator**

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

### **Notice**

The Board shall notify members of the community, applicants, including those with impaired vision or hearing, and unions/associations within the school district, that the Board of Education does not discriminate on the basis of handicap/disability in violation of §504 or the Americans with Disabilities Act. This notice may include any of the following methods: the posting of notices, publication in local newspapers and magazines and/or distribution of memoranda or other written communications. The policy and regulation may be reprinted in part or in full and distributed to serve as adequate notice.

### **State or Local Law**

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

## **EMPLOYMENT PRACTICES**

### **Discrimination Prohibited**

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

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

1. Recruitment, advertising, and the processing of applications for employment;
2. Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring;
3. Rates of pay or any other form of compensation and changes in compensation;
4. Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
5. Leaves of absences, sick leave, or other leave;
6. Fringe benefits available by virtue of employment, whether or not administered by the Board of Education;
7. Selection and financial support for training including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absences to pursue training;
8. Employer sponsored activities, including social or recreational programs; and
9. Any other term, condition, or privilege of employment.

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

#### Reasonable Accommodation

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

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

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

#### Employment Criteria

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

#### Pre-employment Inquiries

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

When the Board of Education is taking remedial action to correct effects of past discrimination or to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity, as provided for in the Rehabilitation Act, or when the Board is taking affirmative action pursuant to §504 of the Rehabilitation Act, the Board may invite applicants for employment to indicate whether and to what extent they are handicapped/disabled. This is permitted provided the Board states clearly on a written questionnaire or makes clear

orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts and the Board states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide information will not subject the applicant or employee to any adverse treatment, and that the information will only be used in accordance with this part of the Regulation and applicable section of the Rehabilitation Act.

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

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

#### Complaints About Employment Discrimination

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

#### Grievance Procedure - Employment

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

1. The aggrieved individual shall file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the compliance officer.

2. The District Coordinator shall make all reasonable efforts to resolve the matter informally by having the aggrieved individual review the complaint with his/her immediate supervisor.
3. The immediate supervisor shall render a determination to the aggrieved individual within five working days after hearing the complaint. If such complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the next level of appeal.
4. Within three working days after a determination has been made at the preceding stage, the aggrieved individual may present the complaint in writing to the intermediate supervisor, if such there be, who shall orally discuss the complaint with the aggrieved individual. The intermediate supervisor shall render a determination in writing to the aggrieved individual within seven working days after receiving the complaint. If such complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the next level of appeal.
5. Within three working days after a determination has been made by the intermediate supervisor, the aggrieved individual may make a written request to the compliance officer for review and determination.
6. The District Coordinator shall immediately notify the individual, immediate supervisor, and intermediate supervisor in the case to submit written statements to him/her within five working days setting forth the specific nature of the complaint, the facts relating thereto, and the determinations previously rendered.
7. The District Coordinator shall notify all parties concerned in the case of the time and place when an informal hearing will be held where the parties may appear and present oral and written statements supplementing their position in the case and the manner in which the hearing will be conducted. Such hearing shall be held within seven working days of receipt of the written statements pursuant to paragraph 5.
8. The District Coordinator shall render a determination within twelve working days after the written statements pursuant to paragraph 5 have been presented to him/her, or five working days after the completion of the informal hearing. The District Coordinator will provide a written copy of his/her determination to all parties.

9. The aggrieved individual may appeal the determination of the District Coordinator to the Board within three working days of the receipt of the compliance officer's determination. The appeal shall be in writing and attached to copies of the original complaint, the minutes of the informal hearing, and the written determination of the District Coordinator. The Board or a committee thereof may, in its discretion, convene a hearing at which the parties may present additional testimony and argument.
10. Within forty-five calendar days of the filing of appeal, the Board shall provide both parties with a written decision.
11. If the complaint has not been satisfactorily resolved in the above stages, the aggrieved individual may appeal in writing directly to the Office of Civil Rights.

## **FACILITIES**

### Discrimination Prohibited

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

### Existing Facilities

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



### New Construction

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

### Complaints About Accessibility of Facility

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

#### Grievance Procedure - Facilities

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

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

5. The aggrieved individual may appeal the determination of the District Coordinator to the Board within three working days of the receipt of the District Coordinator's determination. The appeal shall be in writing and attached to copies of the original complaint, the minutes of the informal hearing, and the written determination of the compliance officer. The Board or a committee thereof may, in its discretion, convene a hearing at which the parties may present additional testimony and argument.
6. Within forty-five calendar days of the filing of appeal, the Board shall provide both parties with a written decision.
7. If the complaint has not been satisfactorily resolved in the above stages, the aggrieved individual may appeal in writing directly to the Office of Civil Rights.

### **EDUCATIONAL PROGRAM**

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

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

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

#### **Location and Notification**

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

### Free Appropriate Public Education

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

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

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

### Educational Setting

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

### Evaluation and Placement

The Board of Education establishes standards and procedures for the evaluation and placement of pupils who, because of handicap/disability, need or are believed to need special education or related services through Policy No. 6171.4. Individuals qualifying under §504 shall be evaluated using the following procedures:

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

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

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

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

### Section 504 Accommodation Plan

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

1. Name.
2. Date of Birth.
3. Current educational placement.
4. Name of the District Coordinator or designee preparing the Section 504 Accommodation Plan.
5. Handicapping/Disabling condition.
  - a. Major life activity impaired.
  - b. Educational impact.
  - c. Impact on related educational progress.
6. Accommodation (as appropriate).
  - a. Physical and learning environment.
  - b. Instructional.
  - c. Behavioral.
  - d. Evaluation.
  - e. Medical.
  - f. Transportation.
  - g. Other.
7. Location of the Accommodation

8. A listing of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
9. A certification by the parent(s) or legal guardian(s) of the pupil that they have participated in the development of the plan and give their consent to its implementation.
10. A waiver of the fifteen days notice prior to the implementation of the plan by the parent(s) or legal guardian(s) if the plan is to be implemented sooner than the fifteen days.

#### Procedural Safeguards

The school district will establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap/disability, need or are believed to need special education or related services, a system of procedural safeguards that includes notice, an opportunity for the parent(s) or legal guardian(s) of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parent(s) or legal guardian(s) and representation by council, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 *et seq.* and Policy No. 6171.4 and Regulation and/or the grievance procedures contained herein.

#### Grievance Procedure - Pupils

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

1. The parent(s) or legal guardian(s) of a qualified handicapped/disabled pupil or adult qualified handicapped/disabled pupil who believe the pupil has a valid basis for a grievance under §504, or the American Disabilities Act shall file an informal complaint in writing, stating the specific facts of his/her grievance and the alleged discriminatory act, with the District Coordinator.
2. The District Coordinator shall make all reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff which may include, but not be limited to, the Principal, Child Study Team staff and/or the classroom teacher(s).

3. The District Coordinator will investigate and document the complaint including dates of meetings, dispositions and date of dispositions. The District Coordinator will provide a written reply to the aggrieved individual within seven working days.
4. If the complainant is not satisfied with the District Coordinator's written reply, the complainant must file a formal complaint in writing, setting out the circumstances that give rise to the alleged grievance. This written complaint must be filed with the District Coordinator within three working days.
5. The District Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written grievance. The hearing officer will conduct a hearing within seven working days. The hearing officer will give the parent(s) or legal guardian(s), pupil or adult pupil a full and fair opportunity to present evidence relevant to the issues raised under the grievance. The parent(s) or legal guardian(s), pupil or adult pupil may, at their own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District Coordinator and aggrieved individual within seven working days of the hearing.
6. The complainant may file an written appeal to the Board if not satisfied with the hearing officer's decision. The Board, through the Superintendent, will provide a written disposition of the alleged grievance.
7. The complainant may request Mediation and Due Process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board, or if specifically requested by the parent(s) or legal guardian(s), or adult pupil the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedure must be followed.

#### Nonacademic Services

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

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

### **MISCELLANEOUS**

#### Provisions Applicable to All Grievance Procedures

1. If the same or substantially the same grievance is made by more than one individual, a single individual may process the grievance through the grievance procedure on behalf of all aggrieved individuals. The names of all aggrieved individuals shall appear on all documents related to the settlement of the grievance.
2. An aggrieved individual may be represented or accompanied at any time by a person chosen by the individual.
3. An employee may use personal leave time when it becomes necessary to process a grievance during work hours.
4. A grievance that arises late in the school term will be submitted to an expedited process in order that the grievance may be resolved as soon after the school term as possible.
5. There will be no reprisal of any kind taken against any aggrieved individual for participation in a grievance.
6. All documents, communications, and records regarding the processing of a grievance will be filed in a separate file and will not be kept in the personnel or pupil file.



EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE Policy #2224

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of state and federal laws and Policy No. 2224 and 4111.12, guaranteeing “equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. “Board of Education” means the Board of Education of the Oxford Township School District.
2. “Complaint” means an alleged discriminatory act or practice.
3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.
5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of state and federal laws and Policy No. 2224 and 4111.12.
6. “School district” means the Oxford Township School District.

C. Procedure

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

6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint,
  - b. The response to the complaint,
  - c. The Superintendent's decision,
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
  - a. Commissioner of Education  
Division of Controversies and Disputes  
New Jersey State Department of Education  
225 West State Street  
Trenton, New Jersey 08625  
Telephone: (609) 292-5705 or the

- b. New Jersey Division on Civil Rights  
1100 Raymond Boulevard  
Newark, New Jersey 07102  
Telephone: (973) 648-2700

D. Record

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

AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND  
CONTRACT PRACTICES/EMPLOYMENT PRACTICES PLAN  
COMPLAINT PROCEDURE Policy # 2224

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for district employment the opportunity to appeal an alleged violation of the district's Affirmative Action Plan for employment and contract practices, as set forth in Policy 2224 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified handicapped person, shall, on the basis of handicap, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified handicapped persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this district accords to information about individual teaching staff members.

B. Definitions

1. "Board of Education" means the Board of Education of the Oxford Township School District.
2. "Complaint" means an alleged violation of the district's Affirmative Action Plan or Policy.
3. "Complainant" means a teaching staff member who alleges a violation of the district's Affirmative Action Plan or Policy 2224.

ADMINISTRATION  
Admin 5/page 2 of 4  
Affirmative Action Program for Employment and  
Contract Practices/Employment Practices  
Plan Complaint Procedure

4. “Day” means a working or calendar day as identified.
  5. “School district” means the Oxford Township School District.
  6. “Violation” means the failure of a district official or employee to take the positive steps outlined in Policy 2224 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of district employment practices and/or to correct the results of past discrimination.
- C. Procedure
1. A complainant who believes that he/she has been harmed or adversely affected by a failure to enforce the district’s Affirmative Action Plan for employment and contract practices shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
  2. If the matter is not resolved to the satisfaction of the complainant within fifteen working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
    - a. The complainant’s name and address,
    - b. The specific failure to act that the complainant complains of,
    - c. The school officer or employee, if any, responsible for the alleged violation of the Affirmative Action Plan,
    - d. The results of discussions conducted in accordance with paragraph C1, and
    - e. The reasons why those results are not satisfactory.
  3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than ten working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.

ADMINISTRATION  
Admin 5/page 3 of 4  
Affirmative Action Program for Employment and  
Contract Practices/Employment Practices  
Plan Complaint Procedure

4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within five working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than fifteen working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than thirty working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board of Education.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than five working days after receipt of the Superintendent's decision. The appeal will include:
  - a. The original complaint,
  - b. The response to the complaint,
  - c. The Superintendent's decision,
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.

ADMINISTRATION  
Admin 5/page 4 of 4  
Affirmative Action Program for Employment and  
Contract Practices/Employment Practices  
Plan Complaint Procedure

9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
  - a. Commissioner of Education  
Division of Controversies and Disputes  
New Jersey State Department of Education  
225 East State Street  
Trenton, New Jersey 08625-0500  
Telephone: (609) 292-5705 or the
  - b. New Jersey Division on Civil Rights  
31 Clinton Street  
Newark, New Jersey 07102  
Telephone: (973) 648-2700

D. Record

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



JOB DESCRIPTIONS

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

**TITLE:** CHIEF SCHOOL ADMINISTRATOR

**QUALIFICATIONS:**

1. Valid New Jersey School Administrator Certificate or eligibility
2. Central office, school administration and teaching experience as determined by the board.
3. Demonstrated success with curriculum, personnel management, school finance and strategic planning
4. Strong leadership and communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Board of Education

**SUPERVISES:** Every district employee

**JOB GOAL:** To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education.

**TERMS OF EMPLOYMENT:** Twelve months. Appointed for a period of 3-5 years. Serves in accordance with the terms of the contract between the board and the superintendent.

**SALARY:** to be determined by the board.

**EVALUATION:** Performance of this job will be evaluated annually by April 30 in accordance with state law, administrative code, and the board's policy on evaluation of the superintendent

**SCOPE OF RESPONSIBILITY:**

Leadership and management responsibilities of the superintendent shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be assigned by the board. The chief school administrator may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

**PERFORMANCE RESPONSIBILITIES:**

**A. Instructional Leadership:**

1. Ensures that a system of thorough and efficient education, as defined in state law and code is available to all students.
2. Ensures that the goals of the school system are reflected in its educational program and operations.
3. Provides for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives, and a quality assurance report to the public.
4. Reviews with staff all curriculum guides and courses of study annually in accordance with a board adopted evaluation schedule. Recommends, for board adoption, curricula, courses, textbooks and time schedules.
5. Ensures implementation and evaluation of all board-approved written curriculum for all subjects and inclusion of mandated programs and state core curriculum content standards.
6. Provides for curriculum articulation among grades and schools in the district and between/among constituent districts in a regional school system or sending-receiving agreement.
7. Encourages staff to develop programs, services and projects that reflect instructional diversity, alternatives and flexibility, while assuring an articulated, consistent education for all students.
8. Ensures the effectiveness of the instructional program by measuring student achievement against state and local standards. Initiates program changes as necessary.
9. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.
10. Seeks out available sources for grant funding to support programs and projects.
11. Keeps professionally current and informed on research-based educational practices.

**B. Personnel Administration:**

1. Mentors staff and demands high performance. Implements sound personnel practices.
2. Directs and supervises the administrative staff and through them all district staff.
3. Develops recruitment and retention procedures to assure well-qualified applicants for professional and nonprofessional positions. Participates in final candidate interviews, as appropriate, and recommends appointment, transfer, renewal and dismissal of all certified and non-certified staff to the board.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Chief School Administrator

4. Ensures that all staff is observed and evaluated annually in accordance with law and established procedures. Recommends certified and non-certified employees for contract renewal and/or tenure appointment.
5. Provides direction and serves as a resource for management representatives in negotiating with employee bargaining units. Supervises administration of collective bargaining agreements.
6. Recommends and implements the district's professional development plan.
7. Ensures that all teaching staff members fulfill continuing professional development and receive in-service training required by state/federal laws. Assumes responsibility for the maintenance of appropriate documentation in a central file and timely submission of all required reports.

C. Financial Management:

1. Ensures that the budget implements the district's goals.
2. Ensures implementation of board financial policies and district procedures.
3. Provide direction to and supervision of school business functions. Encourages development and implementation of sound business practices.
4. Initiates and supervises development of the annual budget, providing opportunity for staff input. Recommends budget and budget priorities for board approval and communicates the educational and monetary impact of the budget to the community.
5. Ensures that the district develops and implements a multi-year (3-5 years) comprehensive maintenance plan.
6. Oversees school facility management to provide safe, efficient and attractive buildings, with strong emphasis on preventative maintenance and custodial care. Ensures annual inspections of each school building for adherence to health and safety codes.
7. Continually assesses business management practices to achieve efficiency.
8. Ensures funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources.

D. Student Services:

1. Ensures that a system of free appropriate special education and/or related services is available to all pupils with educational disabilities.
2. Develops and oversees the delivery of the district's intervention and referral services for pupils who are experiencing difficulties in their classes and who have not been classified as in need of special education.
3. Develops, in consultation with the school physician, a plan for the provision of school nursing services to be adopted by the board.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Chief School Administrator

4. Confers annually with the administrator of each nonpublic school located in the district to plan for nursing services that which may be made available pursuant to law and submits an annual written report to the executive county superintendent.
5. Develops and implements policies and procedures related to missing children and the reporting of allegations of child abuse and neglect.
6. Implements a board-approved program of guidance and counseling services.
7. Ensures access to public education for homeless students in accordance with state and federal law and administrative code.

E. School/Community Relations:

1. Promotes community support of the school. Interprets district programs and services, reports plans, events and activities of interest, and solicits community opinions regarding school and education issues.
2. Presents the district's quality assurance report annually to the community at a regular board of education meeting by October 30 and submits a copy to the executive county superintendent by November 15.
3. Identifies available community resources and linkages to social service agencies that support education and healthy child development.
4. Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction.
5. Maintains contact and good relations with local media.
6. Ensures that district interests will be represented in meetings and activities of municipal and other governmental agencies.
7. Represents the school system and its interests in community organizations, activities and projects.

F. Superintendent-Board Responsibilities:

1. Provides leadership in the implementation of the district's vision, mission, and goals.
2. Prepares and recommends short- and long-range plans for board approval and implements those plans when approved.
3. Attends all regular and special meetings of the board, and participates in professional leadership role. Designates an administrative staff member to serve in his/her absence, when appropriate.
4. Knows board policy and respects the policymaking authority and responsibility of the board.
5. Recommends drafts of new policies or changes to the board. Establishes guidelines and processes for monitoring implementation of board policies.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Chief School Administrator

6. Collects adequate and reliable information before making recommendations and decisions.
7. Prepares, in conjunction with the board president, agenda recommendations relative to all matters requiring board action, including all facts, information, options and reports needed to assure informed decisions. Provides advice and counsel to the board on matters before it.
8. Provides a communication system to keep the board informed of district issues and critical information needed for decision-making.
9. Anticipates potential problems. Recommends policies or courses of staff action.
10. Keeps the board informed regarding development in other districts or at state and national levels that would be helpful to the district.
11. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
12. Fulfills all statutory obligations and implements the education law of the State of New Jersey and the administrative code of the New Jersey Department of Education.
13. Advises the board of its responsibilities under the School Code of Ethics Act. Ensures the adoption of policies and procedures regarding required training for board members and the annual distribution, public discussion, and documentation of the Act and the Code of Ethics for School Board Members.

**Date:**

**First Adoption: November 16, 1988**

**Review Date: July 22, 2008**

**Revision and Adoption: August 28, 2008**

**Review Date: July 2, 2014**

**All Legal References are included at the end of Administration 6: Job Descriptions**

**TITLE: SCHOOL BUSINESS ADMINISTRATOR or ASSISTANT SUPERINTENDENT  
FOR BUSINESS/BOARD SECRETARY**

**QUALIFICATIONS:**

1. Valid New Jersey School Business Administrator Certificate or eligibility
2. Minimum experience as determined by the board
3. Understanding of the principles and practices of financial accounting and reporting procedures consistent with statute, code and GAAP requirements
4. Knowledge of accepted business practices in school districts related to budget preparation and administration, risk management, purchasing, transportation, food services, school plant operations and facility planning
5. Demonstrated organizational, communication and interpersonal skills
6. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Superintendent/Board of Education

**SUPERVISES:** All custodial, maintenance, food service and transportation personnel and business operations staff

**JOB GOAL:**

To supervise, manage and coordinate the business affairs of the district efficiently and effectively to ensure that educational support services help to achieve the educational goals of the district with the available financial resources.

**TERM:** Twelve (12) months

**SALARY:** Determined annually by the board of education prior to July 1.

**EVALUATION:** Performed by the chief school administrator.

**PERFORMANCE RESPONSIBILITIES:**

1. Assists the superintendent in the preparation of the annual school budget and is responsible for the administration of all phases of the budget throughout the year.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Business Administrator

2. Serves as general accountant for the board. Keeps accurate and detailed accounts of all financial transactions as prescribed by statute, administrative code and board policy.
3. Assumes responsibility for the audit of all claims, invoices and demands against the board, presents them for board approval and submits them to the treasurer of school moneys for payment.
4. Collects tuition fees and other moneys due to the board not payable directly to the treasurer of school moneys and transmits such funds to the treasurer.
5. Serves as the official purchasing agent of the board and is responsible for establishing procedures for the acquisition of supplies and equipment for the district in accordance with law and board policies
6. Oversees the operation and maintenance of all school facilities and supervises custodial, grounds and maintenance services. Ensures that all local, state/federal standards for the health and safety of students and staff are maintained and that required reports are maintained.
7. Assists the superintendent in the development and implementation of a multi-year (3-5 years) comprehensive maintenance plan and the district's long-range facilities master plan.
8. Is responsible for the efficient operation of the district's food services program; ensures that procedures are in accordance with law and regulations; and supervises food service personnel.
9. Administers the district's insurance/risk management program
10. Is responsible for the safe, efficient operation of the student transportation program; ensures proper maintenance of district-owned buses; reviews routes; and handles the business aspects of contracted transportation services.
11. Assists the superintendent in projection of facility needs and oversees all construction programs. Helps develop educational standards for sites, buildings and equipment; prepares cost data; and cooperates with architect and construction supervisor during construction programs.
12. Acts as the agent of the board in site acquisitions and sale/lease of property and is responsible for scheduling the use of school buildings and grounds by authorized groups in accordance with board policies.
13. Oversees the preparation of the district payroll and ensures proper maintenance of records related to auditing requirements, tax laws, and employee benefits. Is responsible for implementing hospitalization, major medical and other types of board approved employee benefit plans.
14. Is responsible for investment of board funds in accordance with statute and board policy.
15. Assists the superintendent and the board in developing and updating policies for all aspects of the school business operation.



ADMINISTRATION  
Admin 6  
Job Descriptions  
Business Administrator

16. Safeguards and maintains all records and papers of the board, and devises a system of acceptable recording and filing to guarantee the safety and availability of all reports, minutes of meetings, contracts, communications and publications, and such other documents as the board may place in the secretary's custody.
17. Is responsible for the retention and destruction of public documents in accordance with state law and retention schedules and serves as the district's records management officer.
18. Notifies all board members of regular and special meetings. Calls special meetings whenever requested by the board president or by a petition signed by a majority of the board. Attends all board meetings.
19. Records all proceedings of board meetings, prepares the official meeting minutes and handles all correspondence of the board.
20. Performs duties related to school elections as required by law and works cooperatively with the county board of elections, the county clerk and district board of elections in facilitating all regular and special school elections.
21. Presides at the annual reorganization meeting of the board until such time as a president is elected.
22. Administers the oath of office to newly elected board members.
23. Annually develops and transmits to the county superintendent of schools, on or before February 1, a list of names of the school officials, by office and position, whose responsibilities require the filing of the Financial and Personal/Relative Disclosure Statements.
24. Notifies the county superintendent of the names of newly elected or appointed board members to obtain the state-required Financial and Personal/Relative Disclosure Statements and informs the executive county superintendent of new administrators or supervisors appointed after the April 30 filing date.
25. Prior to the annual submission to the county superintendent, checks that the completed disclosure forms have been reviewed to assure that both required forms have been filed; that all questions have been answered or indicated as not being applicable; and that each copy is signed by an original signature.
26. Provides to the county superintendent the names of all persons on the February 1 list of school officials and all newly elected or appointed persons who have failed to file as required under the law.
28. Notifies the New Jersey School Boards Association of the names of newly-elected or appointed school board members in a timely manner to ensure the fulfillment of training required by the School Ethics Act.
29. Performs such other duties as may be prescribed by law or assigned by the superintendent or the board.

**Date:**

**First Adoption: November 16, 1988**

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010    Review Date: July 2, 2014**

**TITLE:** DIRECTOR OF SPECIAL SERVICES/ VICE PRINCIPAL

**QUALIFICATIONS:**

1. The Vice Principal shall hold a valid New Jersey Principal Certificate and have experience in elementary teaching, administration and supervision.
2. Demonstrated leadership capability in the areas
3. Strong interpersonal and communication skills
- 4 . Required criminal history background check and proof

**REPORTS TO:** Chief School Administrator

**SUPERVISES:** Supervises all child study team members, guidance counselors, certified and noncertified special education personnel.

**JOB GOAL:** To help provide leadership, supervision, and coordination of the total education program within the Oxford Township School District. To provide leadership and direction to enable special education pupils to benefit from their educational opportunities to the fullest by eliminating or ameliorating problems that interfere with student learning.

**TERM:** Twelve (12) months

**SALARY:** Determined annually by the board of education prior to July 1.

**EVALUATION:** Performed by the chief school administrator.

**PERFORMANCE RESPONSIBILITIES:**

1. Assumes all duties of the chief school administrator in his/her absence.
2. Serves as child study team coordinator in accordance with school board regulation 6164.4R
3. Coordinates the district=s testing program, including the interpretation and dissemination of results.
4. Assumes classroom teaching responsibilities as assigned by the chief school administrator.
5. Acts as attendance officer for the district by following up on cases of suspected truancy or verification of reasons for long pupil absence.
6. Attends regular and special meetings of the board of education at the discretion of the chief school administrator and/or the board.
7. Assists the chief school administrator in the supervision of staff members and the educational process.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Director of Special Services/ Vice Principal

8. Assists in the coordination of the scheduling of teachers, substitutes and pupils.
9. Assists in the development, implementation, and maintenance of standards of conduct for the pupils.
10. Assists in the preparation of appropriate local, county, state and federal forms and applications.
11. Performs all other functions as deemed necessary by the chief school administrator.
12. Assists in maintaining high standards of student conduct and enforcing discipline policies. Assists in the preparation of required reports of violence, vandalism, substance abuse, and possession of firearms.
13. Makes recommendations to the principal for changes in policies, personnel practices and other such matters that may result in a more effective school administration.
14. Performs such record-keeping functions as the principal may direct.
15. Supervises extracurricular programs, assembly programs and assignment of faculty members to assist at school functions.
16. Assists in the coordination and supervision of special programs funded by the state or federal government.
17. Assists in the scheduling process.
18. Assists in the planning and supervision of activities to promote pupil and employee health and safety.
19. Performs such other duties as may be assigned by the principal or chief school administrator.
20. Provides leadership in the development of the district's special education program; coordinates and supervises related activities. Evaluates existing programs and makes recommendations for improvements.
21. Assumes responsibility for the recruitment, assignment, supervision and evaluation of all certified and noncertified special education staff.
22. Keeps informed of all legal requirements governing special education, keeps staff informed of legal requirements and ensures that all requirements under administrative code, state/federal law and board policy are met.
23. Recommends policies and programs essential to the needs of special education children.
24. Establishes procedures for evaluation, placement and reappraisal of students i need of special education and/or related services.
25. Supervises and coordinates the activities of child study team members and ensures the placement of individual students with special needs in those educational situations best suited to their requirements.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Director of Special Services/ Vice Principal

26. Supervises and coordinates home instruction for homebound or hospitalized special education pupils.
27. Assumes responsibility for district compliance with regulations regarding school Special education programs. Plans, develops and coordinates the district's system of special education services.
28. Oversees the development and effective delivery of the district's special education program, including the development and maintenance of the cumulative records of students receiving special services.
29. Initiates, facilitates and maintains liaison with community agencies and other resources to meet pupils' special needs. Refers parents and child to agencies when appropriate.
30. Interprets the objectives of the district's special education program to parents, students, staff and the community.
31. Cooperates with building principal to plan, coordinate and evaluate the special services program and to evaluate the performance of special education staff assigned to each school.
32. Participates in the development and implementation of in-service and training programs.
33. Prepares and administers the departmental budget.
34. Attends child study team meetings and assumes responsibility for the preparation and timely submission of all required documents and reports, in order to assure district compliance with legal requirements of this process.
35. Serves as the District Anti-Bullying Coordinator

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE: CLASSROOM TEACHER**

The Oxford Township Board of Education recognizes the significance and need for providing each teacher within the district a comprehensive job description. In doing so, it provides the teacher with the awareness of the nature of the expectations that the community desires of their teachers.

This job description does not reflect the curricula requirements expected to be taught, as that is an area considered and acted upon separately by the board of education. This policy applies to each teacher within the district, and curricula requirements are applicable within each assigned position.

**QUALIFICATIONS:**

1. Each teacher shall hold or be eligible for an appropriate New Jersey Instructional Certificate.
2. Demonstrated leadership capability in the areas
3. Strong interpersonal and communication skills
- 4 . Required criminal history background check and proof

**REPORTS TO:** Chief School Administrator or other appropriately designated superior as designated by the chief school administrator.

**JOB GOAL:** To participate as a member of the instructional team in directing the learning activities of pupils in relationship to the district goals and objectives, and the established curricula.

**TERM:** Regular teacher work years outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** As determined by the negotiated agreement.

**EVALUATION:** Performed by the CSA or designee. Evaluations based on negotiated agreement and state statute.

**PERFORMANCE RESPONSIBILITIES:**

- A. Instructional Planning
  1. Participate in curricula development and modification.
  2. Participate in goal development and modification in relation to objectives and pupil objectives.

3. Plan and implement learning activities designed to assist pupils in attaining objectives. These will be set forth in the annual Student Growth Objectives.
- B. Classroom Management
1. Establish and maintain an orderly classroom environment conducive to positive learning.
  2. Properly utilize physical facilities, equipment and supplies provided by the school district.
  3. Evaluate individual pupil performance in relation to objectives and needs, record their progress, and adjust learning activities accordingly.
  4. Schedule non-teaching duties so that they do not interfere with the learning processes.
  5. Direct the work of any aides assigned to assist in facilitating the learning program.
- C. Guidance and Counseling
1. Help pupils to deal with academic, social, and vocational/career problems.
  2. Work with guidance personnel and/or the child study team to assist pupils with particular problems as appropriate.
- D. School Organization
1. Contribute to the improvement of the educational programs by offering suggestions for the betterment of the curricula.
  2. Participate and contribute on a curricula committee which is formulated to monitor and improve curriculum. Staff preference to a particular committee will be given by the chief school administrator if feasible.
- E. Professional Growth
1. Participate in in-service activities provided by the school district, during the school day, to improve professional competence.
  2. Work with the immediate supervisor to develop the Professional Growth Plan
- F. School Community Relations
1. Keep parents informed on school programs and needs by participation in parent-conferences.
  2. Work with parents of children to guide the development and growth of their children.

**First Reading/Adoption: 4/19/89 Review Date: July 2, 2014**

**TITLE: BASIC SKILLS COORDINATOR**

**QUALIFICATIONS:**

1. Each teacher shall hold or be eligible for an appropriate New Jersey Instructional Certificate.
2. Demonstrated leadership capability in the areas
3. Strong interpersonal and communication skills
- 4 . Required criminal history background check and proof

**REPORTS TO:** Director of Special Services

**JOB GOAL:**

1. Provide information to CSA for NJ State BSI annual regulation forms so that annual BSI funding to OCS will be assured
2. Answer teacher and parental questions or concerns about BSI program and policy;
3. Inform Director of Special Services (DSS) about these conversations; meet as necessary
4. Schedule parental phone conference or school conference to address BSI concerns as needed
5. Maintain accurate and accessible BSI records.

**TERM:** Regular teacher work years outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** As determined by negotiated agreement.

**EVALUATION:** Performed by the CSA or designee. Evaluations based on negotiated agreement and state statute.

**PERFORMANCE RESPONSIBILITIES:**

June-August

- The DSS will request a list from classroom teachers in June, of possible BSI candidates for the coming school year, based on current classroom performance (LA and Math)
- The DSS will identify eligible BSI students by using standardized test scores, grades KG-7; you will meet and discuss
- Compile a list of eligible BSI students; type into table format
- Review list with DSS
- Using standardized test scores, complete the current year ISIP (Individual Student Improvement Plan) in labeled binder in DSS office, and then file in

ADMINISTRATION  
Admin 6  
Job Descriptions  
Basic Skills Coordinator

student cumulative file in Main Office; post-test score is the new score; note increase or decrease on the form

- File 8<sup>th</sup> grade BSI records in June, before they are sent to the high school

September

- Distribute list of BSI students to BSI support teachers and regular education teachers
- Review and update written BSI forms and letters
- Schedule an informational meeting for all BSI support teachers to review record keeping procedures and documentation for quarterly individual student BSI Progress Reports
- Send letter home to parents of BSI students in early September to inform them of student eligibility and to invite them to a BSI informational meeting (date has been during the second Back-To-School Night in September)
- Review agenda for parent meeting with the DSS (invite her to attend the meeting)
- BSI support and regular education teachers will write the individual ISIP together; distribute forms and instructional “How-To” letter to all; Forms should be signed and dated and returned to me to review for accuracy; Sometimes a student is eligible for both LA and Math; the record should be on the same form
- Send informational letter and ISIP home to parents via mail for parental signature by October 1; keep a copy; address and stuff envelopes obtained from the office. Keep a list of returned forms; make calls home as a reminder if not sent back in two weeks
- If parents do not choose for their eligible students to receive BSI services, they must state this in writing, and you will place it in the BSI binder
- File returned ISIP forms in BSI binder

Quarterly; Two weeks before the close of the Marking Periods

- Send reminders via morning bulletin to BSI support teachers to complete BSI Progress Reports that go home with report cards; emphasize the need to file the forms accurately to use again for the remaining marking periods (in their file; you do not keep these)
- Remind BSI support teachers to distribute BSI Progress Reports to homeroom teachers to go home in Report Card envelopes

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**



**TITLE:** SCHOOL SECRETARY

**QUALIFICATIONS:**

1. He/she shall have a high school diploma.
2. He/she shall possess a high degree of proficiency in typing, a working knowledge of basic office procedures and operation of common office equipment.
3. Good telephone skills and ability to communicate effectively
4. He/she shall possess such alternatives to the above qualifications as the board may deem appropriate and acceptable.
5. Required criminal history check and proof of U.S. citizenship or resident alien status

**REPORTS TO:** Chief School Administrator or designee

**JOB GOAL:** To assist in the smooth and efficient operation of the district office.

**TERM:** Employed for 12 months, beginning July 1 through June 30. Hours of work shall be set by the Chief School Administrator with approval of the board of education.

**SALARY:** Determined annually by the board of education prior to July 1.

**EVALUATION:** Performed annually by the chief school administrator or his designee.

**PERFORMANCE RESPONSIBILITIES:**

- A. The school secretary shall give and receive information about the various aspects of the school relating to curricula, enrollment, faculty and staff, and overall school operations.
- B. The school secretary shall efficiently complete all secretarial duties for the chief school administrator and carry out all directions.
- C. The school secretary shall keep a daily record of all absences for staff members and other personnel.
- D. The school secretary shall keep attendance and enrollment records for the district and complete monthly enrollment reports as directed by the chief school administrator.
- E. The school secretary shall, on a daily basis, sort and process the incoming mail.
- F. The school secretary shall maintain an efficient, well-organized, filing system for all district records and reports housed in the main office.
- G. The school secretary shall prepare and keep on file all forms needed for school operations.
- H. The school secretary shall keep a record of all fire drills.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Secretary

- I. The school secretary shall register new students and process permanent record cards.
- J. The school secretary shall keep an inventory of all office supplies and notify the chief school administrator when to order.
- K. The school secretary shall be the substitute registrar.
- L. Performs all other functions as deemed necessary by the chief school administrator.

**SCHOOL HOLIDAYS/LEAVE OF ABSENCE:** In accordance with Board Policy 4151.1/4251.1, A Personal Illness and Injury/Health and Hardship@ and Policy 4152, Holidays.

**Review Date: November 10, 2010**  
**Revision and Adoption: December 16, 2010**  
**Review Date: July 2, 2014**

**TITLE:** PARAPROFESSIONALS – INCLUDES CLASSROOM/ PERSONAL/ AND INSTRUCTIONAL AIDES.

**QUALIFICATIONS:**

1. High school diploma; college-level coursework in education or related field\*
2. Minimum experience as determined by the board
3. Knowledge of child growth and development and appropriate classroom practices and demonstrated ability to assist with instructional activities
4. Good oral and written communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

*\*In programs funded with federal Title I funds, or in district-wide Title I districts, all paraprofessionals (teaching assistants) hired after January 8, 2002 must complete at least two years of college, obtain an associate's degree or higher, or pass an evaluation to demonstrate the knowledge and ability to assist in teaching reading, writing, and math. Those hired before that date have until January 8, 2006 to meet one of the requirements.*

**REPORTS TO:** Chief School Administrator or designee, Classroom Teacher

**SUPERVISES:** Assists in the supervision of classroom activities under the direction and supervision of the certified classroom teacher, principal or other designated certified personnel.

**JOB GOAL:** To promote the achievement of students' educational goals and learning objectives by providing supplemental and clerical services to assist the classroom teacher.

**TERM:** Regular teacher work year

**SALARY:** Hourly wage to be determined by the Board of Education

**EVALUATION:** By the Chief School Administrator or designee at least once during the school year.

**PERFORMANCE RESPONSIBILITIES:**

1. Assists the classroom teacher in the delivery of an effective instructional program.
2. Works with individual students or small groups of students to reinforce learning of material or skills introduced by the teacher.
3. Operates and cares for equipment used in the classroom for instructional purposes.
4. Helps students master equipment or instructional materials assigned by teacher.
5. Distributes and collects workbooks, papers, and other materials for instruction.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Paraprofessionals

6. Guides independent study, enrichment work, and remedial work assigned by the teacher.
7. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
8. Helps the teacher to plan and maintain bulletin board and other classroom learning displays.
9. Reads to students, listens to students read, and participates in other forms of oral communication with students.
10. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher.
11. Performs clerical duties related to the instructional program including attendance reports, collection of money, duplication of materials, and distribution and return of notices to home.
12. Helps very young students with their clothing, snack time routine, and toileting activities.
13. Participates in in-service training as assigned.
14. Performs other related duties as assigned.

**Review Date: November 10, 2010**  
**Revision and Adoption: December 16, 2010**  
**Review Date: July 2, 2014**

**TITLE: CUSTODIANS**

**QUALIFICATIONS:**

1. Minimum experience as determined by the board
2. Knowledge of plant operation and maintenance; cleaning methods and procedures; heating and ventilation; proper handling of hazardous materials
4. Ability to read, write and communicate effectively
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status
- 6, Must possess a current and valid NJ Driver's License.

**REPORTS TO:** Business Administrator or Principal

**JOB GOAL:** Is directly responsible for the maintenance of the building. Staff should strive to see that the areas assigned are cleaned and cared for at all times.

**TERM:** July 1 to June 30. 12 month position.

**SALARY:** As determined by the board of education.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of noncertified staff by the chief school administration

**PERFORMANCE RESPONSIBILITIES:  
DAY CUSTODIAL STAFF—JOB DESCRIPTION**

These duties shall include:

1. Staff will sign in upon arrival in the Main Office and sign out when leaving for the day.
2. Staff will not be permitted to leave the school grounds during the day, except in those circumstances permitted for the operation of the building, or with the permission of the building administrator.
3. Boys and girl's lavatories cleaned daily.
4. Drinking fountains cleaned daily.
5. Periodical checks of the lavatories.
6. Keep custodian rooms well supplied and clean.
7. Cafeteria duty: Help with garbage, sweep floor; spot mop as necessary, clean all tables.

8. Collect trash and empty pencil sharpeners from classrooms, and place out for collection.
9. All general cleaning as prescribed by the Building Administrator.
10. All tiled classrooms dusted, mopped and spot wt mopped.
11. All burnt out light bulbs replaced.
12. All windows checked and locked as necessary.
13. Alert appropriate staff about classroom desk tops and any problems that may be noticed.
14. Hall swept daily and spot mopped as necessary.
15. Alert building administrator of any graffiti and remediate as necessary.
16. Report all damage or needed repairs in writing to building administrator.
17. Assist in setting up for special events.
18. Communicate special needs to night custodian
19. Turn all lights on in the building prior to the start of each day.
20. Respond to daily emergencies.
21. Take the initiative to do any other things you are capable of doing if time allows; assist your fellow custodians when necessary.
22. Snow removal is an integral part of the duties for our custodial staff. During the week (M-F) all custodial staff are expected to arrive at the school grounds when travel to the school has been deemed safe by the Head Custodian and/or the CSA. Regular hourly wages will apply. Additional compensation (minimum of two hours) will be paid for snow removal on a Saturday or Sunday in order to get the building open for Monday morning. This additional compensation will be paid at double the hourly wage for each employee.

#### NIGHT CUSTODIAL STAFF

##### Responsibilities:

The night custodian will be responsible for housekeeping as assigned by the supervisor. Special attention is to be paid to areas where health problems could exist: i.e. lavatories, nurse's office, and hallways.

All equipment is to be properly maintained and stored before leaving. Windows and doors should be checked and all supplies needed to keep lavatories, etc. properly stocked are to be restocked each night.

1. Report any problems immediately to day custodians and building administrator.
2. Be sure classrooms are swept and spot mopped as needed.
3. Classroom chalkboards should be cleaned as needed.
4. Lavatories should be cleaned nightly.
5. The following areas should be cleaned as needed: Principal's Office, Main Office, DSS/ Child Study Team, second floor conference room, and Library.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Custodians

6. Provide assistance to the day custodians to cover extracurricular activities as needed.
7. Set up for Board of Education meetings as required and other meetings as directed by the administration.
8. Assist day custodians during the summer hours and periods when school is closed.

ALL CUSTODIAL STAFF WEEKLY CLEANING

1. Base molding in the hallways should be wiped down once per week.
2. All the corners in the halls should be checked for dust and dirt build-up and cleaned as necessary.
3. All ceilings should be checked for dust balls, cob webs and cleaned as necessary. Ceiling tiles should be replaced as necessary.
4. Entrance door mats removed and cleaned as necessary.
5. Window sills, door trim, bookcases and cabinets, etc... dusted.
6. Desktops checked and writing removed.

**Review Date: November 10, 2010**  
**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE:** GUIDANCE COUNSELOR

**QUALIFICATIONS:**

1. Valid New Jersey Educational Services Certificate and School Counselor Endorsement or eligibility
2. Minimum experience as determined by the board; knowledge of computerized master schedule development desirable
3. Broad knowledge of testing and evaluation, theories of individual and group guidance techniques, elementary/ secondary school guidance program design and career educational information and placement
4. Demonstrated ability to communicate and work effectively with students, parents, staff and community groups and organizations
5. Required criminal history check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Director of Special Services/ CSA

**JOB GOAL:** To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

**TERM:** Regular teacher work years outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education.

**EVALUATION:** Performance of this job will be evaluated in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation.
2. Maintains student records and ensures their confidentiality.
3. Provides information and prepares recommendations to colleges for admissions and scholarships, as well as to potential employers and other agencies.
4. Works closely with teachers, administrators and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.



ADMINISTRATION  
Admin 6  
Job Descriptions  
Guidance Counselor

5. Maintains a close relationship with the child study team following directives and recommendations as needed.
6. Works closely with and involves parents in planning students' career plans, and assists in the resolution of school-related problems.
7. Assists in the organization and administration of standardized test programs.
8. Registers students new to the school, provides orientation and information relative to school procedures, curriculum and extracurricular opportunities.
9. Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school.
10. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs and/or employment.
11. Arranges for summer work and/or enrollment in summer school programs to make up noted deficiencies.
12. Maintains a professional office environment.
13. Assists in the evaluation of current curriculum offerings and in the planning, selection and implementation of new course offerings.
14. Makes effective use of community resources in developing and expanding guidance services and activities.
15. Provides for a smooth transition from elementary school to high school/ middle school, which may include orientation programs for students and parents.
16. Maintains professional competence and continuous improvement through in-service education and other professional growth activities.
17. Performs other duties within the scope of his/her employment and certification as may be assigned.

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE:** SCHOOL PSYCHOLOGIST

**QUALIFICATIONS:**

1. Valid New Jersey Educational Services Certificate and School Psychologist Endorsement
2. Minimum experience as determined by the board
3. Knowledge of laws and regulations governing special education and demonstrated ability to effectively provide testing, psychological evaluation and counseling services
4. Strong interpersonal and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status

**REPORTS TO:** Director of Special Services or CSA

**JOB GOAL:** To enable pupils to derive the fullest benefits from school by promoting their sense of self and by evaluating and working to ameliorate psychological or mental health problems that may interfere with their adjustment to school and the education program offered to them.

**TERM:** Regular teacher work year outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Participates in the evaluation, classification and placement of all pupils with special needs.
2. Administers, scores and evaluates standard psychological tests for the purpose of assessing the intellectual, educational, emotional, social and behavioral characteristics of those students referred.
3. Interprets the results of psychological testing and assists in the development and coordination of an appropriate individualized education plan for each pupil requiring special education and/or related services and participates in the ongoing evaluation of the academic progress and educational placement of classified pupils.
4. Serves as a case manager as assigned and maintains appropriate case records.
5. Provides psychological counseling to students, parents and staff and, as needed, makes referrals to appropriate community resources.
6. Assists in the development and delivery of in-service programs and parent seminars.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Psychologist

7. Keeps the staff and community informed of the schools' psychological services.
8. Maintains professional competence through continuing education and other professional growth activities.
9. Observes pupils in classrooms and other school settings.
10. Serves as a consultant to parents, school personnel and community groups on child development and mental health topics.
11. Cooperates with personnel of community health and social welfare agencies.
12. Performs all duties required as a member of the child study team by administrative code, state and federal laws and board policy.
13. Performs other related duties as may be assigned by the superintendent or student personnel services director.

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE:** LEARNING DISABILITIES TEACHER-CONSULTANT

**QUALIFICATIONS:**

1. Valid New Jersey Educational Services Certificate and Learning Disabilities Teacher Consultant Endorsement
2. Minimum experience as determined by the board
3. Knowledge of laws and regulations governing special education; and demonstrated ability to effectively assess children's learning characteristics, design appropriate instructional strategies and plan educational programs
4. Strong interpersonal and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status

**REPORTS TO:** Director of Special Services or CSA

**JOB GOAL:** To effectively assess pupils' learning characteristics and design appropriate instructional plans in order to enable each pupil to maximize his/her learning potential.

**TERM:** Regular teacher work year outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Participates in the evaluation, classification and placement of all pupils with special needs.
2. Assesses academic proficiency and learning characteristics of each pupil referred to the child study team for evaluation and interprets the findings in written reports and informal conferences.
3. Assists in the development and coordination of an appropriate individualized education plan for each pupil requiring special education and/or related services. Participates in the ongoing assessment of academic achievement and educational placement of classified pupils.
4. Consults with classroom teachers, administrators and parents regarding special instructional methods and/or materials necessary to meet the specific needs of individual pupils.

ADMINISTRATION  
Admin 6  
Job Descriptions  
LDTC

5. Keeps up-to-date in the field of learning disabilities and with current regulations governing the education of pupils with disabilities.
6. Participates in the development and delivery of in-service programs and parent seminars related to learning disabilities and effective teaching methods.
7. Works to keep the community informed of the special education program and the role of the learning disability teacher-consultant.
8. Serves as a case manager as assigned and maintains appropriate case records.
9. Maintains professional competence through in-service education and other professional growth activities.
10. Performs all duties required as a member of the child study team by administrative code, state and federal laws and board policy.
11. Performs other related duties as assigned by the superintendent of schools or the student personnel services director.

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE:** SCHOOL NURSE

**QUALIFICATIONS:**

1. Valid New Jersey School Nurse Certificate
2. Demonstrated expertise in school health nursing practice and emergency procedures
3. Knowledge of child growth and development, community and family dynamics, current health issues, and wellness education
4. Knowledge of community health and social services resources and ability to communicate effectively with nonschool health professionals and social service agencies
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

**REPORTS TO:** CSA or designee

**JOB GOAL:** To promote health and safety in the school environment and provide health services to students, faculty and staff; to assist with the teaching of sound health practices.

**TERM:** Regular teacher work year outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Works in cooperation with the school physician, other school health professionals (e.g. dentist, noncertified nurses, optometrist), members of the staff, parents and community health professionals to ensure a healthy school climate and to minimize absence due to illness.
2. Conducts health services and screening programs as required by law and/or board policies.
3. Schedules and supervises health surveys of students and staff. Assists the school physician with physical examinations; makes referrals and conducts follow-up activities as necessary.

## ADMINISTRATION

### Admin 6

### Job Descriptions

### Nurse

4. Provides emergency care in case of sudden illness and administers first-aid in case of injury to students or staff according to established policies and procedures. Is responsible for the availability and maintenance of required medical supplies and equipment.
5. Maintains up-to-date health records on all students, maintains separate records of immunizations for the purpose of immunization record auditor and ensures their confidentiality.
6. Helps prevent and control communicable disease through lectures, inspections, exclusion and re-admission of students and staff in keeping with state and local health regulations and school policies.
7. Notifies CSA or his/her designee to arrange for immediate examination of a pupil who appears to be under the influence of alcohol or other drugs.
8. Confers with and advises students, parents, and staff members on matters pertaining to the health and safety of students. Participates in the development and implementation of the district's emergency and crisis management plan.
9. Assists the CSA and the child study team in the identification and placement of students with disabilities who need special education services.
10. Participates in the development of a comprehensive health education curriculum and serves as a health/safety education resource person to teachers. Upon request, assists teachers with instruction of certain health units.
11. Promotes healthy/safe school environment by assisting the administration and staff to maintain safe and sanitary conditions throughout the school. Reports problems promptly to the CSA or designee.
12. Administers prescribed medication to students in accordance with law and board policy. Provides training and supervision of the emergency administration of epinephrine for designated school staff.
13. Collaborates with community and other nonschool health agencies to meet the health needs of children and families.
14. Provides special health care and related services to meet the needs of students with disabilities.
15. Assists the CSA with the preparation of the school's health budget.
16. Maintains professional competence through in-service education and participation in other professional development activities. Receives training in the treatment of asthma and maintains a valid current Cardiopulmonary Resuscitation certificate as required by law and administrative code.
17. Assists in the development of policies and procedures for comprehensive health education and services.
18. Develop and maintain the annual School Nursing Plan in conjunction with the Chief School Administrator and the school physician. The annual School Nursing Plan will include a description of basic nursing services provided; a summary of

ADMINISTRATION  
Admin 6  
Job Descriptions  
Nurse

specific medical needs of individual students and how they will be addressed; a description of emergency nursing services; detailed nursing assignments for all school buildings; and a description of nursing and additional medical services to nonpublic schools.

19. Prepares health and safety reports as required by law and/or requested by the principal.

20. Reports any suspicion of child abuse to the Division of Child Protection and Permanency and CSA or his/her designee.

21. Performs such other appropriate duties as required under law or as may be assigned by the CSA or student personnel services director.

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**



**TITLE:** SPEECH-LANGUAGE SPECIALIST

**QUALIFICATIONS:**

1. Valid New Jersey Educational Services Certificate and Speech-Language Specialist Endorsement
2. Demonstrated comprehensive knowledge in the field of speech-language pathology
3. Ability to effectively apply the principles of assessment, treatment and prevention of speech, language and hearing disorders
4. Strong interpersonal and communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

**REPORTS TO:** Director of Special Services or CSA

**JOB GOAL:** To promote health and safety in the school environment and provide health services to students, faculty and staff; to assist with the teaching of sound health practices.

**TERM:** Regular teacher work year outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Makes assessments, analyses and classifications of students' communication competencies and characteristics.
2. Plans, prepares and delivers treatment programs for children with speech and language deficiencies.
3. Provides diagnostic evaluations of pupils referred to the child study team for communication disorders and participates in team conferences related to those pupils.
4. Develops and implements an individualized educational program (IEP) in conjunction with parents and teachers for pupils who are eligible for speech correction and identifies pupils in need of related services.
5. Provides individual and small group intervention sessions with students who have been classified.
6. Conducts classes in language stimulation.
7. Maintains close liaison with the child study team and serves as a case manager as assigned.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Speech-Language Specialist

8. Keeps those records necessary for each child and completes all required local, state and federal reports.
9. Participates in the development and improvement of opportunities for disabled/exceptional students by providing individual or group in-service experiences for staff and parents.
10. Conducts ongoing evaluation of all children in the program to determine appropriateness of their program.
11. Acts as educational consultant to classroom teachers, guidance counselors and administrators as required.
12. Assists in proper referrals of individuals to agencies and specialists in the community.
13. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
14. Maintains professional competence through in-service education and other professional growth activities.
15. Assumes other related duties as assigned by the superintendent of schools or the student personnel director.

**Review Date: November 10, 2010**  
**Revision and Adoption: December 16, 2010**  
**Review Date: July 2, 2014**

**TITLE:** SCHOOL SOCIAL WORKER

**QUALIFICATIONS:**

1. Valid New Jersey Educational Services Certificate and School Social Worker Endorsement
2. Minimum experience working with families and community health and social services agencies as determined by the board
3. Demonstrated knowledge of laws and regulations governing special education
4. Effective problem-solving, human relations and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status

**REPORTS TO:** Director of Special Services or CSA

**JOB GOAL:** To promote health and safety in the school environment and provide health services to students, faculty and staff; to assist with the teaching of sound health practices.

**TERM:** Regular teacher work year outlined in the current collective bargaining agreement between the Oxford Township Board of Education and the Oxford Education Association.

**SALARY:** To be determined by the Board of Education

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

**PERFORMANCE RESPONSIBILITIES:**

1. Participates in the evaluation, classification and placement of all pupils with special needs.
2. Assesses a student in terms of personal and family history, socio-economic and cultural differences.
3. Evaluates the configuration of factors within the home, community and school as related to a student's current social and academic adjustment.
4. Interprets the implications of significant social findings as a member of the child study team, and participates in educational planning for exceptional students.
5. Plans home visits or office interviews with family members to assess past and present history and development as well as family dynamics and interactions that are relevant to the child's adjustment.
6. Maintains an ongoing relationship with families for the purpose of: sharing

ADMINISTRATION  
Admin 6  
Job Descriptions  
School Social Worker

information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to family members and/or students to facilitate social adjustment.

7. Initiates, facilitates and maintains liaison with community agencies and other resources to meet special needs. Refers parents and child to agencies when appropriate.

8. Consults with administration and staff regarding social adjustment factors of students in schools, at home and in the community.

9. Counsels groups of students and/or parents regarding social adjustment problems.

10. Serves as a case manager as assigned and maintains appropriate case records.

11. Assists in upholding and enforcing department rules, administrative regulations and board policy.

12. Maintains professional competence through in-service education and participation in professional development activities.

13. Assists in coordinating, developing, monitoring and evaluating the effectiveness of individualized education plans.

14. Observes pupils in classroom and/or playground.

15. Interviews pupils as indicated.

16. Observes children in special education classes on an ongoing basis.

17. Attends and participates in meetings as deemed necessary and consistent with the needs of the district.

18. Performs all duties required as a member of the child study team by administrative code, state and federal laws, and board policy.

19. Assumes other related duties/assignments assigned by the superintendent or student personnel services director.

**Review Date: November 10, 2010**

**Revision and Adoption: December 16, 2010**

**Review Date: July 2, 2014**

**TITLE:** SCHOOL ANTI-BULLYING SPECIALIST

**QUALIFICATIONS:**

Statutory requirements: “When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the CSA shall appoint that individual to be the school Anti-Bullying Specialist (ABS). If no individual meeting this criteria is currently employed in the school, the CSA shall appoint a school Anti-Bullying Specialist from currently employed school personnel.”

**REPORTS TO:** Designated Supervisor (Anti-Bullying Coordinator)

**JOB GOAL:** To carry out the statutory duties of the school Anti-Bullying Specialist.

**PERFORMANCE RESPONSIBILITIES:**

**A. Statutory Duties**

1. The school anti-bullying specialist shall:
  - a. Chair the school safety team;
  - b. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.
2. The school Anti-Bullying Specialists shall meet at least twice a school year with the school Anti-Bullying Coordinator in the district, once in the first semester and once in the second semester, to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

**B. Investigations and incident reports**

1. The Anti-Bullying Specialist will lead the investigation that is initiated by the school CSA within one day of the report of an incident. The building CSA may appoint additional personnel to assist in the investigation;
2. The specialist will complete the report as soon as possible, within a maximum of 10 school days; and
3. Within two school days from completing the investigation, the results will be reported to the CSA who will make recommendations on training, discipline, counseling, intervention services, or other action.

**C. Related duties**

1. Meetings and correspondence
  - a. The Anti-Bullying Specialist will speak at a board hearing on the incident if called by the board;

ADMINISTRATION  
Admin 6  
Job Descriptions  
Anti-Bullying Specialist

- b. Arranges meetings, prepares agendas and handles follow up activities as necessary;
- c. Receives and routes incoming calls and correspondence;
- d. Prepares correspondence, notices and reports; and
- e. Maintains a well-organized up-to-date filing system

2. Other

- a. Maintains confidentiality as required and appropriate; and
- b. Performs other tasks related to the efficient operation of the office as assigned.
- c. Performs the anti-bullying duties in addition to any other existing responsibilities.

**TERMS OF**

**EMPLOYMENT:** Salary and work year to be determined by an agreement with the Board of Education and the Oxford Education Association. The anti-bullying duties will be in addition to any other existing responsibilities.

**ANNUAL**

**EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

**Review Date: July 2, 2014**

**TITLE: DISTRICT ANTI-BULLYING COORDINATOR**

**QUALIFICATIONS:**

Statutory requirements: “The superintendent of schools shall appoint the district anti-bullying coordinator. The superintendent shall make every effort to appoint an employee of the school district to this position. ”

**REPORTS TO:** Designated Supervisor

**JOB GOAL:**

To carry out the statutory duties of the district Anti-Bullying Coordinator

**PERFORMANCE RESPONSIBILITIES:**

**A. Statutory Duties**

The district Anti-Bullying Coordinator shall:

1. Be responsible for coordinating and strengthening the school district’s policies to prevent, identify, and address harassment, intimidation, and bullying of students;
2. Collaborate with school anti-bullying specialists in the district, the board of education, and the CSA to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
3. Provide data, in collaboration with the superintendent of schools, to the Department of Education regarding harassment, intimidation, and bullying of students;
4. Execute such other duties related to school harassment, intimidation, and bullying as requested by the superintendent of schools;
5. Meet at least twice a school year, once in the first semester and once in the second semester, with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district; and
6. Assist the school board and the Anti-Bullying Specialist to meet timelines and deadlines.

**B. Related duties**

1. Meetings and correspondence
  - a. Arranges meetings, prepare agendas and handles follow up activities as necessary;
  - b. Receives and routes incoming calls and correspondence;
  - c. Prepares correspondence, notices and reports; and
  - d. Maintains a well-organized up-to-date filing system.
2. Other
  - a. Maintains confidentiality as required and appropriate; and
  - b. Performs other tasks related to the efficient operation of the office as assigned.

ADMINISTRATION  
Admin 6  
Job Descriptions  
Anti-Bullying Coordinator

c. The anti-bullying duties will be in addition to any other existing responsibilities.

**TERMS OF EMPLOYMENT:** Salary and work year to be determined by the Board.

The Anti-Bullying Coordinator duties will be in addition to any other existing responsibilities.

**ANNUAL EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

**Review Date: July 2, 2014**



ADMINISTRATION  
Admin 6  
Job Descriptions  
Legal References

**Legal References:**

N.J.S.A. 13:1f-19 et seq.	School Integrated Pest Management Act
N.J.S.A. 18A:6-7.1 Through -7.5	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A. 18A:7A-10	Evaluation of performance of each school
N.J.S.A. 18A:7A-11	Annual report of local school district; contents; annual report of commissioner; report of improvement of basic skills
N.J.S.A. 18A:7A-14.3 through -14.5	Alternate program of evaluation and monitoring
N.J.S.A. 18A:7E	School report card and efficiency programs
N.J.S.A. 18A:7F	Comprehensive Educational Improvement and Financing Act
N.J.S.A. 18A:12-21	School Ethics Act
N.J.S.A. 18A:12-24	School officials; prohibited conduct
N.J.S.A. 18A:16-1	Officers and employees in general
N.J.S.A. 18A:16-1.3	Notification of dismissal for cause of non-tenured certificated employee
N.J.S.A. 18A:16-2	Physical examinations; requirement
N.J.S.A. 18A:17-15 through -21	Appointment of superintendents; terms
N.J.S.A. 18A:17-24.1 through -24.9	Superintendents and school business administrators shared by two or more districts; approval
N.J.S.A. 18A:17-46	Act of violence; report by school employee; notice of action taken; annual report
N.J.S.A. 18A:27-4.1	Appointment, transfer, removal, or renewal of officers and employees; exceptions
N.J.S.A. 18A:36-24 et seq.	Missing and abused children
N.J.S.A. 18A:37	Discipline of pupils
N.J.S.A. 34:5A	N. J. Worker and Community Right to Know Act
N.J.S.A. 52:17B-9.8a, -9.8c et al.	Missing child defined; marking of missing child's record; notification of requests for marked records; marking of missing child's birth certificate; notification of requests for copy of marked certificate
N.J.A.C. 6A:5	Regulatory equivalency and waiver
N.J.A.C. 6A:7	Managing for equality and equity in education
N.J.A.C. 6A:8	Standards and assessment
N.J.A.C. 6A:9	Professional licensure and standards
N.J.A.C. 6A:9-3	Professional standards for teachers and school leaders
N.J.A.C. 6A:9-8	Requirements for instructional certificate
N.J.A.C. 6A:9-12	Requirements for administrative certification
N.J.A.C. 6A:9-15	Required professional development for teachers
N.J.A.C. 6A:9-16	Required professional development for school leaders
N.J.A.C. 6A:9-17.4	District reporting responsibility
N.J.A.C. 6A:14	Special education
N.J.A.C. 6A:15	Bilingual education

N.J.A.C. 6A:16	Programs to support student development
N.J.A.C. 6A:17	Students at risk of not receiving a public education
N.J.A.C. 6A:23	Finance and business services
N.J.A.C. 6A:26	Educational facilities
N.J.A.C. 6A:26-2	Educational facilities; long range facilities plan
N.J.A.C. 6A:26-3	Educational facilities; capital project review
N.J.A.C. 6A:27	Transportation
N.J.A.C. 6A:30	Evaluation of the performance of school districts
N.J.A.C. 6A:32	School operations
N.J.A.C. 6A:32-3	Requirements for the code of ethics for school board members and charter school board of trustee members
N.J.A.C. 6A:32-4.4	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-4.5	Supervision of instruction, observation and evaluation of non-tenured teaching staff members
N.J.A.C. 6A:32-7.3	Pupil records
N.J.A.C. 12:100-4.2	Occupational Safety & Health Standards
N.J.S.A. 13:1E-99.11	Adoption by reference
N.J.S.A. 13:1F-19	Mandatory statewide source separation and recycling of through 99.39 solid waste.
N.J.S.A. 18A:6-7.1	School Integrated Pest Management Act
N.J.S.A. 18A:17-3	Criminal history record
N.J.S.A. 18A:17-41	Tenure of janitorial employees
N.J.S.A. 18A:36-3	Rules and regulations governing janitorial employees
N.J.S.A. 18A: 37-14 et seq.	Display of flag
N.J.S.A. 18A:41-1	Anti-Bullying Bill of Rights
N.J.S.A. 18A:41-2	Fire drills
N.J.S.A. 34:5A-1 et seq.	Fire and smoke doors closed
N.J.A.C. 6A:26-12	N.J. Worker and Community Right to Know Act
N.J.A.C. 6A:26A	Operations and maintenance of facilities
N.J.A.C. 6A:32-6	Comprehensive maintenance plans
N.J.A.C. 7:26A-1.1 et seq.	School employee physical examinations
N.J.A.C. 12:100-4.2	Source separation and recycling of solid waste
N.J.A.C. 6A:9-3.3	Adoption by reference
N.J.A.C. 6A:9-5	Professional standards for teachers
N.J.A.C. 6A:9-8	General certification policies
N.J.A.C. 6A:9-9.1	Requirements for instructional certificate
N.J.A.C. 6A:9-9.2	Authorizations-general
N.J.A.C. 6A:9-15	Endorsements and authorizations
N.J.A.C. 6A:16	Required professional development for teachers
N.J.A.C. 6A: 16-1.3 et seq.	Programs to support student development
N.J.A.C. 6A:32-4	Harassment, Intimidation, Bullying
N.J.A.C. 6A:32-4.4	Employment of teaching staff
N.J.A.C. 6A:32-4.5	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-5.1	Evaluation of non-tenured teaching staff members
N.J.A.C. 6A:32-6	Standards for determining seniority
N.J.A.C. 6A:32-7	School employee physical examinations
N.J.S.A. 18A:46-5.1	Student records
N.J.S.A. 18A:46-11	Basic child study team services; provision by boards of education and state operated programs
	Psychological and other examinations

ADMINISTRATION  
Admin 6  
Job Descriptions  
Legal References

N.J.A.C. 6A:7  
N.J.A.C. 6A:9-13.9

Managing equality and equity in education  
School psychologist

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

Bloodborne Pathogen Standard, 29 CFR 1910.1030

20 U.S.C. 1400 et seq., Individuals With Disabilities Education Act (IDEA), reauthorized 1997, P.L. 105-17 (formerly the Education for All Handicapped Act)

Manual for the Evaluation of Local School Districts (Revised September 2002)

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

Occupational Exposure to Hazardous Chemicals in Laboratories Standard, 29 CFR 1910.1450

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

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

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities

Title I Paraprofessional Draft Non-Regulatory Guidance, November 15, 2002

Anti-Bullying Bill of Rights (P.L.2010, c. 122)

**Review Date: July 2, 2014**