

LEAD PERSON

The lead person shall serve as chief executive and administrative officer of the school by implementing policies established by the board of trustees and by discharging the duties imposed on his/her or her office by law.

The lead person shall have a non voting seat on the board of trustees and the right to speak on all educational matters at the board meetings. The lead person shall be the chief school administrator of the school and lead person advisor to the board. He or she may delegate to an appropriate school official any duty not reserved to the lead person by law, but may not delegate the responsibility for duties mandated by law.

The board delegates to the lead person the function of specifying required actions and designing the detailed arrangements under which the school will be operated. These regulations and detailed arrangements will constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the board. When the lead person develops regulations, he/she will provide the board with copies for informational reasons. The board itself will formulate and adopt regulations only when required by law, or when the lead person recommends board adoption in light of strong community attitudes or probable staff reaction.

The board of trustee will evaluate the lead person at least annually. The purpose of the evaluation shall be:

- A. To promote professional excellence and improve the skills of the lead person;
- B. To improve the quality of the education received by the students;
- C. To provide a basis for the review of the job performance of the lead person.

The role and responsibility of the board in this evaluation shall be:

- A. To review, revise and adopt procedures suggested by the lead person for implementation of this policy;
- B. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process, and to engage such a consultant if the board deems it desirable;
- C. To adopt an individual plan for professional growth and development of the lead person based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the board and the lead person. The duration of the plan will be three to five years, depending on the lead person's contract with the school;
- D. To hold an annual summary conference between a majority of the full membership of the board and the lead person. This conference shall include a review of the lead person's performance in terms of his/her job description;
- E. To provide an annual written performance report, approved by a majority of the full membership of the board. This report shall include:
 - 1. Performance areas of strength;
 - 2. Performance areas needing improvement based upon the job description and evaluation criteria set forth below;

LEAD PERSON (continued)

3. Recommendations for professional growth and development;
4. A summary of available indicators of student progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the lead person;
5. Provision for performance data which have not been included in the report prepared by the board of trustees to be entered into the record by the lead person within 10 working days after the completion of the report.

The role and responsibility of the lead person shall be to provide information and propose procedures to:

- A. Be the primary advocate for the students and parents of the school;
- B. Assure the students expected academic growth;
- C. Create and maintain a community environment that is student centered, inspiring and empowering;
- D. Communicate with parents and guardians;
- E. Motivate teaching staff;
- F. Develop and implement a Professional Development Plan that meets the needs of the teaching staff and support personnel;
- G. Participate in the development and implementation of the curriculum and assure correlation with the Core Curriculum Content Standards and with the Goals and Objectives of the school;
- H. Complete and submit all required reports to the NJ DOE in a timely fashion
- I. Evaluate all teaching staff and support personnel;
- J. Work with teaching staff to monitor lesson planning and implementation;
- K. Work with the board of trustees in the evaluation of the school and the development and implementation of Action Plans needed to ensure effective execution of the Charter for the school;
- L. Assure implementation of the vision and mission of the Charter;
- M. Assure that the school community reflects the goals and objectives for the school and that plans and programs are in place to meet the specified objectives;
- N. Assure adherence to the curriculum, effective teaching and implementation of the assessment program;
- O. Analyze, review and make recommendations regarding assessments and student achievement on the NJASK series.

The policy shall be delivered to the lead person upon adoption. Amendments to the policy shall be distributed within 10 working days after adoption.

Adopted: February 7, 2013

LEAD PERSON (continued)

Key Words

Lead person Evaluation, Lead person Job Description, Lead person

Legal References:

NOTE: These legal references pertain primarily to the lead person's employment and evaluation. Many specific responsibilities are assigned by other statutes and administrative code regulations.

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:12-21 <u>et seq.</u>	School Ethics Act
<u>N.J.S.A.</u> 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
<u>N.J.S.A.</u> 18A:17-24	Clerks in superintendent's office
<u>N.J.S.A.</u> 18A:17-24.1	Shared Administrators, Superintendents
<u>N.J.S.A.</u> 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.S.A.</u> 18A:36A-1 <u>et seq.</u>	Charter School Program Act of 1995
<u>N.J.S.A.</u> 40:8A-1 <u>et seq.</u>	Interlocal Services Act
<u>N.J.A.C.</u> 6A:9-12	Requirements for Administrative Certification
<u>N.J.A.C.</u> 6A:11-1 <u>et seq.</u>	Charter Schools
<u>N.J.A.C.</u> 6A:28-1.1 <u>et seq.</u>	School Ethics Commission
<u>N.J.A.C.</u> 6A:32-4.1 <u>et seq.</u>	Employment and Supervision of Teaching Staff
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of nontenured teaching staff members
8 <u>U.S.C.</u> 1101 <u>et seq.</u>	- Immigration and Nationality Act

Possible

Cross References:

*2000/2010	Concepts and roles in administration; goals and objectives
*2121	Line of responsibility
*4111	Recruitment, selection and hiring
*4211	Recruitment, selection and hiring
*9000	Role of the board
*9400	Board self-evaluation

*Indicates policy is included in the Critical Policy Reference Manual.