

NEWARK BOARD OF EDUCATION STRATEGIC GOVERNANCE PLAN

2014 - 2015

A Message From The Chairman

The Newark Public Schools District is the largest in Jew Jersey, and one of the oldest school districts in the United States. Throughout the history of our school district we've seen both the good and bad. We've seen the tide as it has ebbed and flowed within our community. Many have watched the quality of education diminish while frustrated parents choose other means to educate their children. This can no longer be. The battle to provide high quality education for every child is the civil rights battle of our time. Newark Public Schools has experienced a consistent decline in enrollment over the past 5 years. Declining enrollment is a clear sign that we have not met the expectations of parents and families and have not driven the change we need to improve student achievement.

All Newark students deserve to attend great schools and this is not a matter of choice, it is a basic right. What was once satisfactory is not good enough today. No student; regardless of their race, creed, or economic status should be subjected to a subpar learning experience. Improving the quality of education and making every Newark Public School a great school is our long-term goal.

Increasing enrollment in Newark Public Schools gives us the opportunity to prove to parents that Newark Public Schools can and will be the best school district in the state of New Jersey. The Newark Public Schools District has been under state intervention since 1995 after being cited for mismanagement and other infractions. State intervention of school districts was and continues to be a controversial issue. It's time for us to change the narrative. Local governance of Newark Public Schools is a major concern, but is and should always be secondary to the educational growth and achievement of students.

As we move forward we must ensure that the proper measures are in place to drive student achievement and the proper management of Newark Public Schools. Managing the operations of Newark Public Schools is just as important as providing quality education. These two matters go hand in hand and can only be accomplished by developing strategic partnerships, and executing a sound plan with long term commitment to resolve the critical issues and roadblocks we experience.

We feel the frustration and hear the cries of our community. The time to improve Newark Public Schools is now! Our Board must lead the way and ensure that Newark Public Schools is not plagued by the same issues that placed our school district under state intervention. The Newark Board of Education can no longer waste time or miss opportunities to drive proper governance and management of Newark Public Schools. We can no longer waste time or lose momentum in the battle to provide high quality education for our children!



Rashon K. Hasan
Chairman, Newark Board of Education

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State Intervention and The Board's Role

The Newark Public Schools District has been under state intervention since 1995. The Newark Public Schools district was taken over by the NJ Department of Education after a Comprehensive Compliance Investigation was conducted and revealed unethical behavior and mismanagement of Newark Public Schools. The Newark Public Schools District has had five (5) State Appointed Superintendents while under State Intervention. There has been improvement to the quality of education provided to Newark students, but there has been little effort to properly frame the process and expected outcomes of state intervention. The focus and intent of state intervention is to assist school districts and local Boards of Education build capacity and strengthen the governance and management of the School District. The laws that govern the process to take over local school districts are clear, but the process to pull back and return local control has been imprecise and arguably subjective in nature.

The Newark Board of Education has retraced the actions that were taken over the last nineteen (19) years, in efforts to gain a historical background and true perspective of the state of Newark Public Schools. Our Board believes that it is best to gain a historical perspective of all events and compare the current state of Newark Public Schools to the conditions that were highlighted in the 1994 Comprehensive Compliance Investigation conducted by the NJ Department of Education. Reviewing the details of the Comprehensive Compliance Investigation has painted a clear picture of what the Newark Public Schools District should not be. Our Board understands that student achievement is the number one goal for Newark Public Schools and proper governance and management of the organization will help us achieve this goal.

Statute NJ 18A:7A-47, pertaining to state intervention of local boards of education states:

14. a. The State board shall retain the board of education in place at the time that the State board issues the administrative order creating the school district under full State intervention. With the State board's approval the commissioner may appoint up to three additional nonvoting members to the board of education. The board of education's membership shall remain increased by these additional seats until the State withdraws from intervention in the governance component of school district effectiveness. If the commissioner appoints three additional members pursuant to this subsection, the commissioner shall appoint one of these additional members from a list of three candidates provided by the local governing body of the municipality in which the school district is located. The commissioner shall make every effort to

appoint residents of the district. **The board of education shall have only those rights, powers and privileges of an advisory board.** The members appointed by the commissioner shall serve for a term of two years. The commissioner shall obtain approval of the State board for any extension of the two-year term. Any vacancy in the membership appointed by the commissioner shall be filled in the same manner as the original appointment.

Six months following the district being placed under full State intervention, the commissioner shall determine whether or not the board members he has appointed shall become voting members of the advisory board of education. If the commissioner determines that the board members he has appointed shall become voting members, the school district shall have 30 days to appeal the commissioner's determination to the State Board of Education.

b. The State district superintendent may meet with the board as frequently as necessary for the effective operation of the school district. The meetings of the board shall be convened and scheduled at the direction of the State district superintendent, and the State district superintendent shall determine the agenda. At the meetings, the State district superintendent shall report to the board on all actions taken and on pending actions in a timely fashion, and provide an opportunity for a full discussion by the board and by the public of those actions. Meetings shall be conducted pursuant to the provisions of the "Open Public Meetings Act," P.L.1975, c.231 (C.10:4-6 et seq.). **On a regular basis, but no less than twice each year, the board of education shall report in writing directly to the State district superintendent concerning its assessment of the progress of the district. Copies of the report shall be forwarded to the commissioner and the State board. The State district superintendent shall make such clerical and other resources available as are necessary for the effective operation of the board of education.**

Our Board understands the role that has been outlined for us by statute and more importantly the statutory obligations that we will be held accountable for. It is not the role of the Newark Board of Education to interfere with the day-to-day operation of schools, as this is the responsibility of the State Appointed Superintendent and District Administrators. It is the responsibility of our Board to:

1. Advise the State Appointed Superintendent on matters of the District as they pertain to student achievement and operational efficiency of Newark Public Schools.
2. Conduct assessments of the progress of Newark Public Schools at least twice per year.
3. Ensure Newark Public Schools implements sound practices to sustain performance in Operations and Fiscal Management (areas now under local governance).
4. Represent the Newark Community on matters pertaining to Newark Public Schools and Newark students.

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NEW JERSEY STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE COMPLIANCE INVESTIGATION
OF THE NEWARK SCHOOL DISTRICT
EXECUTIVE SUMMARY

JULY 1994

New Jersey State Department of Education
Comprehensive Compliance Investigation
Newark School District
Executive Summary

Introduction

The New Jersey legislature, as mandated by the state constitution, is responsible for providing for the maintenance and support of a "thorough and efficient" system of free public education for all children in the state between the ages of five and eighteen. The New Jersey State Department of Education (NJDOE) is the agency responsible for allocating funds to and overseeing the administration of school districts in the state, began a new monitoring process in 1984. The process is designed to ensure that all districts have in place the elements of a thorough and efficient educational system and are meeting state standards. Currently, districts that pass monitoring are certified for a period of seven years, following which another monitoring cycle begins.

The monitoring process consists of three levels, escalating in the seriousness of their consequences for a failing district. Failure to correct deficiencies identified at any one level results in a district's placement into the next level of monitoring. In the current statutory scheme, in either Level II or Level III, an external review team may be appointed to examine the conditions in a district. If a district fails to achieve certification at Level III, the Commissioner of Education may direct that a Comprehensive Compliance Investigation (CCI) of the district be conducted. A CCI shall entail a thorough and detailed examination of a district's governance, management, educational programs and fiscal practices.

Based on the CCI, the Commissioner shall issue a report which will document any irregularities and the conditions which would preclude the district from successfully implementing a corrective action plan. The Commissioner shall also order the local board to show cause why an order subject to N.J.S.A. 18A:7A-15 and N.J.S.A. 18A:7A-34 should not be implemented.

The Newark School District, having failed Level I monitoring in 1984, failed to correct its deficiencies, progressed to Level II, and again failed. A Level III External Review from December 1992 to March 1993, following a four-part audit and a Verification Report to update the district's status, found the district's performance still unacceptable in many of the same areas that were deficient in 1984.

In May 1993, the Commissioner ordered NJDOE staff to conduct a CCI of the Newark School District. Investigations by a CCI Core Team of NJDOE professionals with diverse specialties were augmented by detailed investigations of curriculum and library media services; governance and management; fiscal operations; controverted matters; facilities; special education; vocational and adult education; bilingual education; the Chapter 1 program; certification; health services; child nutrition; and pupil transportation.

The CCI Core Team, which conducted unannounced site visits at over fifty schools, examined documents and interviewed numerous central office and school-level personnel, identified several broad patterns of dysfunction and mismanagement. These findings were reinforced by examinations of specific content and program areas and special investigations by other teams from the NJDOE. As part of the CCI, external consulting firms investigated specific aspects of finance and overall governance and management. Following is a summary of the findings of the entire CCI.

SUMMARY OF FINDINGS

"Given the pattern of the last ten years, it is unlikely that the District's same leadership, however well-intentioned, can demonstrate the ability not just to develop such a [new strategic] plan, but also to carry it through to produce major change."
(Towers Perrin CCI Report, page V-9)

The Newark School District, with approximately 48,000 students in 1993-94, is the largest in the state. Its average per pupil cost of \$10,700 in 1992-93, the latest year for which statewide per pupil costs have been analyzed, places it well above the statewide average, in the top ten percent of all New Jersey districts. It is also the largest of the state's 30 "Special Needs" districts, which is the designated term for a district which includes a very high percentage of children from low-income families. The overwhelming majority of Newark's students also belong to racial and ethnic minority groups. Sixty-three percent are African-American; 27 percent are Hispanic; approximately nine percent are white; and one percent are Asian or other racial-ethnic category. Already at risk of school failure because of economic disadvantage, children in the Newark public schools are placed at greater risk by school district personnel who fail to provide them with the opportunity to achieve academically in a safe, healthful environment.

The Newark School District has been at best flagrantly delinquent and at worst deceptive in discharging its obligations to the children enrolled in the public schools. The numerous deficiencies found throughout the district are the result of the Newark Board of Education's failure to meet its governance responsibilities and the Executive Superintendent's failure to lead and manage effectively.

Although individuals on the Board acknowledge that "Things aren't working," and that "Major changes are needed," the Board, as a body, has been unable to summon either the sense of urgency or the willingness to take decisive action necessary for change to occur. This complacency in the face of massive and increasing challenges is reflected at every level of the organization. The Board has also failed to hold the Executive Superintendent accountable for achieving necessary improvements in the district's performance, despite clear evidence that current leadership and management approaches are inadequate.

Although formal governance processes are generally in place and the Board formally approves all major plans and administrative decisions, its involvement in strategic planning and other important affairs of the district is superficial. The

Board is unengaged with and cannot define critical challenges facing the district; therefore, they are unable to respond appropriately to the urgent need to correct deficiencies. Board members are unfamiliar with the contents of the strategic plan they approved five years ago, unfamiliar with the details of their own budget, unfamiliar with objective data regarding the district's performance, and unfamiliar and uninvolved with fundamental strategic issues in curriculum, instruction, human resources and accountability.

When the Board does pay close attention to an issue, its focus is often misguided. Faced with a recent cutback in external funding for the Chapter 1 remedial program, for example, the Board concerned itself primarily with staff assignments and job security rather than with the impact on children's learning.

The Board's committee structure has been ineffectual and even counterproductive in dealing with key issues. Examinations of Board committee minutes showed few discussions of anything other than the merits of individual cases or proposals. The primary function of the committees has been to limit discussion and promote faster movement through the agenda at meetings of the full Board.

Also strongly deficient in the Board's style of governance is its failure to support or promote parental involvement at the school level, despite general knowledge of the importance of such involvement to school environments and student learning.

Clearly, the current governance, leadership and management of the district are inadequate to achieve major improvements in student performance. The need to make such improvements is crucial. Even judging by the narrow standard of achievement test results, evidence shows that the longer children remain in the Newark public schools, the less likely they are to succeed academically.

The percentage of children meeting state minimum achievement levels on standardized tests of basic skills is lower at grade six than at grade three. While this pattern is evident throughout the state, the differential between grades three and six is greater in Newark than in any other New Jersey school district. By the eighth grade, the performance of Newark's students on New Jersey's Early Warning Test in reading, writing and mathematics should alert school officials to the urgency of the need for improvement, yet results on the state's grade 11 High School Proficiency Test (HSPT11) in the same subjects are alarmingly low. As a consequence, the majority of youngsters who remain in Newark's schools through twelfth grade are in danger of leaving high school without diplomas.

In 1992-93, average daily student attendance was approximately 90 percent, according to the district's report to the NJDOE. This figure was one of the lowest reported attendance rates of any district in the state. The actual rate may be even lower. CCI site visits uncovered numerous examples of careless or non-existent attendance reporting, discrepancies in reported and filed copies of attendance data, and overcounting of enrolled and attending students. Overstated enrollments in four high schools, for example, resulted in a potential state aid reduction of nearly two million dollars.

The investigation uncovered further examples of neglect, mismanagement, and misrepresentation at almost every turn.

Staff records are maintained carelessly. Employee sign-in sheets receive little oversight by building principals, and some staff sign in and out at the same time. Names remain on payroll lists after individuals have transferred to other schools.

School buildings are filthy and in disrepair, despite the presence of numerous maintenance personnel. Fire and safety precautions are ignored. Lavatories lack toilet paper, soap, and paper towels; in many schools, it is difficult to find a drinking fountain that works. School cafeterias, although well staffed, often do not provide the size of portions or the nutritional components described in their published menus. School libraries lack enough appropriate materials to support even a modestly challenging curriculum for mainstream students and virtually no native-language materials for bilingual/ESL students.

A long-standing deficiency still evident in many schools is the lack of sufficient, appropriate instructional materials, equipment and supplies in classrooms. Ordering and delivery processes and operations are not structured to provide timely services to schools.

Classrooms, for the most part, are dirty and ill-equipped, and instruction is unchallenging and often misdirected or inappropriate. Few instances were found in any classroom, regardless of the subject or grade level, of children being encouraged to generate their own ideas, to collaborate in problem-solving activities, to write in class, to read widely and independently or to use skills and facts in context. Science laboratories lack basic equipment and show no evidence of recent use. Little science instruction takes place below the seventh grade; where science teaching does occur, students are rarely given "hands-on" experience.

A number of teachers and other professional staff members are uncertified or inappropriately certified for their current assignments; some were observed to lack an understanding of the subjects they were teaching and to give misinformation for children to copy into their notebooks.

Services to special education, bilingual education, vocational education, and Chapter 1 program students are notably deficient and violate state and federal requirements. These programs are planned and directed from the district central office, with little input from parents, principals or teachers.

The special education program in the Newark School District abuses the rights of parents and children by flagrantly violating state and federal mandates. The district receives nearly three million dollars in federal I.D.E.A. special education funding, but its commitment to the needs of children with disabilities is marked by misrepresentation, mismanagement and misuse of funds. Pupils have been overcounted in the application for federal funds; funds have been forfeited while preschool children and others with disabilities were denied services; and funds intended for special education have been used for general education. Parents' rights to information and input are routinely violated, and the district fails to evaluate pupils with disabilities properly and in a timely manner. As a consequence, educational programs for individual children are developed without essential information about the children's status and needs.

Most disturbing is the blatant segregation of special education students. Pupils with disabilities are instructed in separate school buildings, according to their disability classification, rather than in integrated settings in their neighborhood schools as required by federal and state law. This same violation was cited in a 1987 investigation by the federal Office of Civil Rights. The district's practices regarding these "least restrictive environment" mandates are, at best, 20 years behind the times.

The bilingual education program, which is supposed to parallel the regular program of the school, cannot do so because native-language materials and bilingual/ESL curricula are not available. No bilingual or ESL instructional strand is included in the program of the district's Staff Development School. The district has also ignored state mandates regarding entry and exit criteria, as well as the grouping of children with different language backgrounds in the same class when there are enough children to form a separate bilingual class in English and one native language. Bilingual and ESL classes in many of the schools are relegated to basements or other 'sub-standard' spaces in the buildings.

Vocational education deficiencies that have existed for years are still in evidence, despite infusions of funds and the availability of technical assistance. With the full knowledge that a high percentage of students in the district do not go on to college and that many who do go to college do not finish, the

district has continued to function as if this fact were not true. Programs that exist are of poor quality and do not contain mandated components. Students with disabilities are deprived of meaningful, appropriate participation and of the support and resources they require. Shops and laboratories are obsolete and in disrepair. Students and staff are exposed to numerous safety and health hazards, which could result in injury or serious illness.

The Chapter 1 program, as observed, is not being implemented as described in the district's approved application for funds. Some staff members are uncertified; some do not teach for the amount of time approved in the district's application. Schoolwide Projects and Program Improvement Projects are not being implemented as described. Individual student improvement plans, required to guide instruction, are riddled with errors in the recording of achievement data. Also found in the Chapter 1 program were ineligible students served with Chapter 1 funds on more than the incidental basis allowed by federal guidelines, and unexpended capital expense and program improvement funds that must be returned to the state.

Investigators were shocked by the careless delivery of health services in the schools. Required screenings and examinations are performed inconsistently and recorded with extreme and potentially harmful carelessness. Medicines and dangerous chemicals are in unlocked storage areas, accessible to children. No district policy exists to ensure that adrenalin is on hand in case of adverse reactions to the substance injected during tuberculosis testing. The district requires parents to sign a blanket form, offered in English only, allowing district personnel to perform "any ... procedures [it] deems necessary for the child's [well] being," throughout the child's school life.

Pupil transportation is hazardous, largely due to the district's failure to provide oversight to contractors providing the services. Children are riding in school buses that are operated by improperly licensed drivers, that lack the proper safety equipment and that have not been properly inspected. Many safety violations occurred in the presence of CCI site visitors, such as buses left unattended with children on board and children allowed to run freely in the area, without adult supervision, while buses were arriving, departing and backing up.

The food service program, essential to the maintenance of adequate nutrition in a district where thousands of children are eligible for free and reduced-price lunches, is not properly monitored by district administrators. The CCI Team found numerous violations of state and federal regulations designed to

ensure the quality and integrity of the program. Meal count figures are changed to correspond to applications on file; meals for which the district claims reimbursement from the state lack required nutritional components or portion sizes; a system for collecting money from children who are supposed to pay full or reduced prices for their meals is not in evidence; current food inventories are not maintained; and items planned and shown on the menu are frequently not offered for sale.

The school buildings themselves are unsafe. Codes established to protect the health, safety, and welfare of individuals are routinely violated. Unapproved construction was observed throughout the investigation. The district allows renovation and remodeling to take place without submitting for approval the educational specifications or construction documents to the Bureau of Facility Planning. Requirements of both the Administrative Code, Title 6, Chapter 22, and the Uniform Construction Code (UCC) are ignored. The district also consistently fails to apply for Certificates of Occupancy.

The CCI Team found two worlds during its investigation of the Newark School District: the world of the schools themselves, with misdirected instruction, badly neglected buildings, inefficient practices, and inequitable distribution of even the most basic resources; and the world of comfortable offices and important-sounding titles in the district central office, detached from the everyday reality of the schools. The activities that take place in the district central office accomplish little of value and drain needed resources from students.

Uncovered in the district were conflicts of interest, falsification of reports, willful violation of New Jersey's election and bidding laws, misused and mismanaged federal, local, and state monies, mismanaged personnel matters, loose control over cash, a significant backlog of uncompleted capital improvement projects, and many other irregular and deficient practices.

Examples of such practices include the continued leasing of an unsafe, rat-infested, converted factory building for use as a school, although inspection reports dating back to 1973 urge that the building be vacated. Two employees of the Newark Board of Education receive remuneration through a conduit relationship for the rental of the building. The annual rent is in excess of \$175,000. The board also leases, at \$18,000 annually, space in a hangar at Newark Airport and pays a full-time coordinator \$54,000 annually for an "aerospace project" in which little activity is evident.

The CCI Team also learned that prospective vendors to the Board of Education are strongly pressured to contribute \$1,000 or more to an "Executive Superintendent's Scholarship Fund," with the understanding that without such contribution they will not do business with the Board of Education.

Investigation of the district's routine fiscal management uncovered many other practices with the potential for fraud and abuse. Among these practices were the Board of Education's failure to monitor uninvested balances and inactive bank accounts; the failure to prepare reports and account reconciliations on a timely basis; the failure to stamp and log in checks when received; the securing of blank checks and signature plates in the same location; and differences between the bank's and the district's records of authorized signatures.

Numerous plans to improve district performance have been developed over the years, but what is lacking above all in the Newark School District is an effective, integrated improvement strategy and the corresponding will and ability to make it happen.

In the spring of 1994, CCI investigators were told by the Board, the Executive Superintendent and senior staff that the district's new strategic planning process would pave the way for systemic change. Interviews with these district leaders, however, revealed the same lack of vision and confusion about direction that have characterized district leadership in the past. The planning they described in November 1993, with one particular consultant and model of school reform, had changed by March 1994 to a different consultant, planning assistance from outside organizations, a different set of identified needs and a different model for change.

District leaders are floundering. It is clear that the pressure of a strong state presence, the investigation itself and the imminence of a decision regarding action after the conclusion of the CCI have precipitated a last-minute search for solutions to problems that the Newark Board of Education and senior administrators have failed to acknowledge, let alone confront, for years. It is highly unlikely, however, that such "eleventh hour" remedies, applied by the same leaders, will be able to bring about the major change needed if the students in Newark's public schools are to receive the educational services they deserve.

Recommendation

Over the last decade, the Newark School District has failed repeatedly to achieve State Board of Education certification. The conditions which have precluded the district, and continue to preclude the district from implementing a corrective action plan to achieve certification, include severe governance deficiencies on the part of the Board and inadequate leadership and management by district administrators. The combination of these severe governance and management deficiencies translates into failures in the schools and in the classrooms. The multitude of plans for improvement which have been developed at the district's central office have not resulted in either corrections of the district's deficiencies or substantive changes in the education of Newark's students. [The Board's lack of urgency to correct the district's many deficiencies is demonstrated in its failure to hold the Executive Superintendent strictly accountable for achieving necessary improvements in the district's performance. Coupled with the Board's failure to hold the district's chief administrator accountable is the lack of an effective, integrated strategy for instructional change on the part of the district's management.]

Based upon the findings and conclusions of the CCI, the Newark Board of Education has failed or has been unable to take corrective actions necessary to establish a thorough and efficient system of education. In order to achieve the constitutional mandate of providing a thorough and efficient system of education for the children in Newark, the State must withdraw its delegation of that important responsibility to the Newark Board of Education. Accordingly, the assistant commissioner for the Division of Field Services recommends the creation of a State-operated school district in the City of Newark.

New Jersey QSAC

The New Jersey Quality Single Accountability Continuum (QSAC) is the Department of Education's monitoring and evaluation system for public school districts. The system shifts the monitoring and evaluation focus from compliance to assistance, capacity building and improvement. It is a single comprehensive accountability system that consolidates and incorporates the monitoring requirements of applicable state laws and programs and complements federally required improvements. The system focuses on monitoring and evaluating school districts in five key components that, based on research, have been identified to be key factors in effective school districts.

The New Jersey QSAC was established in 2007 and is the most important tool used by the State Department of Education to measure the efficiency of public schools. Prior to the creation of NJ QSAC the process to review the progression of state run schools districts was vague and ambiguous. A "Working Group" was established under for Education Commissioner Dr. William L. Librera. In a 2003 report presented to former Commissioner Librera, the "Working Group" provided key recommendations to improve the state takeover process. The key recommendations provided by this "Working Group" helped establish a process of accountability for returning local control to school boards in Paterson, Jersey City and Newark.

Key Recommendations of 2003 Report from "Working Group"

Recommendation #1: The takeover statute should be revised to replace the certification requirement for the return to local control with a requirement that the district make significant and sustainable progress in meeting performance standards to be promulgated by the Commissioner.

Recommendation #2: The effective and efficient implementation of Abbott's remedies should be a major consideration in judging a district's readiness for local control.

Recommendation #3: DOE should make local capacity the cornerstone of the state's interactions with districts.

Recommendation #4: The relationship between the state district superintendents and the boards of education should be clarified and strengthened as part of the transition process, to prevent a recurrence of the governance failures that precipitated the original takeovers.

Recommendation #5: While the deficiencies in the current law's exclusive focus on the DOE's standards for school district certification are amply documented, it is essential that the three districts and the DOE demonstrate that there has been significant and sustainable improvement in the conditions cited in the Comprehensive Compliance Investigations.

Recommendation #6: DOE must strengthen its capacity to provide technical assistance to struggling school districts. In doing so, the 'monitoring' and 'technical assistance' functions of the Department should be segregated to avoid conflicts and promote clarity of purpose.

Recommendation #7: The current statutory framework for transition to local control is abrupt and unrealistic. Accordingly, a new framework for reestablishment of local control must be established.

***The complete report submitted by the "Working Group" in 2003 can be viewed at the following website <http://www.state.nj.us/education/archive/abbotts/sosd/archive/streport.pdf>

The Newark Board of Education has regained local governance in the areas of Operations and Fiscal Management. It is our mission to build capacity and continue progressing towards the return of full local governance. Our Board believes that a strong commitment to professional development and governance through effective policy making is necessary to improve NJ QSAC performance. Meeting and exceeding benchmarks on the NJ QSAC are requirements for the return of local governance. The actions of our Board must be clearly aligned with improving student achievement and NJ QSAC performance. Our Boards actions and must also be supported by the State Appointed Superintendent.

As highlighted in the report submitted by the "Working Group" in 2003, recommendation #4 states: "The relationship between the state district superintendents and the boards of education should be clarified and strengthened as part of the transition process, to prevent a recurrence of the governance failures that precipitated the original takeovers." There must be a respectable working relationship between the Chief Education Officer of NPS, his/her administration and the Newark Board of Education to collectively drive the change that is necessary to improve Newark Public Schools and build capacity for local control. Some may argue this to be an unfounded claim, but the progress of both the Paterson and Jersey City School Districts lend proof to the argument that the relationship between the State Appointed Superintendent and Board of Education must be clarified and strengthened to prevent failure of the state intervention process.

Improving QSAC Performance

The NJ Department of Education conducted an Interim Review for QSAC in April 2014 (results produced June 2014). The interim review has helped pin-point areas of opportunity for the growth of Newark Public Schools and the Newark Board of Education. The interim results highlighted improvement in two (2) of the three (3) areas that are still under state intervention.

Instruction & Program: The District's interim rating is 33%. This is a decrease of 1% since the 2012 interim review which yielded 34%. Improvement in this area is largely measured by student's performance on state assessments. While the District has made efforts to improve performance by implementing initiatives such as merit pay and other incentives for educators, Newark Public Schools has not made the necessary improvements to meet the performance standards of the NJ QSAC. Last year (November 2013) the Newark Board of Education adopted a new K-12 curriculum that is aligned with NJ Common Core Standards and will continue to support the District and partner to improve student achievement.

Personnel: The District's interim rating is 100%. This is an Increase of 52% since the 2012 interim review which yielded 48%. Since the District's rating for personnel is 100% no Improvement Plan is required in this area. Our Board partnered with the State Appointed Superintendent and developed a Personnel Committee to drive a more inclusive process in this area. Personnel matters have a major impact on the finances of the organization and success of the District. The Board aims to advise on pertinent matters such as the development of standardized evaluations (central office employees), and implementing exit interviews as part of the organizations HR Strategy. Our Board will work closely with the District Administration to ensure the progress is sustained in this area and that the proper protocols remain in place moving forward.

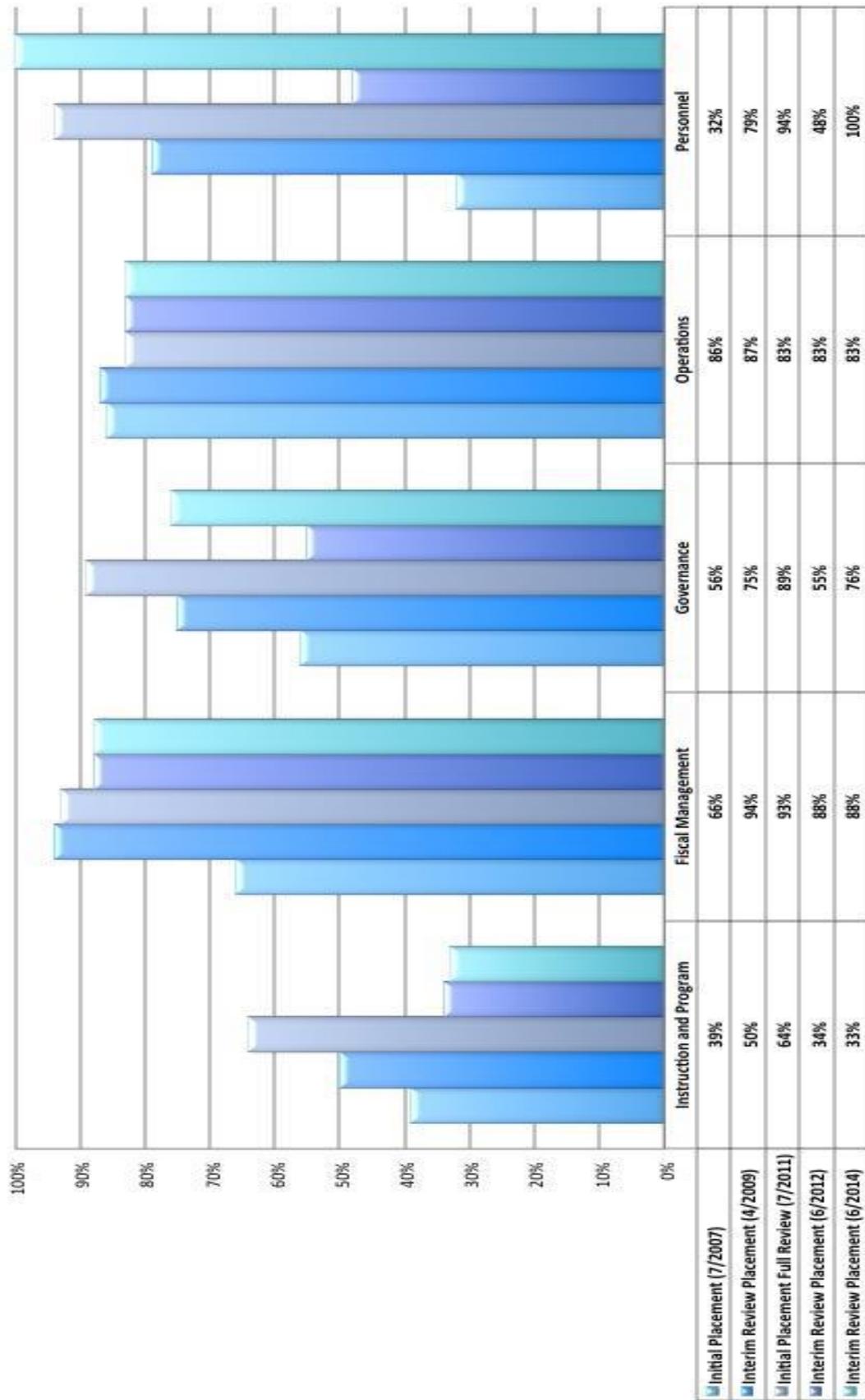
Governance: The District's interim rating is 76%. This is an increase of 21% since the 2012 interim review which yielded 55%. The Interim Review highlights concerns regarding the District's curriculum alignment. The updated curriculum that was adopted by our Board in November 2013 solves for the two areas that were unsatisfactory during the interim QSAC review. The Newark Board of Education has voted down the last two budgets that were presented by the State Appointed Superintendent. The budget development and review process is one of the most important requirements for Newark Public Schools. It is the duty of our Board to ensure that the District develops a balanced budget that allows for the greatest



level of success to implement the District's education plan. The budget development and review process must be one of complete transparency and the outcome must be a comprehensive budget that is directly linked to the strategic goals of the District and correlates to student achievement. Our Board recognizes that Newark Public Schools faces many fiscal challenges and is committed to working with the District Administration to develop a process that is transparent and helps make the NPS budget an ongoing topic of discussion. Our Board shall take the following actions to develop a streamlined budget development process and improve NJ QSAC ratings in the area of Governance:

- Work with NPS Administration to develop Budget To Actual reports to be produced quarterly during the school year and presented in Finance Committee meetings. The BTA performance reviews will help identify areas of over/under spending during the course of the school year. By reviewing these areas during the school year the necessary adjustments can be made to resolve budget concerns.
- Develop a Budget Committee of three (3) Board members to develop and prepare the NPS budget with key Administrators and Department Heads. The committee reserves one (1) floating seat for Board members to participate in the budget process and allow feedback from Board members prior to reaching the budget presentation. Budget discussions will cross all lines of the business and the various committees. The floating seat on the Budget Committee will be used to invite Committee Chairs to assist with the budget development process when items related to their committees are being considered. As an example the Chair from the Program and Instruction Committee will participate in any budget discussions related to programs and instruction for Newark Public Schools during the budget development process.
- Develop a formal budget development policy that is inclusive and aligned with organizational changes and the Board's position of having local governance in the area of Fiscal Management. The authority and prerogative to implement such policy rests with the State Appointed Superintendent. The Finance Committee will present a Budget Development, Preparation, and Adoption policy to the full Board with a recommendation to submit said policy to the State Appointed Superintendent for review and consideration for adoption.

Newark Public Schools NJ QSAC Performance



Transition Plan

In the summer of 2013 former NJ Commissioner of Education Chris Cerf announced his recommendation to return the function of fiscal management to the Newark Board of Education. Our Board developed a transition plan and presented it to Former Commissioner Cerf and his staff in October 2013. The submission of this transition plan led to a series of discussions regarding the components of returning the function of fiscal management to our Board. Ownership of this process was reassigned to now Acting Commissioner of Education Dave Hespe. The transition plan contained areas of concern the Board identified, such as an inconsistent budget development process, lack of discussion or parameters for resolving legal matters, and District disbursements. The transition plan was finalized on July 28, 2014 and was presented to our Board at a retreat on July 31, 2014. The transition plan prescribes standards and actions to address the matters submitted by the Board.

BUDGET DEVELOPMENT PROCESS: The transition plan calls for the State District Superintendent to develop and approve the annual budget pursuant to the provisions of N.J.S.A. 18A:7A-50 and 51. The transition plan also calls for the Board to establish a budget committee for the purpose of increasing capacity to implement the District's budget. A budget committee consisting of three standing members has been established. One seat on the committee has been reserved as a floating seat to allow further engagement among the Board during the budget process. The floating seat is reserved for committee chairs to attend budget meetings when the topics of discussion pertain to their areas of governance. As an example, the chair of the personnel committee shall attend all budget committee meetings when matters relating to personnel are on the table for discussion.

LEGAL MATTERS: The transition plan allows for the District to maintain its authority to settle and resolve legal matters without Board approval. However, the authority to do such has been capped at \$500,000 and any settlements exceeding this amount must be presented to the Board for approval. The transition plans also mandates that a three member legal subcommittee be established and that the District brief the subcommittee on all active litigation on a regular basis. The three member legal subcommittee has been established and is working closely with the District to manage legal matters.

DISTRICT DISBURSEMENTS: The transition plan explicitly states that District disbursements will not be made without approval by our Board and that such disbursements are also subject to review by the Commissioner of Education or his/her designee in accordance with impasse procedures. While the Superintendent retains veto power it is also the authority of our Board to submit a formal appeal to the Commissioner of Education to uphold our vote on the matter in question.

The 2013 Newark Public Schools Audit Report recommends “the District strengthens internal controls to ensure that all purchase orders issued to vendors for goods or services be approved prior to the vendor providing those goods and services.” Confirming orders have been cited as an area of concern and our Board believes that transition plan in addition in concert with a sound policy will help resolve this matter. The Board will make a formal policy recommendation to the State District Superintendent via the Finance Committee.

SALE AND ACQUISITION OF REAL PROPERTY: The transition plan states “Prior to the disposal, closure, or acquisition of any property, the District shall submit an application to the Commissioner for approval, in accordance with applicable State law and regulation. **Prior to the submission of the application to the Commissioner, the District shall present the application to the Newark Advisory Board for discussion at a public meeting and it shall be noted in the minutes of the meeting.**”

Closing schools has is a matter of grave importance and serious concern for our Board. In the past our Board has been briefed on decisions to close schools and sell properties/assets after the approval for such actions had already been granted. The transition plan will now allow our Board to drive accountability and be engaged in the process prior to the submission of any application to the Commissioner. While the matter is not being brought to our Board for a vote we still maintain our right to present a resolution that expresses the position of the Board (majority).

INTERNAL AUDIT TEAM: “The internal audit team established pursuant to N.J.S.A. 18A:7A-41 to monitor the business functions of the district and to report its findings to the Commissioner shall continue to operate in the District. This internal audit team will continue to provide the Commissioner and State District Superintendent with information regarding the financial activities and the adequacy and effectiveness of internal controls through financial, operational and compliance audits. The purpose of these audits is to improve internal controls and procedures to safeguard and promote efficient use of District resources, as well as compliance with federal and State regulations.”

NJ QSAC District Improvement Plan: Pursuant to N.J.S.A. 18A and N.J.A.C. 6A:30-5.4, a NJQSAC District Improvement Plan has been developed to address those areas of school district functioning where Newark Public Schools did not satisfy at least 80% of the indicators during the NJQSAC evaluation. The components of the District Improvement were incorporated into the Transition Plan. The last District Improvement Plans were approved by the NJ department of Education on October 3, 2012.

The Newark Public Schools District has undergone another NJ QSAC Performance review and is required to submit District Improvement Plans. Our Board is currently working with the District Administration to develop District Improvement Plans for Program & Instruction, Fiscal Management, Personnel, and Governance. NJ Statute only requires District Improvement Plans in the areas of Program & Instruction, Personnel, and Governance (see QSAC performance chart on pg. 3). However, our Board understands the need for further improvement in the area of Fiscal Management and will execute upon all actions agreed upon in the District Improvement Plans. All District Improvement Plans will be adopted by the Newark Board of Education in October 2014.

Agenda Planning: “The Newark Advisory Board must have structured and effective agendas in which to conduct board business. The State District Superintendent and the Newark Advisory Board Chairperson shall prepare the agenda for all meetings of the Newark Advisory Board. In doing so they shall consult the Newark Advisory Board Secretary and the Special Assistant. The agenda shall specifically note which action items relate to Operations and Fiscal management for voting purposes. *If there are any disagreements between the State District Superintendent and the Newark Advisory Board Chairperson regarding items involving Fiscal management or Operations to be included on the agenda, the Special Assistant shall be consulted to assist the State District Superintendent and the Newark Advisory Board Chairperson come to a consensus on agenda items and, if necessary, make a final determination as to the appropriateness of an item involving Fiscal management or Operations for inclusion on the agenda.*”

Creation of Newark Advisory Board Meeting Protocols: The Newark Advisory Board must have established meeting protocols to guide board interactions, conduct board business and create an ongoing and accurate record of all its proceedings. The Special Assistant, Newark Advisory Board Chairperson, and State District Superintendent shall negotiate and present to the Office of the Commissioner a plan to maintain board meeting protocols, including protocols for interacting with the community, which may be revised as necessary.

Board Conduct and Development Plan: “Effective management of the fiscal resources of a school district requires that a school board and its individual members exercise authority in a fiscally prudent manner. Proper execution of such fiduciary duties requires a high functioning board, comprised of board members that are adequately prepared to perform duties of board member. Board members should be actively engaged in board meetings, understands parliamentary procedures, and maintain an awareness of a board member’s ethical obligations and fiduciary responsibilities.”

The Transition Plan calls for the appointed Special Assistant to develop a one-year Board Development Plan no later than July 30, 2014. The Board Development Plan has been designed to assess the Board’s understanding of District. The Development Plan was introduced to the Board at a Board Retreat that was held on July 31, 2014. Completion of the training modules will assist in building board capacity and improve the Board’s ability to govern.

The matter of returning fiscal management to the local school board is a complex task. The Newark Board of Education is the first Board under state intervention in the state of New Jersey to have fiscal management returned and it is likely that the transition plan that’s been established will serve as a framework for other School Boards under state intervention. Our Board has seen this process as an opportunity to be in the forefront and drive the critical discussions that will lead us to better governance. The transition plan is a tool to help our Board manage the District in the area of fiscal management and is our formal support for driving accountability among the Newark Public Schools Administration.

The Newark Board of Education must work with the District Administration to ensure that local governance in the areas of Operations and Fiscal management are maintained. NJ QSAC requires a score of 80% or higher to be maintained and that the District show sustainability to maintain such progress. As a Board, we must exercise our ability to govern effectively and drive accountability within Newark Public Schools. Student achievement must be at the forefront of all decision making. Our goal is to have local governance returned to our Board of Education and we believe that execution of the Transition and Strategic Governance Plans will help us accomplish that goal.



State of New Jersey
STATE BOARD OF EDUCATION

June 4, 2014
Adoption Resolution

**RESOLUTION TO RETURN FUNCTION OF FISCAL MANAGEMENT TO LOCAL
CONTROL IN THE NEWARK SCHOOL DISTRICT**

WHEREAS, by administrative order issued by the State Board of Education on July 5, 1995, the State Board of Education removed the Newark School District Board of Education and created a State-operated school district in Newark pursuant to N.J.S.A. 18A:7A-34; and

WHEREAS, pursuant to N.J.S.A. 18A:7A-10 *et seq.*, effective on January 24, 2007, the New Jersey Legislature, in review and consultation with the Joint Committee on the Public Schools, directed the Commissioner of the Department of Education to develop and implement a system for monitoring and evaluating the thoroughness and efficiency of public school districts in the State of New Jersey to be called the New Jersey Quality Single Accountability Continuum (NJQSAC); and

WHEREAS, NJQSAC involves an assessment of each school district's performance in the five key components of school district effectiveness: Instruction and Program, Personnel, Fiscal Management, Operations, and Governance; and

WHEREAS, local control of Operations was returned to Newark on October 17, 2007, while the remaining key components of school district performance remained under partial State intervention; and

WHEREAS, the Newark School District has demonstrated substantial and sustained progress in improving its NJQSAC scores in Fiscal Management from meeting an initial 66% of the performance indicators in 2008 to having met 94% in 2009, 90% in 2010, 93% in 2011 and 88% of the performance indicators in 2012, as well as substantial evidence that the public school district has adequate programs, policies and personnel in place and in operation to ensure that the demonstrated progress in Fiscal Management will be sustained; and

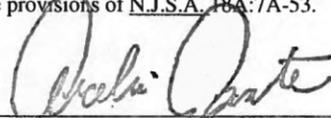
WHEREAS, in accordance with N.J.A.C. 6A:30-7.1 the Acting Commissioner has determined that Newark has met the factors for initiating return of the function of Fiscal Management to local control; now therefore, be it

RESOLVED, that the process for transition to local control of the function of Fiscal Management shall be initiated forthwith in the Newark School District pursuant to N.J.A.C. 6A:30-7.2 and that the functions of Instruction and Program, Personnel, and Governance shall continue to be placed under partial State intervention pursuant to N.J.A.C. 6A:30-7.2. The Department of Education, in collaboration with the Newark School District, shall develop a transition plan pursuant to N.J.A.C. 6A:30-7.2 and 7.3; and be it further

RESOLVED, that consistent with and upon approval by the Acting Commissioner of a transition plan to return the function of Fiscal Management to local control pursuant to N.J.A.C. 6A:30-7.2 and 7.3, the Newark Board of Education shall be empowered to vote on matters presented to the board relating to the function of Fiscal Management, subject, however, to veto by the Acting Commissioner or designee pursuant to the provisions of N.J.S.A. 18A:7A-53.



David C. Hespe, Acting Commissioner
Acting Secretary, NJ State Board of Education



Arcelio Aponte, President
NJ State Board of Education

2014-2015 Board Goals

Govern Through Effective Policy: Identify and propose additions/or revisions to district policies that reflect current practices and the Board's shared vision for the Newark Public Schools District. Key policies for focus during the 2014-2015 SY include:

- Newark Public Schools Student Conduct/Discipline Policy (File Code 5131)
- Newark Public Schools Social Media Policy (New Policy)
- Newark Public Schools Budget Development, Preparation, and Adoption Policy (File Code 3100)
- Newark Public Schools Community Complaints and Inquiries Policy (File Code 1312)

Community Engagement: Improve communication and transparency with the community, including but not limited to, implementation of effective meeting practices and procedures. Our Board understands the importance of community engagement and values the community's input on critical issues.

Our Board encourages the District Administration to improve community engagement by providing a mechanism in each school for parent, teacher, and community involvement. Our Board believes that community engagement can be most impactful if there is a strong focus and emphasis on the following:

- **Improved communication** - Effective communication between schools, parents, the community and students forms the foundation of developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning. It must also be a genuine exchange of information and ideas between the school, the home and the community.
- **Learning partnerships** - Learning partnerships raise parent's awareness of their power to improve their children's learning. Effective learning partnerships involve schools, parents and the community committing to work together to take action to improve students' learning, at school and at home.
- **Increased participation at the school level** - Research suggests that having a critical mass of parents and community members actively involved in the day to day activities of the schools helps grow the base of expert knowledge and physical resources on the school level.

Our Board is actively engaged in developing a streamlined process that will allow community members to work closely with the Board and District in key areas that impact student achievement and operational efficiency. Our Board understands the importance of community engagement and transparency and is committed to involving all stakeholders.

Implement E-Governance Practices: Our Board is working to implement a strong e-governance strategy that will allow Newark Public Schools to provide more information real time for the community and stakeholders. The implementation of E-Governance will also allow the Board to conduct paperless Board meetings and delivery information to the Board and community much faster. In this day and age our Board should be leading other Districts with the use of technology. The cost of developing and delivering weekly Board information packets exceeds \$100,000 annually. Our Board looks to reduce these costs by implementing E-Governance solutions so these funds can be used for educational programs for students and the human resources can be redirected to other initiatives within the District.

Our Board has conducted a needs assessment and viewed presentations from vendors. The project timeline has also been developed and the projected date for implementation is December 2014. Our Board has secured funding for this initiative through an established partnership with the Newark Trust for Education.

Build Capacity of The Board for Local Governance: Successfully complete the Board Development Plan during the 2014-2015 SY and become a certified Board of Education through the New Jersey Schools Boards Association.

NJSBA's Board Member Academy is a unique certification program designed to deliver high-quality training in all areas of school board responsibility. Courses cover a range of topics including general boardsmanship, governance, leadership, labor, policy and school law matters. We will earn this certification by having NJSBA staff conduct programs designed specifically for the needs of our Board. In order to earn the Board Certification, the Newark Board of Education must earn 18 credits within a three-year period. Our Board has earned 7 credits and looks to earn the remaining eleven credits during the 2014-2015 SY.

Board Development Plan: The State Department of Education appointed a Technical Assistant to provide additional support to our Board in the area of Fiscal Management. The Transition Plan for the return of local control in the area of fiscal management calls for our Board to complete a list of training and professional development modules developed by a Technical Assistant. Dr. Lee Nunery II has worked with our Board to develop a sound development plan that will help build our skillsets and expand our knowledge base as it pertains to the governance of our Board.

The development plan consists of eleven (11) modules in addition to all mandated trainings for Board members as per the New Jersey School Boards Association. The most effective Boards are heavily committed to their professional development. The appointment of the Technical Assistant provides additional support to our Board as we



continue to work towards improving efficiency and core competencies. The training modules that will be presented to the Board will focus on the following content areas:

- Governance
- Board Coherence
- Board Values
- Fiscal Management and Operation Controls
- District Funding Capital Planning
- Constituent Service
- Legislation & Policy

The completion of the trainings outlined in the Board Development Plan will total more than 40 hours once completed. This does not include state mandated training and optional trainings that Board members proactively choose to attend. As it stands one member of the Newark Board of Education has earned the honor of being a certified Board Member through the New Jersey School Boards Association and our Board expects at least two additional members to receive that honor during the 2014-2015 SY. Our Board will also increase participation on the county and state levels. Board members currently hold the following positions on the state and county levels:

- Rashon K. Hasan Vice-president of Legal, Essex County School Boards Association
- Ariagna Perello, Board of Delegates Alternate (Essex), NJ School Boards Association

Background

The 2014-2015 NPS Advisory Board Development Plan (BDP) is a key component of the Transition Plan for the Return of the Fiscal Management Component to the Newark Public School District (as signed by the Commissioner of Education and NPS Advisory Board Chairperson). Among other things, the Transition Plan outlines certain processes and requirements for the Advisory Board to successfully undertake the transition of Fiscal Management controls. The Board Development Plan (Section VII) is a critical part of the Transition Plan, and will be implemented in the 2014-2015 academic year.

The BDP is structured to be rigorous and comprehensive, with the goal of enhancing each Advisory Board member's competency and capacity in the new environment of Operational and Fiscal Management controls. The BDP is presented in modular format in order to facilitate how Advisory Board members will access and receive information throughout the academic year. It will entail a variety of topics, and will be delivered by the Special Assistant to the Commissioner (Dr. Leroy D. Nunery II) or other subject matter experts as needed.

The modules presented below may be modified during the course of the academic year, depending upon the needs of the Advisory Board members, the guidance of the Commissioner, or the advice of the State District Superintendent. Depending on need or changing schedules, elements of some modules will be combined with others or shifted in priority. Modules are designated as "mandatory" or "elective", per the guidance of the Special Assistant. Materials for each module will be made available to Advisory Board members in advance of each session. It is anticipated that the BDP could be delivered to the entire board, small groups, or on an individual basis, and may be delivered in person or online, if practicable.

The BDP will be coordinated and integrated into the Advisory Board's calendar of business and public board meetings. The Plan will also include mandated training that is stipulated in the [School District Accountability Act](#) through the New Jersey School Boards Association. Individual board members can earn Academy credits for each statewide program completed. These credits can be applied toward Academy [certification programs](#).

We will track the progress of each board member on the training, with the goal of having each individual accomplish the training on time and within expectations.

Final dates for each module will be determined in conjunction with the Superintendent's Office, expected no later than August 31, 2014.

Newark Public Schools Advisory Board
2014 - 2015 NPS Advisory Board Professional Development Plan
 Presented by: Dr. Leroy D. Nunery II, Special Assistant to the Commissioner

Modules	Topic	Goals	Dates	Expected Board Participation
Module 1: Orientation	<ul style="list-style-type: none"> • Introduction of Special Assistant • Transition Plan overview • Assignment of NJSBA Self-Evaluation (due Aug. 11) 	Outline parameters of Transition Plan	July 31, 2014	Mandatory
Module 2: Governance Procedures I: Board Committees	<ul style="list-style-type: none"> • Committee structures, schedules, practices, protocols, membership, and agendas • Confirm committee leadership and changes in committee policies (9130) • Establish expectations for effective and efficient committee meetings • Set committee goals and deliverables (driven by 2014-15 plans and calendar, Supt. goals, etc.) 	Ensure that Advisory Board committees have strong foundations and clear pathways for vetting issues and decision-making	To be completed by September 8, 2014	Mandatory
Module 3: Governance Procedures II:	<ul style="list-style-type: none"> • Review of NJ School Ethics Act and Code of Conduct • Review of NJSBA self-evaluation • Robert's Rules of Order • Best practices in governance • Establishing Board commitments to enhanced engagement and performance 	Review of the Self-Evaluation Ensure compliance with NJ School Ethics Act Assess and establish norms, governance practices, and knowledge	To be completed by September 15, 2014	Mandatory
Module 4: Board Coherence	<ul style="list-style-type: none"> • Board communications • Creating board consensus • Team building (Using TeamAbility Exercise)* • How to manage conflicts 	Establish effective board intramural and extramural communications and protocols	To be completed by September 30, 2014	Mandatory

Newark Public Schools Advisory Board
 2014 – 2015 NPS Advisory Board Professional Development Plan

Presented by: Dr. Leroy D. Nunery II, Special Assistant to the Commissioner

Modules	Topic	Goals	Dates	Expected Board Participation
NJSBA Mandated Training	Mandated training programs from NJSBA: <ul style="list-style-type: none"> • Governance I: New Board Members • Governance II: 1st Term, 2nd full year of service • Governance III: 1st Term, 3rd full year of service • Governance IV: Reelected/Reappointed Board Members 	Ensure compliance with the New Jersey School District Accountability Act	October 28 – 30, 2014: NJSBA Conference (Per schedule on page 6)	Mandatory/ Elective (Depending upon tenure Advisory Board members)
Module 5: Board Values	<ul style="list-style-type: none"> • Board core belief • Creation of board values statement 	Establish NPS Advisory Board values to guide working environment	To be completed by September 30, 2014	Mandatory
Module 6: Fiscal Management and Operational Controls	<ul style="list-style-type: none"> • NPS budget review (priorities, variance analysis, etc.) • Fiscal management controls • Key performance indicators (e.g, Council of Great City Schools 	Provide intensive review of NPS's main financial and budget documents Use comparative analysis of districts of similar size and complexity to establish knowledge baseline for board members	To be completed by October 30, 2014	Mandatory
Module 7: District Funding	<ul style="list-style-type: none"> • Funding streams • Weighted student funding/Equitable funding • Dynamics of Per Pupil Funding 	Review NPS' Council of Great City Schools and other best practice models ("Managing For Results") Establish baseline understanding for how NPS schools are funded and resourced	To be completed by October 30, 2014	Elective

Newark Public Schools Advisory Board
2014 – 2015 NPS Advisory Board Professional Development Plan
 Presented by: Dr. Leroy D. Nunery II, Special Assistant to the Commissioner

Modules	Topic	Goals	Dates	Expected Board Participation
Module 8: Constituent Service	<ul style="list-style-type: none"> Effective and appropriate board oversight How to reach and engage with NPS constituents Reform Governance Framework (Center of Reform of School Systems) 	Developing policies, information flows and protocols for engagement	To be completed by November 30, 2014	Mandatory
Module 9: Capital Planning	<ul style="list-style-type: none"> Review of NPS capital planning and facilities planning One Newark Long Term Ward Plans 	Establish understanding of NPS facilities plans, including deferred maintenance, space usage, etc.	To be completed by January 31, 2015	Mandatory
Module 10: NJSAC Improvement Plan	<ul style="list-style-type: none"> Review of Newark NJSAC District Improvement Plan 	Use QSAC rubric as baseline for governance practices	To be completed by February 28, 2015	Mandatory
Module 11: Legislation and Policy	<ul style="list-style-type: none"> Compliance with generally accepted practices, applicable law and Departmental guidance 	Review relevant legislative or policy changes as proposed	TBD	Elective
Other Potential Modules	<ul style="list-style-type: none"> Individual Board Certifications (NJSBA) 	Enhance board member contributions and capabilities	TBD	Elective (Online)
	<ul style="list-style-type: none"> Essex County School Boards Association Meeting 	Re-establish NPS Advisory Board relationships, networks, and areas of focus with other districts	January 15, 2015	Elective



Newark Board of Education 2014-2015 Committee Structure

The objective of the Newark Public Schools Board of Education committee structure is to provide the opportunity for Board members to formulate, review, analyze and deliberate policy recommendations and proposed actions by the Newark Public Schools District prior to consideration by the full Board. The proper development and alignment of committees is the foundation for the work and tasks that the Board should focus on during SY2014-2015. The proper execution of committees work will be the leading force in the Board's progress and accomplishments moving forward.

The New Jersey Quality Single Accountability Continuum is a statutory system used to "ensure that all school districts in the state of New Jersey are operating at a high level of performance" and to determine "the degree to which the through and efficient standards are being achieved." The NJQSAC monitors specific quality performance indicators and rates the performance of school districts within the area of five key components: (1) Instruction & Program; (2) Personnel; (3) Fiscal Management; (4) Operations; and (5) Governance.

The Newark Public Schools Board of Education is committed to building capacity and improving student achievement and district performance within the area of the five key components measured by NJQSAC. The first and most important step to improve performance within these areas is to restructure the Newark Public Schools Board of Education's standing committees and right-size the organization for greater alignment with the five (5) areas of NJQSAC.

This restructuring will also allow for greater accountability of the operations of Newark Public Schools and alignment with the current organizational structure of the Newark Public Schools District.

High functioning Boards, whether they serve school districts or Fortune 50 companies have sound committee structures. Committees are the working bodies for the various disciplines and areas of operation with the organization. Proper committee structure is the foundation for sound oversight of Newark Public Schools. Improper committee structures have been a roadblock for the Newark Public Schools Board of Education over the past few years and the realignment of the committee structure will help foster a solid governance process going forward.

The Newark Public Schools Board of Education will operate with a five tiered committee structure that will overlay one critical sub-committee. Board members have also been assigned to each Assistant Superintendent Network within Newark Public Schools as part of the realignment. Board members will engage with Assistant Superintendent to keep a finger on the pulse of activities and strategies that are implemented within their respective networks. This new organizational structure will allow for operational efficiency and help drive accountability for the management of Newark Public Schools.



Current NPS policy states: “The State District Superintendent, in collaboration with the Newark Public Schools Board of Education Chairperson, may authorize the establishment of such standing committees from among its membership as necessary to study operations in specific areas in order to assist in submitting items to the full Board.”

In accordance with **NPS Policy File Code 9130**, the following Committees have been established for the 2014-2015 school year:

1. Program and Instruction Committee

Mission: To provide process guidance, standards and oversight of the curriculum approval process and consider matters related to PreK-12 curriculum and instruction. To strengthen student achievement by supporting the district’s efforts in ensuring all NPS students are college-ready, ultimately increasing high school graduation rates and decreasing the dropout rate among NPS students.

Scope of Support: The Program and Instruction Committee shall review and make recommendations on proposal for adding, deleting, or modifying academic programs and courses offered by the district. In addition, the Program and Instruction Committee shall make recommendations to the Board/District regarding requirements for graduation, general education, and learning objectives. The Committee shall also address all curriculum-related matters referred to it by the public.

2. Finance Committee

Mission: To ensure the financial solvency of the Newark Public Schools so that it provides quality academic programs to its students and their families. To strengthen the fiscal position of Newark Public Schools so that funds are used more effectively and efficiently at Central Office and in schools; while prioritizing spending to directly impact student achievement and operational efficiency.

Scope of Support: The Finance Committee shall review all vendor contracts, track District spending and budget to actual performance, monitor the district’s financial position, review monthly financial statements and yearly financial audits. The Finance Committee shall also approve the payroll of NPS employees and conduct a thorough review of operational procedures in the area of Food Services, Transportation and Purchasing.

3. Budget Committee

Mission: To increase capacity and transparency throughout the budget development process. The Budget Committee is tasked with ensuring that the Newark Public Schools District develops and produces a balanced budget that is succinctly aligned with the strategic goals and student achievement benchmarks for the District.

Scope of Support: The Budget Committee shall ensure that the Newark Public Schools District prioritizes academic achievement while planning the annual budget. The committee shall also

ensure the district is compliance with NJ statutes, administrative codes and local policies as it pertains to the budget development and approval process. The Budget Committee shall ensure that all areas of operation are evaluated during the budget process and that a balanced budget is presented and is equitable in nature.

4. Personnel/Policy Committee

Mission: To drive efficiency and proper alignment of NPS organizational structure and strategic goals of the district. To annually review district policies and recommend new policies and/or amendments to existing policies to ensure compliance with statutes and long term strategy of NPS. To enact sound HR practices that will strengthen the culture of the NPS workforce. To increase engagement and support from NPS Board members regarding critical legislation (both state and federal) that impact student achievement and the operations of public school districts.

Legal Sub-committee

The Legal Sub-committee has been formed to serve as an ad hoc sub-committee with the task of reviewing legal issues impacting Newark Public School as prescribed in the transition plan.

Scope of Support: The Personnel/Policy Committee shall review the organization chart of Newark Public Schools and ensure that all positions are indeed required for the overall success and implementation of the District's long-term strategy. The committee shall also review monthly vacancy reports for schools to ensure that key positions are filled with the appropriate staff members to educate NPS students. The committee shall also drive compliance for yearly employee evaluations to ensure that feedback is provided to employees to drive sound performance that will lead to improved student achievement outcomes.

5. Operations Committee

Mission: To drive efficiency of Newark Public Schools operations in the area of facilities and security. To ensure the proper maintenance of NPS facilities. To ensure the establishment of safe working and learning environments for NPS students and employees implementation of sound public safety policies/initiatives.

Scope of Support: The Operations Committee shall ensure the protection of all district assets by monitoring and reporting condition of all NPS facilities at the beginning, middle and end of each school year. The committee shall also monitor the New Jersey School Development Authorities procedural changes and approval of emergent and new school construction projects for Newark Public School. The committee shall also conduct a thorough review of the operational efficiency of the NPS Facilities Team and recommend changes to the full Board on a monthly basis. The Operations Committee shall also ensure the safety of NPS students and families by annually reviewing the District's safety plan and recommending sound practices to help create safe working and learning environments.

Newark Board of Education

Rashon K. Hasan, Chairperson
Ariagna Perello, Vice Chairperson

Personnel/Policy Committee

*****Members shall also serve as Legal Subcommittee**

Khalil S. Rashidi, Chair
Deniqua Matias, Vice Chair
Rashon K. Hasan
Ariagna Perello

NPS Staff

Vanessa Rodriguez
Kim Kassanove
Charlotte Hitchcock ***Legal
Arsen Zartarian***Legal

Program & Instruction Committee

DeNiqua Matias, Chair
Donald G. Jackson, Jr., Vice Chair
Dr. Rashied McCreary
Antoinette Baskerville-Richardson

NPS Staff
Dr. Caleb Perkins

Finance Committee

*****Members shall also serve as Budget Committee**

Rashon K. Hasan, Chair
Ariagna Perello, Vice Chair
Antoinette Baskerville-Richardson

NPS Staff
Valerie Wilson, SBA
Stacie Robinson

Operations Committee

Marques-Aquil Lewis, Chair
Phillip C. Seelinger, Vice Chair
Donald Jackson

NPS Staff
Keith Barton
Satish Desai

Assistant Superintendent/School Network Assignments

Rashon K. Hasan and Donald G. Jackson, Jr.: Brad Haggerty, ASupt Network
Ariagna Perello: Gary Bidelman, ASupt Network
Khalil S. Rashidi: Roger Leon, ASupt Network
DeNiqua Matias and Phillip C. Seelinger, Jr.: Peter Turnamian, ASupt Network
Marques-Aquil Lewis and Dr. Rashied McCreary: Mitch Center, ASupt Network
Antoinette Baskerville-Richardson: Aqua Stovall, ASupt Network

**Newark Board of Education
ORGANIZATIONAL CHART**

SY2014/2015

Assessing The District's Performance

The bylaws of the Newark Board of Education states “the role of the advisory board in a State Operated School District is primarily to assist the State District Superintendent by providing for review, feedback, and discussion of matters brought before them by the State District Superintendent for vote or discussion. The bylaws (File Code 9000) also state “on a regular basis, but no less than twice each year, the advisory board shall report in writing directly to the State District Superintendent concerning its assessment of the progress of the district. Copies of the report shall be forwarded to the Commissioner of Education and the State Board of Education. The State District Superintendent shall make such clerical and other resources available as are necessary for the effective operation of the district.”

Our Board will conduct a minimum of two (2) assessments during the 2014-2015 SY. The first assessment will focus on the District's performance for student enrollment, school readiness, 2013-2014 budget to actual performance, implementation of One Newark (Universal Enrollment), and the District's performance on state assessments and ACT for the 2013-2014 SY. The first assessment will be submitted by February 1, 2015.

The second assessment will be submitted by August 1, 2015 and will highlight the Board's evaluation of District's performance as it relates to Key Performance Indicators that have been established within this Strategic Governance Plan. Our Board will submit additional assessments of the District's progress and performance as needed.

As our Board continues to build capacity and strengthen our performance on the NJQSAC it is extremely important that we remain diligent in our ability to properly manage the areas in which we have local control and assess the district's performance. Conducting formal assessments is the best tool we have at our disposal and is the only way for us to drive accountability and push to reform management practices of Newark Public Schools. Our Board believes that conducting formal assessments of the District will allow us to have the best impact on the District's performance going forward.

The Key Performance Indicators identified in this Strategic Governance Plan are highly regarded as measurements for the successful operation of school districts throughout the nation. The established objectives/targets are near or at the average performance benchmarks highlighted in the Council of Great City School's 2013 report, Managing for Results in America's Great City Schools. The Key Performance Indicators are subject to change if the Board deems changes are necessary to conduct a thorough assessment.

Program & Instruction Key Performance Indicators

Student Growth Percentiles

Importance: SGP is a measure of how much a student improves his or her NJ ASK score from one year to the next compared to students across the state with a similar test score history.

Influential Factors:

- Proper planning
- Effective instruction
- Quality of summative assessments

Calculation: Determined by NJ Department of Education.

PARCC Assessment

Importance: The PARCC assessment measures real world skills that colleges value, such as critical thinking and problem solving. New Jersey's college and universities will use those assessments as one of the indicators of a student's readiness for entry-level, credit-bearing college courses.

Influential Factors:

- Proper technological infrastructure
- Common Core aligned curriculum
- Professional development

Calculation: PARCC is a new assessment and a new achievement baseline will be established this year. Testing standards and objectives will be established by the NJ Department of Education.

High School Cohort Graduation Rate

Importance: By tracking, monitoring, and examining the high school graduation rate it calls for a simple assessment of the District's effectiveness in providing quality education to students and placing them on a pathway to success and college readiness.

Influential Factors:

- College preparation
- Support services
- School leadership

Calculation: Base of four year student cohort graduates divided by the number of 1st time 9th grade students in the graduation year + students transferred in – students transferred out. The adjusted cohort formula essentially divides the number of 4-year graduates (i.e., those students receiving a diploma) by the number of first-time ninth graders who entered the cohort four years earlier. Calculation is determined by NJ Department of Education.

% Students on Track for College Readiness – ACT Benchmarks

Importance: This measure serves as an indicator of the district's ability to deliver education to students and provide support to place students on the pathway to college readiness. A high percentage of students who are off track can or below the national benchmarks indicate inefficient programs to assist students with college readiness.

Influential Factors:

- Effective instruction
- Support services
- Aligned curriculum

Calculation: Percentage of high school students meeting or exceeding national benchmarks established for ACT performance in the areas of English, Math, Reading, and Science.

Average Daily Attendance

Importance: Student absenteeism can lead to low academic achievement, school dropout, delinquency and gang involvement. School districts that have established multi-systemic approaches and policies pertaining to student absenteeism typically experience fewer numbers of dropouts and a greater number of graduates.

Influential Factors:

- Parental engagement
- Lack of support services
- Student illnesses/poor health conditions
- Student suspension rates

Calculation: Average daily attendance counts are based on the numbers of children actually in attendance in a school or district each day, then, typically averaged on a bimonthly or quarterly basis in order to determine mid-year adjustments to state aid.

HR & Personnel Key Performance Indicators

Impact of EWPS Pool

Importance: The EWPS Pool has placed a strain on the District's budget and ability to use additional funding for educational programs. An overrun on the budgeted cost of the EWPS Pool indicates inefficiency in the District's ability to find placement for employees within the pool and is cause for concern with the budgeting process

Influential Factors:

- Inability to match employees
- Force placement of employees

Calculation: Total budgeted expenditures for EWPS Pool in the final budget divided by total district expenditures for EWPS Pool.

Exit Interview Completion Rate

Importance: Exit interviews provide important insight to the District's hiring practices and ability/inability to retain employees

Influential Factors:

- Placement of exit interview on separation/resignation forms
- Internal review processes
- Pro-active focus on customer service

Calculation: Total number of exit interviews completed *divided by* the total number of employee separations (including retirement, resignation and termination) in the district.

Teacher Retention

Importance: By tracking, monitoring, and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/induction program and maintain desired staff continuity.

Influential Factors

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

Calculation: Number of teachers retained after X number of years *divided by* number of teachers that were newly hired Y number of four years ago.

Budget Variances on Salaries

Importance: This measure assesses efficiency in salary spending against the final approved general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget for salaries and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/or potentially mismanaged

Influential Factors:

- Improper staffing projections
- Unplanned hiring

Calculation: Total budgeted expenditures for salaries in the final budget *divided by* total district operating expenditures. This KPI will also be reviewed monthly via the Personnel Committee.

Employee Turnover Ratio

Importance: These measures may serve as indicators of district policies, administrative procedures, and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Influential Factors:

- Number of Equal Employment Opportunity (EEO) charges filed by employees divided by total number of employees
- State and local laws defining discrimination will impact
- Board policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Indicator as to the effectiveness of supervisors and managers

Calculation: Number of discrimination complaints divided by total number of district employees (FTEs) in 10,000s.

Operations Key Performance Indicators

Utility Costs Per Square Footage

Importance: This measures the efficiency of the district's building utility operations. It may also reflect a district's effort to reduce energy consumption through conservation measures being implemented by building occupants as well as maintenance and operations personnel. Higher numbers signal an opportunity to evaluate fixed and variable cost factors and identifies those factors that can be modified for greater efficiency.

Influential Factors:

- Age of buildings and physical plants
- Energy conservation policies and management practices

Calculation: Total utility costs (including electricity, heating fuel, water, and sewer) divided by total square footage of all non-vacant buildings.

Custodial Work – Cost per Sq. Foot

Importance: This measure is an important indicator of the efficiency of the custodial operations. The value is affected not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Influential Factors:

- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians
- Per diem and overtime expenses
- Employee absence

Calculation: Total cost of district-operated custodial work plus total cost of contract-operated custodial work divided by total square footage of all non-vacant buildings.

Work Order Completion Time (Days)

Importance: Newark Public Schools has a number of aging facilities and aging work requests can cause further damage and result in higher costs.

Influential Factors

- Staffing (productivity)
- Inefficient policies
- Employee Absence
- Employee training

Calculation: Total number of days to complete all work orders divided by the total number of work orders.

Safety & Security Operations Costs as % of District Budget

Importance: This measure gives an indication of the level of support for safety and security operations as a percent of district general operating budget. A low percentage could be an indication that the district is not meeting security needs or that other revenue sources are needed to support security for district staff and students.

Factors That Influence:

- Overall general fund budget
- Budget allocations
- District policy for security
- Per diem & overtime expenses

Calculation: Total safety and security expenditures divided by district operating expenditures.

Incidents Bullying /Harassment Per 1,000 Students

Importance: This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Influential Factors:

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Proper implementation of technology such as security camera systems in schools

Calculation: Total number of bullying/harassment incidents divided by total district enrollment in thousands.

Finance & Budget Key Performance Indicators

Budget To Actual Performance (exp.)

Importance: This measure assesses efficiency in spending against the final approved general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/or potentially mismanaged.

Influential Factors:

- Administrative organizational structure, leadership styles, decision making processes, and distribution of authority
- Budget development and management processes
- Performance management, monitoring, and reporting systems

Calculation: Total budgeted expenditures in the final budget *divided by* total district operating expenditures. This KPI will also be reviewed monthly via the Finance Committee.

Grant Management - Percent of Total Budget

Importance: Shows the magnitude of a district's reliance on additional and alternative funding sources

Influential Factors:

- District demographics that drive eligibility for categorical grants
- Local economic conditions

Calculation: Total grant fund expenditures *divided by* total district operating revenue.

Procurement Savings Ratio

Importance: This is the annual amount of savings (defined as the difference between the average bid, proposal or quote amounts, and the actual amount paid) as compared to the total amount of purchasing. This measure compares a district's savings or "cost avoidance" that result from centralized purchasing to the total procurement spend (less P-Card spending).

Influential Factors:

- Identification of alternative products/methodology of providing services.
- Utilization of technology and e-procurement tools.
- Procurement policies

Calculation: Total savings from Invitations for Bids, Requests for Proposals, and informal solicitations *divided by* total procurement outlays (excluding P-cards and construction).

Annual Financial Report – Days to Publish

Importance: Timely publication of annual financial reports is an important part of responsible financial management and governance.

Influential Factors:

- Reporting processes
- Time management and goal-setting
- Staff experience and credentials

Calculation: Number of calendar days to publish the annual financial report, from end-of-year date to publishing date.

Accounts Payable Costs Per Invoice

Importance: This measure determines the average cost to process an invoice. According to the Institute of Management, the cost to handle an invoice is the second most used metric in benchmarking Accounts Payable operations.

Influential Factors:

- Administrative policies and procedures
- Administrative organizational structure
- Number of FTEs in the Accounts Payable Department
- Level of Automation
- The total dollar amount of invoices paid annually

Calculation: Total AP department personnel costs *plus* AP department non-personnel costs *divided by* total number of invoices handled by the AP department.

Food Services & Transportation Management

Key Performance Indicators

Breakfast & Lunch Participation Rates

Importance: High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

Influential Factors:

- Menu selections
- Food preparation methods
- Attractiveness of dining areas

Calculation: Total meals served *divided by* total district student enrollment times the number of school days in the year. Breakfast and lunch should be calculated separately.

Cost Per Meal

Importance: Total costs relative to meal volume demonstrates efficacy of the food service operation.

Influential Factors:

- The "chargebacks" to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, and dining room supervisory staff
- Participation rates
- Meal prices

Calculation: Total direct costs of the food services program *divided by* the total meal count of all meal types. Breakfast meals are weighted at one-half; lunch meals at one-to-one; snacks at one-fourth; and suppers at one-to-one.

Transportation - On Time Performance

Importance: This measure refers to the level of success of the transportation service remaining on the published arrival schedule. Late arrival of students at schools causes disruption in classrooms and may preclude some students from having school-provided breakfast.

Influential Factors:

- Increased ridership
- Unrealistic scheduling
- Accidents

- Traffic

Calculation: One minus the sum of bus runs that arrived late (contractor and district) *divided by* the total number of bus runs (contractor and district) over two.

Transportation - Cost Per Rider

Importance: This is a basic measurement of the cost efficiency of a pupil transportation program. It allows a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement.

Influential Factors:

- Driver wage and benefit structure: labor contracts
- Terms of contracts
- Effectiveness of route planning
- Transportation department input in proposed bell schedule changes

Calculation: Total direct cost *plus* total indirect cost *plus* total contractor cost of bus services *divided by* number of riders.

Transportation – Daily Rider Participation

Importance:

This is a basic measurement of the cost efficiency of a pupil transportation program. Maximizing seat utilization reduces the number of buses needed. This data provides a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement.

Influential Factors:

- Effectiveness of the routing plan
- Ability to use each bus for more than one run each morning and each afternoon

Calculation: Average daily ridership for elementary, middle and high school *divided by* total number of passenger seats available for all daily buses used in the transportation program.

2014-2015 Board Agenda Planning

July

- Superintendent develops action plans to achieve district goals
- Board develops action plans to achieve Board goals and completes Self-Evaluation
- Review and approve staff development plans and their connection to student achievement for next year
- Approve Board Professional Development Improvement Plan

August

- Review progress of all students at key grade levels in mastering the Common Core State Standards (CCSS) and the performance of student subgroups on state tests
- Approve personnel recommendations
- Annual review of student code of conduct
- Annual review of Memorandum of Agreement (MOA) concerning law enforcement operations for alcohol, other drugs, weapons and safety

September

- Approval of Board Goals/Strategic Governance Plan
- Superintendent presents action plans for achievement of district goals
- Approve the Comprehensive Maintenance Plan
- Approve the Safety and Security Plan

October

- Public hearing of the Violence and Vandalism Report (if required)
- Develop budget parameters focusing on student achievement
- Superintendent provides update on progress toward achievement of district goals and objectives
- Board provides update on progress toward achievement of Board goals and Board Development Plan
- Board members to attend NJSBA Workshop for training and development
- Approve District Improvement and Corrective Action Plans for NJ QSAC

November

- Board members to report on training from NJSBA Workshop
- Review findings of yearly Financial Audit and approve Corrective Action Plan
- Review audit report and approve and oversee the corrective action plan if needed
- Review and/or approve Technology Plan
- Host Essex County Schools Boards Association Meeting

December

- Review Final Enrollment
- Adopt corrective action plan for financial audit report

January

- Review preliminary budget numbers
- Approve budget schedule and begin Budget Committee Meetings
- Review budget priorities, ensure planned purchase of materials and curriculum development to support student achievement
-

February

- Submit 1st District Assessment (to Superintendent, State Board of Education and Commissioner of Education)
- Superintendent provides update on progress toward achievement of district goals and objectives
- Board provides update on progress toward achievement of Board goals and Board Development Plan
- Report on teachers meeting definition of Highly Qualified or evidence of progress toward same (via Personnel Committee)
- District to provide update on capital project

March

- Hold budget hearing / adopt budget

April

- Board members submit Financial Disclosure forms to the Ethics Commission
- Approve the School Health Nursing Services Plan
- Approve the Comprehensive Equity Plan
- Board reorganization meeting (Chair & Vice-Chair are determined)

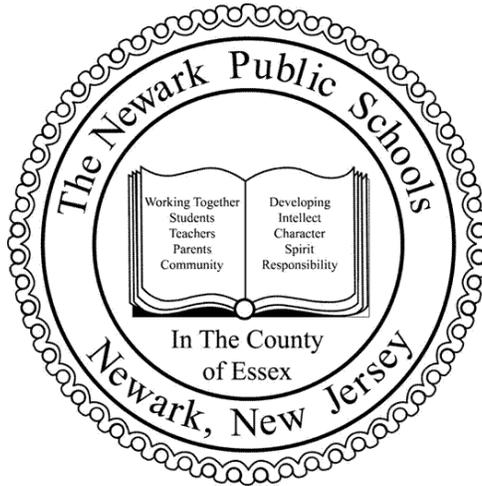
May

- Conduct in-house orientation for new board members
- Approve written curriculum that clearly and specifically aligns with the most recent State Board adopted version
- End of Year Staff Review (All staff: non-tenured, tenured, and administration)
- Report on compliance of submitting Financial Disclosure Statements to the Ethics Commission
- Review board member mandatory training requirements (report compliance)

June

- Superintendent provides end-of-the-year report on district goals
- Board provides end-of-the-year report on Board goals and execution of Strategic Governance Plan
- Review and approve District Progress Report
- Board annual goal-setting retreat
- Complete online board self-evaluation form
- Board Code of Ethics discussion with NJSBA Field Service Representative

Board agendas are subject to change



2014-2015 Newark Board of Education Members

Rashon K. Hasan, *Chairman*

Ariagna Perello, *Vice-Chair*

Antoinette Baskerville-Richardson, *Immediate Past-Chair*

Khalil S. Rashidi, *Chair Personnel Committee*

Marques-Aquil Lewis, *Chair Operations Committee*

DeNiqua Matias, *Chair Program & Instruction Committee*

Donald G. Jackson Jr.

Dr. Rashied McCreary

Phillip C. Seelinger Jr.