

# **POLICY**

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## **FRANKLIN TOWNSHIP BOARD OF EDUCATION**

**File Code:1120**

### BOARD OF EDUCATION MEETINGS

Board of education meetings shall be a primary means of sharing information with community members and inviting their comments and suggestions. Regular and special meetings of the board of education are open to the public and representatives of the media, except when, by resolution at the public meeting, the board excludes the public from those parts of a meeting which deal with matters held confidential in accordance with law.

The board welcomes participation of interested organizations and individuals and will schedule time as appropriate for the public to speak.

The board will not permit unnecessary or undesirable identification of district pupils at public or board of education meetings, particularly when the pupil is subject to disciplinary action, or has been identified as having a disability. A special confidential file shall be kept of the names of pupils with disabilities on whose behalf the board must take public action. An unidentifiable coding shall be used when referring to the pupil.

Comments and questions at the end of regular meetings may deal with any topic related to the board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. Advance announcement of all regular, scheduled special, and specially called meetings of the board is made through newspapers and other appropriate media outlets.

The board shall include a discussion of the School Ethics Act and the Code of Ethics for School Board members annually at a regularly scheduled public meeting.

In a regular meeting by September 30 of each year, the chief school administrator shall report to the board:

- A. The number of student graduated:
- B. The number of students graduated under the alternate high school proficiency assessment (ASHA) process;
- C. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);
- D. The total number of students denied graduation from the 12th grade class; and the number of students denied graduation from the 12th grade class solely because of failure to pass the Department of Education approved statewide proficiency assessments or AHSA .

Non-categorized schools shall discuss the school performance report (SPR) publicly. The school performance reports is an annual New Jersey Department of Education report released for every school in New Jersey that sets specific school- and subgroup-performance targets for both language arts and mathematics, and detail the school's annual progress toward meeting the targets. The report includes a range of data, including progress toward closing achievement gaps, comparison to peer schools with similar demographics, growth over time as measured through student growth percentiles (SGP) on State tests, and additional college- and career-readiness data points. The reports support school districts' and schools' engagement in performance management by setting performance goals, identifying strengths and weaknesses, and developing local plans to focus on low-performance areas.

In addition the district shall report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.

#### School Performance Report/School Report Card

The chief school administrator or his or her designee shall oversee the collection of data for the school performance report card program and annually report the data to the board and the commissioner. The school performance report card shall be prepared annually and disseminated annually to parents and other interested taxpayers within each school district.

A. The chief school administrator shall report annually to the board at a public meeting not later than September 30 (N.J.A.C. 6A:8-5.2f):

1. The number of students graduated;
2. The number of students graduated under the alternative high school assessment (AHSA) process;
3. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEPs);
4. The total number of students denied graduation from the 12th grade class; and
5. The number of students denied graduation from the 12th grade class solely because of failure to pass the Department of Education approved high school proficiency assessment or the AHSA.

B. The following information shall be collected for the district and for each school within the district, as appropriate and including but not limited to:

1. Results of the elementary assessment programs;
2. Results of the Early Warning Test;
3. Results of the High School Proficiency Test;
4. Daily attendance records for students and professional staff;
5. Student graduation and dropout rates;
6. Annual student scores on the Scholastic Aptitude Test;
7. Total student enrollment, percentage of limited English proficient students, percentage of students in advanced placement courses, and any other school characteristics which the commissioner deems appropriate;
8. Instructional resources including teacher/student ratio, average class size and amount of instructional time per day, as

- calculated by formulas specified by the commissioner;
9. A written narrative by the school principal or a designee which describes any special achievements, events, problems or initiatives of the school or district;
  10. Data identifying the number and nature of all reports of harassment, intimidation, or bullying; and Indicators of student career readiness.

C. The following information shall be collected for the district as appropriate:

1. Per pupil expenditures and State aid ratio;
2. Percent of budget allocated for salaries and benefits of administrative personnel;
3. Percent of budget allocated for salaries and benefits of teachers;
4. Percentage increase over the previous year for salaries and benefits of administrative and instructional personnel;
5. The number of administrative personnel and the ratio of administrative personnel to instructional personnel;  
A profile of the most recent graduating class concerning their educational or employment plans following graduation; and
6. Any other information which the commissioner deems appropriate.

In a regular board meeting by October 30 of each year, the chief school administrator shall provide a report which includes information on the following topics:

- A. The status of all capital projects in the school district's long range plan;
- B. The maximum permitted amount of the school district's reserve account
- C. Implementation of school-level plans;
- D. Achievement of performance objectives;
- E. Each school report card, including pupil performance results and student behavior data;
- F. Professional development activities;
- G. Condition of school facilities;
- H. Status of mandated program reviews;
- I. Community support data as detailed in the administrative code;
- J. The assignment plan for certified and non-certified nurses developed by the school district.

Other items presented at board meetings must include, but are not limited to:

- A. Presentation of audit report;

- B. Presentation of budget;
- C. Student attendance;
- D. Dropout statistics; other demographic data;
- E. Mandated inservice programs.

Harrassment, Intimidation and Bullying Reporting

In addition, two times each school year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

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