

<b>Personnel</b>		<b>ROXBURY TOWNSHIP (4560)</b>			
<b>Indicator</b>	<b>Point Value</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Yes or N/A = 1 No = 0</b>	<b>Comments</b>	
<b>1. An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:</b>					
a. Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4);	100 percent of audited files meets indicators	<b>8</b>	<b>1</b>	<b>0</b>	All certificated teaching staff with elegeable classroom time received an evaluation score including SGOs and mSGPs, where applicable, using Danielson 2013.
	95 to 99 percent of audited files meets indicators	<b>4</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
b. School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4);	100 percent of audited files meets indicators	<b>6</b>	<b>1</b>	<b>0</b>	All administration with elegeable classroom time received an evaluation score including SGOs and mSGPs, where applicable, using NJPEPL.
	95 to 99 percent of audited files meets indicators	<b>3</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
c. Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2);	100 percent of audited files meets indicators	<b>4</b>	<b>1</b>	<b>0</b>	All other certificated teaching staff with elegeable classroom time received an evaluation score including SGOs and mSGPs, where applicable, using Danielson 2013.
	95 to 99 percent of audited files meets indicators	<b>2</b>	<b>0</b>	<b>0</b>	
	Less than 95 percent of audited files meets indicators	<b>0</b>	<b>0</b>	<b>0</b>	
d. Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)		<b>4</b>	<b>1</b>	<b>0</b>	All staff were provided refresher training on evaluaiton tools and end-of-the-year evaluations were completed with evaluation conferences in accordance with TEACHNJ expectations.

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e. School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2); and	4	1	0	Each school has a functioning SciP in accordance with TEACHNJ and meets a minimum of two times per year to discuss observation trends and teacher needs.
f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).	2	1	0	All evaluation structures and expectations in accordance with TEACHNJ were complied with.
<b>2. The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):</b>				
a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5);	5	1	0	All staff PDPs and CAPs were completed and submitted to MLP. Staff with CAPs also met the addition expectations outlined in TEACHNJ. All PDPs and CAPs have goals connected to school and district goals as well as personal goals which were driven by prior year's feedback.
b. School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).	5	1	0	Teachers in all schools have access to common planning time built into the school day as well as time for PLCs during monthly after school meetings.

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c. The school district-level PDP: <ul style="list-style-type: none"> <li>• Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates;</li> <li>• Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and</li> <li>• Addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2)</li> </ul>	5	1	0	District PDP is developed to align district goals with sustained, on-going professional learning which is job embedded through department meetings, PLC time, professional development days, in-house trainings, and out-of-district workshops. These trainings are supported through district funding as well as Title IIA and Title III allocations.
d. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district’s professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.	5	1	0	On-going professional learning which is job embeded through department meetings, PLC time, professional development days, in-house trainings, and out-of-district workshops is supported through district funding as well as Title IIA and Title III allocations.
e. The district mentoring plan: (N.J.A.C. 6A:9C-5) <ul style="list-style-type: none"> <li>• Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district’s evaluation rubric;</li> <li>• Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers;</li> <li>• Describes how mentors are trained; and</li> <li>• Describes the process by which the administrative office oversees mentor payments.</li> </ul>	3	1	0	The district mentoring plan has been shared with all new teachers. All new teachers particiapte in a 3-day New Staff Orientation. All first year teachers have a check-in, (10-14-19),
f. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J. S.A. 18A and N.J.A.C. 6A)	2	1	0	GCN Trainings and completion certificates/checkoffs.

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<b>3. The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:</b>				
a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department’s certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment; (N.J. A.C. 6A:9B)	3	1	0	Records are kept to be into compliance with provisional certificates with teachers and administrators.
b. Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted; and (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)	3	1	0	Yes. Policy 3126 dictates and guides the assignment of a mentor and required steps of mentoring.
c. Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C. 6A:9A and 6A:9B)	3	1	0	Yes, detailed records are kept to monitor the growth of teachers as they seek to secure their standard license.
d. All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. (N.J.A.C. 6A:9B)	2	1	0	Yes.
<b>4. The district board of education has ensured the following staffing practices are followed:</b>				
a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)	2	1	0	Yes, final onboarding sheet documents required background check.

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b. Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files; (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)	2	1	0	Yes, medical files are kept separate and locked.
c. Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment (N.J.A.C. 6A:9B); and	5	1	0	Yes, job descriptions are available on the website
d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.	5	1	0	Yes, separate attendance files are kept on each employee in the district. AESOP verification sheets are used at the end of the year to verify the accuracy of the annual attendance.
e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)	2	1	0	Through our use of AESOP, days for subs are tracked. All new subs to the district are screened and trained.
<b>5. The position control roster: (N.J.A.C. 6A:23A-6.8)</b>				

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a. Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education);	6	1	0	
b. Is accurate and up to date; and	5	1	0	
c. Reconciles with the budget.	4	1	0	
6. Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in: a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2); and b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4).	5	1	0	
<b>Personnel Total</b>	100	100	0	