

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 1410

## LOCAL UNITS

The Roselle Park Board of Education wishes to cooperate as fully as possible with other community agencies that serve district pupils. Cooperation will include pooling resources and exchanging information with other community agencies. The superintendent shall seek to develop positive working relationships with community agencies, including but not limited to, police authorities, fire departments, New Jersey Division of Child Protection and Permanency (DCP&P), emergency room and/or squad, other school districts, and all other agencies providing services to district pupils.

In accordance with law, the district may accept or share the use of facilities or equipment with other local organizations. The terms of the acceptance or sharing shall be decided for each instance.

### Police Authorities

It is the policy of the board to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens and to be in compliance with current memoranda of agreement between education and law enforcement officials. At the same time, schools have the responsibility to parents/guardians for the welfare of their children while they are in school. To carry out this dual responsibility, the administration is directed to follow the procedures developed to implement board policies, particularly those for policies numbered 5131.5, 5131.6, 5131.7, 5145.11 and 5145.12.

### Fire Department

The chief school administrator shall seek input from local fire officials when course materials in fire safety are being reviewed and revised and when procedures for fire drills are formulated. The fire department should be kept up to date on changes in the school buildings and class arrangements so that, in the event of an emergency, they will be prepared. All fires shall be reported to the local fire department in compliance with law.

### Division of Child Protection and Permanency (DCP&P)

Procedures for district cooperation with the Division of Youth and Family Services are included with those implementing policy 5141.4 Child abuse and neglect.

### Emergency Room/Squad

The chief school administrator shall establish procedures whereby the facilities of the local hospital emergency room and local ambulance/rescue squad may be called upon in implementing policies numbered 5131.6, 5141.1, 5141.6 and 6145.1/6145.2.

LOCAL UNITS (continued)

Cooperative Arrangements with Other School Districts

The board desires that strong lines of communication be maintained with other districts and institutions which provide programs, training, or services not available to children residing in this district, and with districts whose resident pupils are enrolled in programs in this district.

The district in which pupils are in attendance has responsibility and authority for those pupils. In order that those pupils receive maximum benefit from their program of studies, articulation between the cooperating institutions is essential.

Further, this school district shall cooperate with other school districts in the solution of common educational concerns. District staff under the direction of the chief school administrator shall participate in the coordination of such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendar and activities, and any others where it may be advantageous to serve a broader area than this school district. In carrying out this policy, the chief school administrator shall include in his/her reports to the board an evaluation of the desirability and feasibility of cooperation with other school districts.

Adopted: October 18, 2005

Revised: March 16, 2010

NJSBA Review/Update: September 2015

Readopted:

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:18A-11	Joint purchases by districts, municipalities; counties; authority
	<u>N.J.S.A.</u> 18A:20-4.2	Acquisition, improvement, lease, etc., of property for school purposes; authority of board of education
	<u>N.J.S.A.</u> 18A:20-9	Conveyance of unneeded real estate for nominal consideration; qualified recipients; reversion
	<u>N.J.S.A.</u> 18A:20-34	Use of schoolhouse and grounds for various purposes
	<u>N.J.S.A.</u> 18A:36-25	Early detection of missing and abused children; policies of school districts
	<u>N.J.S.A.</u> 18A:38-30	Assistance of sheriffs, police officers, etc.
	<u>N.J.S.A.</u> 18A:40A-1 et seq.	Substance abuse
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:40A-11, -12, -15, -16, -17, -18	
	<u>N.J.S.A.</u> 18A:41-1	Fire drills
	<u>N.J.S.A.</u> 18A:41-5	Reporting fires
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)

LOCAL UNITS (continued)

<u>N.J.S.A.</u> 40:8A-3 et al.	Contract by local unit for joint service projects; parties; authorization by resolution
<u>N.J.S.A.</u> 40:55D-8 et al.	Exemptions from payment of local fees
<u>N.J.S.A.</u> 52:27D-119 et seq.	Radon standards
<u>N.J.A.C.</u> 6:3-8.1(c)	Athletics Procedures (General requirements)
<u>N.J.A.C.</u> 6:8-2.1	Quality assurance annual report
<u>N.J.A.C.</u> 6A:14-7.1 et seq.	Receiving Schools
<u>N.J.A.C.</u> 6A:14-8.1 et seq.	Programs Operated by the Departments of Corrections and Human Services, and the Juvenile Justice Commission
<u>N.J.A.C.</u> 6A:16-1.1 et seq.	Programs to Support Student Development

See particularly:

N.J.A.C. 6A:16-4.1(b)(c), 5.2, 6.1, 6.2, 10.2

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

The New Jersey School Search Policy Manual, New Jersey Attorney General (1998)

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (1999 Revisions)

**Cross References:**

*1330	Use of school facilities
1420	County and intermediate units
*1600	Relations between other entities and the district
*3220/3230	State funds; federal funds
*3320	Purchasing procedures
*5125	Pupil records
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141.1	Accidents
*5141.4	Child abuse and neglect
5141.6	Crisis intervention
*5145.11	Questioning and apprehension
*5145.12	Search and seizure
*6114	Emergencies and disaster preparedness
*6122	Articulation
*6145.1/6145.2	Intramural competition; interscholastic competition
*6172	Alternative educational programs
*7110	Long-range facilities planning
7130	Relations with other governmental units
*Indicates policy is included in the Critical Policy Reference Manual.	

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 2224

## NONDISCRIMINATION/AFFIRMATIVE ACTION

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, **gender identity or expression**, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, pregnancy in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

The Roselle Park Board of Education will continue to support its Affirmative Action Resolution and to implement the district's equal educational opportunity policy, school and classroom practices plan and contract/employment practices plan in accordance with law and regulation.

**The superintendent shall oversee the development and implementation of the three-year comprehensive equity plan** to ensure that the district provides equality in educational programs and to identify and correct, or assess and prevent, all bias, discrimination and impermissible isolation in policies, practices and facilities of the district. Upon approval of this plan by the state department of education, the board shall adopt it by resolution. The superintendent shall report to the board annually on progress toward goals established in the plan. A copy of the district's affirmative action/equity plans and self-evaluation of their achievement shall be available in the district office.

### Affirmative Action Officer and Team

The board shall annually appoint a member of the staff as the affirmative action officer and form an affirmative action team, of whom the affirmative action officer is a member. The affirmative action officer shall serve as affirmative action/504 officer and/or desegregation coordinator. The affirmative action officer must have New Jersey certification with an administrative, instructional, or education services endorsement. The board shall ensure that all members of the school community know who the affirmative action officer is and how to access him/her.

The affirmative action officer shall:

- A. Coordinate the required professional development training for certificated and non-certificated staff;
- B. Notify all students and employees of district grievance procedures for handling discrimination complaints; and
- C. Ensure that the district grievance procedures, including investigative responsibilities and reporting information, are followed.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- D. Ensure that the district grievance procedures, including investigative responsibilities and reporting information, are followed.

The affirmative action team shall:

- A. Develop the comprehensive equity plan in compliance with administrative code;
- B. Oversee the implementation of the district's comprehensive equity plan;
- C. Collaborate with the affirmative action office in coordinating the required professional development training;
- D. Monitor the implementation of the comprehensive equity plan; and
- E. Conduct the annual district internal monitoring to ensure continuing compliance with state and federal law and code.

Harassment

The board of education shall maintain an instructional and working environment that is free from harassment of any kind. Administrators and supervisors will make it clear to all staff, pupils and vendors that harassment is prohibited. Sexual harassment shall be specifically addressed in the affirmative action inservice programs required by law for all staff.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to the conduct or communication is made a term or condition of employment or education;
- B. Submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment or education;
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or education;
- D. The conduct or communication has the effect of creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment of staff or children interferes with the learning process and will not be tolerated in the schools. Harassment by board members, employees, parents, students, vendors and others doing business with the district is prohibited. Any child or staff member who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the affirmative action officer or building principal.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Anyone else who has knowledge of or feels victimized by sexual harassment should immediately report his/her allegation to the chief school administrator or board president. Employees whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including dismissal. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the chief school administrator/board. Law enforcement shall be summoned when appropriate. This policy statement on sexual harassment shall be distributed to all staff members. Staff or pupils may file a formal grievance related to harassment on any of the grounds addressed in this policy. The affirmative action officer will receive all complaints and carry out a prompt and thorough investigation, and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination or harassment will result in appropriate disciplinary action.

School and Classroom Practices

In implementing affirmative action, the district shall:

- A. Identify and correct the denial of equality of educational opportunities for pupils solely on the basis of any classification protected by law;
- B. Continually reexamine and modify, as may be necessary, its school and classroom programs; location and use of facilities; its curriculum development program and its instructional materials; availability of programs for children; and equal access of all eligible pupils to all extracurricular programs.

These topics are included in the pupil and instruction policies of the district at #5145.4 Equal educational opportunity, #6121 Nondiscrimination/affirmative action, and #6145 Extracurricular activities.

Contract/Employment Practices

The district directs the chief school administrator to ensure that appropriate administrators implement the district's affirmative action policies by:

- A. Adhering to the administrative code in selection of vendors and suppliers; informing vendors and suppliers that their employees are bound by the district's affirmative action policies in their contacts with district staff and pupils;
- B. Continuing implementation and refinement of existing practices and affirmative action plans, making certain that all recruitment, hiring, evaluation, training, promotion, personnel-management practices and collective bargaining agreements are structured and administered in a manner that furthers equal employment opportunity principles and eliminates discrimination on any basis protected by law, holding inservice programs on affirmative action for all staff in accordance with law.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

These topics are included in the business and noninstructional operations, and the personnel policies of the district at #3320, #3327, #4111.1 and #4211.1.

Disabled

In addition to prohibiting educational and employment decisions based on nonapplicable disabling condition, the district shall, as much as feasible, make facilities accessible to disabled pupils, employees and members of the community as intended by Section 504 and as specified in the administrative code.

Report on Implementation

The chief school administrator shall devise regulations, including grievance forms and procedures to implement the district's affirmative action policies. He/she shall report to the board annually on the effectiveness of this policy and the implementing procedures.

Adopted: December 6, 2005

Revised: March 16, 2010

NJSBA Review/Update: September 2015

Adopted:

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 2C:33-4	Harassment
	<u>N.J.S.A.</u> 10:5-1 et seq.	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:6-5	Inquiry as to religion and religious tests prohibited
	<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
	<u>N.J.S.A.</u> 18A:18A-17	Facilities for handicapped persons
	<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers
	<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
	<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
	<u>N.J.S.A.</u> 18A:37-15 through -19	Adoption of policy by each school district...
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.S.A.</u> 26:8A-1 et seq.	Domestic Partnership Act
	<u>N.J.A.C.</u> 5:23-7.1 et seq.	Barrier free subcode of the uniform construction code
	<u>N.J.A.C.</u> 6A:7-1.1 et seq.	Managing for Equality and Equity in Education
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:7-1.4, -1.5, -1.6, -1.7, -1.8	
	<u>N.J.A.C.</u> 6:8-2.1	Quality assurance annual report
	<u>N.J.A.C.</u> 6:8-4.1	Review of mandated programs and services
	<u>N.J.A.C.</u> 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
	Executive Order 11246 as amended	

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- 29 U.S.C.A. 201 - Equal Pay Act of 1963 as amended
- 20 U.S.C.A. 1681 - Title IX of the Education Amendments of 1972
- 42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972
- 29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973
- 20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act
- 42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)
- Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986)
- School Board of Nassau County v. Arline, 480 U.S. 273 (1987)
- Vinson v. Superior Court of Alameda County, 740 P.2d 404 (Cal. Sup. Ct. 1987)
- State v. Mortimer, 135 N.J. 517 (1994)
- Taxman v. Piscataway Bd. of Ed., 91 F. 3d 1547 (3d Cir. 1996)
- Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
- Saxe v. State College Area School Dist., 240F. 3d 200 (3d Cir. 2001)
- Manual for the Evaluation of Local School Districts (September 2002)
- Multi-year Equity Plan for the Academic Years 2000-2001 through 2002-2003, New Jersey State Department of Education Division of Student Services Office of Bilingual Education and Equity Issues

**Cross References:**

- \*3320 Purchasing procedures
- \*4111 Recruitment, selection and hiring
- \*4111.1 Nondiscrimination/affirmative action
- \*4131/4131.1 Staff development; inservice education/visitations/conferences
- \*4211 Recruitment, selection and hiring
- \*4211.1 Nondiscrimination/affirmative action
- \*4231/4231.1 Staff development; inservice education/visitations/conferences



NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- \*5131 Conduct/discipline
- \*5145.4 Equal educational opportunity
- \*6121 Nondiscrimination/affirmative action
- \*6145 Extracurricular activities

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 3326

## PAYMENT FOR GOODS AND SERVICES

Before warrants signed by the president, board secretary and treasurer of school moneys may be issued in payment of bills or claims, the bill or claim must be properly audited and approved according to law.

In general, bills or claims shall be audited by the board secretary and approved by resolution of the board. However, in order to provide for the prompt payment to which vendors are entitled, and which leads to more effective competitive bidding and provision of services to the district, claims duly audited by the board secretary for items previously approved by the board or provided for in the budget may be approved by the chief school administrator or the board president. Such payments shall be reported to the board at the next regular meeting.

Items not previously approved by the board or provided for in the budget must be audited by the board secretary and presented for board approval.

### Purchase Orders

The district will carefully monitor payments for invoice amounts that are greater than the approved purchase order, in order to avoid over-payments. A new purchase order will be issued (and the original purchase order voided) when the adjusted amount unreasonably exceeds the original purchase order amount. In no instance shall an adjustment be made to a purchase order that changes the purpose or vendor of the original purchase order or the bid award price.

### Financial Systems to Avoid Over-Payments

Pursuant to N.J.A.C. 6A:23A-6.10, the district will program its financial systems to avoid over-payments by:

- A. Limiting system access so that only appropriate staff may make purchase order adjustments;
- B. Rejecting adjustments in excess of any established approved thresholds;
- C. Preventing unauthorized changes to be processed;
- D. Rejecting payments where the sum of the invoice amount plus any previous invoices charged to the purchase order exceeds the sum of the original purchase order;
- E. Rejecting duplicate purchase order numbers;

PAYMENT FOR GOODS AND SERVICES

- F. Rejecting duplicate invoice numbers; and
- G. Preparing an edit/change report listing all payments made in excess of the approved purchase order amount.

The business administrator shall review on a monthly basis edit/change reports listing all payments made in excess of the originally approved purchase order amount to ensure that all payments are properly authorized.

Adopted: November 7, 2006  
 Revised: September 1, 2009  
 Revised: March 16, 2010  
 Revised: October 19, 2010  
 NJSBA Review/Update:  
 Readopted:

Key Words

Payment for Goods and Services, Bills

<u>N.J.S.A.</u>	18A:19-1	Expenditure of funds on warrant only; requisites
<u>N.J.S.A.</u>	18A:19-2	Requirements for payments of claims; audit of claims in general
<u>N.J.S.A.</u>	18A:19-3	Verification of claims
<u>N.J.S.A.</u>	18A:19-4	Audit of claims, etc., by secretary; warrants for payment
<u>N.J.S.A.</u>	18A:19-4.1	Account of demand; audit; approval
<u>N.J.S.A.</u>	18A:19-9	Compensation of teachers, etc., payrolls
<u>N.J.S.A.</u>	18A:22-8.1	Transfer of amounts among line items and program categories
<u>N.J.A.C.</u>	6A:23A-6.10	Financial system and payment approval process
<u>N.J.A.C.</u>	6A:23A-16.8	Petty cash funds

Possible

<b><u>Cross References:</u></b>	*3320	Purchasing procedures
	*3451	Petty cash funds
	*3453	School activity funds
	4142/4242	Salary checks and deductions

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 1330

## USE OF SCHOOL FACILITIES

The Roselle Park School District acknowledges that district facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules--providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education--allows the community to benefit more broadly from the use of its own property.

The board will permit the use of school facilities when such permission has been requested in writing and has been approved by the building principal and the chief school administrator for:

- A. Uses and groups directly related to the school and the operations of the school;
- B. Uses and organizations indirectly related to the school;
- C. Departments or agencies of the municipal government;
- D. Other governmental agencies;
- E. Community organizations formed for charitable, civic or educational purposes.

The use of school facilities shall not be granted for the advantage of any commercial or profit-making organization, private social functions, or any purpose which is prohibited by law.

In the event the superintendent deems it advisable, any application may be submitted to the board of education for action.

The superintendent or board of education may refuse to grant the use of a school building whenever in their judgment there is good reason why permission should be refused.

Smoking is prohibited at all times in any district building or on school grounds. For purposes of this policy, "smoking" means inhaling the burning or vapor of a lighted cigar, cigarette, pipe, electronic smoking devise or any other matter or substance which contains tobacco. Chewing tobacco is also specifically prohibited by this policy. No one may bring alcoholic beverages onto any school property. All facility use shall comply with state and local fire, health, safety and police regulations.

The buildings shall not be available for community use during holidays, vacation periods, or during the time school is not in session over the summer when the programs interfere with cleaning and maintenance schedules.

All groups requesting use of school gymnasiums or athletic fields may submit their application up to 15 days before the following seasonal periods: September 1 – November 30 (application due by August 16 or the next business day); December 1 – March 15 (due by November 16); March 16 – June 30 (due by March 1). Use of school facilities should only be for the hours necessary as indicated on the application. No changes can be made to established schedule after the start date.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of school equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator.

Use of district equipment on the premises by nonschool personnel is limited to the equipment that is an integral part of the facility being used, i.e., the stage lights and piano in the auditorium, the basketball baskets in the gym. No district equipment shall be removed from the premises for use by nondistrict personnel.

The board shall require that all users of school facilities comply with policies of this board and the rules and regulations of this district. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by such rules.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group or organization nor the purposes they represent.

Political Activity

As used in this section, “school property” shall mean a building or buildings used for school operations.

Candidates for elective public office, holders of elected public office or their agent or representative are prohibited from soliciting campaign contributions on school property. No person shall make contributions, directly or indirectly, to or on behalf of any candidate for elective public office, or the candidate committee or joint candidates committee for any such candidate, while on school property.

This shall not apply to persons or groups reserving or renting school property for a nongovernmental purpose as a meeting location.

Any person in violation of this policy may be reported to the Election Law Enforcement Commission and liable to a penalty of not less than \$5000, for each violation.

Adopted: October 18, 2005  
Revised: March 16, 2010  
Revised: November 1, 2011  
NJSBA Review/Update: September 2015  
Readopted:

Key Words

Use of School Facilities, Use of School Equipment, District Facilities, Facilities Equipment

**Legal References:** N.J.S.A. 2C:33-16                      Alcoholic beverages; bringing or possession on school property by person of legal age; penalty

N.J.S.A. 18A:11-1    General mandatory powers and duties

N.J.S.A. 18A:20-34    Use of schoolhouse and grounds for various purposes

N.J.S.A. 26:3D-15 through -21                              Legislative findings and declarations (smoking in educational institutions)

N.J.S.A. 18A:54-20    Powers of board (county vocational schools)

N.J.A.C. 6A:26-12.2(a)4                                      Policies and procedures for school facility operation

20 U.S.C.A. 4071 – 4074 – Equal Access Act GOALS 2000: Educate America Act (Pro Children Act of 1994), Pub. L. 103-227

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

Resnick v. East Brunswick Twp. Bd. of Ed., 77 N.J. 88 (1978)

Boy Scouts of America v. Dale, 120 S.Ct. 2446 (2000)

Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001)

**Possible**

**Cross References:** \*1230              School-connected organizations

\*3514              Equipment

\*3515              Smoking prohibition

\*5131.1            Harrassment, intimidation and bullying

\*6145              Extracurricular activities

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 4112.4/4212.4

## EMPLOYEE HEALTH

### Examinations

When a candidate has been given a conditional offer of employment, he/she shall be required to submit to a medical evaluation and a physical examination. This physical examination may include testing for controlled dangerous substances as they are defined in the criminal code. Elements of the examination of newly employed staff shall include but not be limited to those physical exam elements listed in administrative code.

Employees may be required to undergo an annual physical examination.

The results of all required employee medical examinations shall be made known to the superintendent on a confidential basis, discussed with the employee, and made a part of his/her confidential medical record. Records and reports of examinations shall be filed with the district medical inspector as confidential information but shall be available to and reported to appropriate health agencies as required by law. In the event an employee of the board shows evidence of deviation from normal physical or mental health, the district may require additional individual psychiatric or physical examinations of the employee. When an additional psychiatric or physical examination is required:

- A. The board shall provide the employee with a written statement of reasons for the required additional examination. The district board of education shall provide the employee with a hearing, if requested;
- B. The determination of the board hearing if requested shall be appealable to the commissioner;
- C. The employee may, without reprisal, refuse to waive his or her right to protect the confidentiality of medical information.

The report of the required psychiatric or physical examination shall include a statement by the examining physician as to any physical or mental condition noted likely to prevent the person examined from performing all duties and responsibilities of the position sought or occupied, or a statement that no such condition exists in order to protect the students and staff in the district schools, all regulations of the State Department of Education, the State Department of Health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases.

In the event an employee of the board has been determined to have a mental abnormality or communicable disease or exhibits symptoms of substance abuse and, if in the opinion of the district medical inspector such condition makes the employee unfit for continued employment, the board may remove the employee from further service as provided by law or grant leave as provided by law during the period of unfitness. An employee determined to be unfit must provide the board with satisfactory proof of recovery before reinstatement will be allowed.

EMPLOYEE HEALTH (continued)

In order to protect the pupils and staff in the district schools, all regulations of the State Department of Education, the State Department of Health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases. Staff who have been identified as having a communicable disease shall not be permitted continued employment unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine and reporting.

When required examinations are performed by a physician designated by the board, the board shall bear the expense. Should an employee prefer to see his/her own physician, with board approval, the employee shall bear the expense.

Occupational Containment of Bloodborne Pathogens

The board is committed to provide a safe and healthful work environment for staff. In pursuit of this endeavor, an Exposure Control Plan (ECP) shall be provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with federal regulations.

The ECP is a key document to assist the district in implementing and ensuring compliance with the OSHA bloodborne pathogens standard, thereby protecting employees. This ECP includes:

- A. Identification of tasks, procedures and job classifications where occupational exposure to blood occurs;
- B. Procedures for evaluating the circumstances surrounding an exposure incident; and
- C. The schedule and method for implementing the specific sections of the standard, including:
  - 1. Methods of compliance;
  - 2. Hepatitis B vaccination;
  - 3. Post-exposure evaluation and follow-up;
  - 4. Hazard communication requirements;
  - 5. Effective employee training;
  - 6. Recordkeeping.

The ECP shall be reviewed annually to ensure that it reflects use of the most current medical technology.

Implementation and Dissemination

The superintendent in consultation with the district medical inspector shall prepare regulations to implement this policy in compliance with law and code. All employees shall receive this policy and be made aware of all requirements for health examinations.



**EMPLOYEE HEALTH** (continued)

Date: April 17, 2007

Revised: March 16, 2010

NJSBA Review/Update: October 2015

Readopted:

**Key Words:**

Physical Examinations, Health Examinations, Employee Physicals, Nondiscrimination, Psychological Examinations, Bloodborne Pathogens

<b>Legal References:</b>	<u>N.J.S.A. 2C:35-1 et seq.</u>	Comprehensive Drug Reform Act of 1987
	<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
	<u>N.J.S.A. 18A:16-3</u>	Character of examinations
	<u>N.J.S.A. 18A:16-4</u>	Sick leave; dismissal
	<u>N.J.S.A. 18A:16-5</u>	Records of examinations
	<u>N.J.S.A. 18A:40-10</u>	Exclusion of teachers and pupils exposed to disease
	<u>N.J.S.A. 18A:66-39</u>	Disability retirement
	<u>N.J.S.A. 26:4-1</u>	"Communicable disease" defined
	<u>N.J.S.A. 26:4-6</u>	Prohibiting attendance of teachers or pupils
	<u>N.J.S.A. 26:4-15</u>	Reporting of communicable diseases by physicians
	<u>N.J.S.A. 26:5c-1 et seq.</u>	AIDS Assistance Act
	<u>N.J.S.A. 6a:16-1.4 et seq.</u>	District policies and procedures
	<u>N.J.A.C. 6a:16-2.1</u>	Health services policy and procedure requirements
	<u>N.J.A.C. 6A:32-6.1 et seq.</u>	School Employee Physical Examinations
	<u>N.J.A.C. 8:61-1.1 et seq.</u>	Participation and Attendance at School by Individuals with HIV Infection
	<u>N.J.A.C. 12:100-4.2</u>	Safety and Health Standards for Public Employees
	42 <u>U.S.C.A. 12101 et seq.</u> - Americans with Disabilities Act (ADA)	
	29 <u>CFR 1910.1030</u> - Bloodborne Pathogen Standard	
	<u>School Board of Nassau County v. Arline</u> , 480 <u>U.S.</u> 273 (1987)	
	<u>Elizabeth v. Elizabeth Fire Officers Association</u> , 10 <u>NJPER</u> 15022	
	HIV Policy and Practice: Regulatory Requirements for New Jersey Public Schools, SDOE Division of Student Services, Sept. 1996, Doc. #P101400-31	

<b>Cross Reference:</b>	*4111	Recruitment, selection and hiring
	*4112.6 /4212.6	Personnel records
	4117.50	Standards for staff discipline
	4117.52	Dismissal/suspension abuse
	*4119.23/4219.23	Employee substance abuse
	4150	Leaves

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 4115

## SUPERVISION

The Roselle Park Board of Education acknowledges that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy.

Each teacher employed in this district as of the effective date specified in code shall be responsible for fulfilling requirements for continuing education and for making annual progress toward the goal of **20 hours** of annually of state-approved professional development annually. Each teacher's individual professional improvement plan (PDP) shall incorporate appropriate steps toward this goal and shall be designed to assist teachers in obtaining and maintaining the knowledge and skills essential to student achievement of the Core Curriculum Content Standards including the Common Core State Standards. The professional development plan shall describe specific activities designed to provide guidance for that teacher in improving his/her performance. Such activities may include, but are not limited to, seminars, course work, day-long workshops, and classes on certain instructional approaches. Although supervisors shall develop professional improvement plans in collaboration with teachers, the superintendent shall maintain final authority in determining their appropriate content. The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3.

Supervisory assistance and support in achieving the **20 hours** of state-approved continuing education shall be offered in the context of the district's evaluation process (see policy 4116 Evaluation for Teaching Staff Members), negotiated agreements, other policies, student safety and well-being, continuity of instruction, and budgetary constraints.

The superintendent shall develop procedures for supervision of the teaching and administrative staff in performance of their duties that shall not be limited to the observations required for evaluation. Such supervision may include, but need not be limited to, review of lesson plans and teacher-made examinations; regularly scheduled curriculum conferences; and brief, informal classroom observations. The supervisor shall note the teacher's satisfactory fulfillment or non-fulfillment of continuing education requirements identified in the professional improvement plan.

This policy shall be distributed to each teaching staff member at the beginning of his/her employment.

Date: April 17, 2007  
Revised: March 16, 2010  
NJSBA Review/Update: October 2015  
Readopted:

SUPERVISION (continued)Key Words

Continuing Education, Professional Development Plans, Personnel Supervision, Supervision

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:4-15	General rule-making power
	<u>N.J.S.A.</u> 18A:4-16	Incidental powers conferred
	<u>N.J.S.A.</u> 18A:6-10 <u>et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system ...
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:27-3.1 through 3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
	<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
	<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
	<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions
	<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required Professional Development for Teachers
	<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	Supervision of instruction: observation and evaluation of nontenured teaching staff members

<b><u>Cross Reference:</u></b>	2130	Administrative staff
	*2131	Chief school administrator
	4000	Concepts and roles in personnel
	4010	Goals and objectives
	*4112.6	Personnel records
	*4116	Evaluation
	*4117.41	Nonrenewal
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4215	Supervision
	*4216	Evaluation
	*6143.1	Lesson plans
	*6200	Adult/community education

\*Indicates policy is included in the Central Policy Reference Manual.

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

*Complete Policy Updated by NJSBA*

File Code: 4131/4131.1

## STAFF DEVELOPMENT; INSERVICE EDUCATION/VISITATIONS/CONFERENCES

The Roselle Park Board of Education recognizes its legal obligation to provide inservice activities that are aligned with student learning and educator development needs, and school, district, and/or State improvement goals. It is the board's priority that continuing education for teaching staff focus on the improvement of teachers' and school leaders' effectiveness in assisting students in the achievement of the Core Curriculum Content Standards (CCCS) including the Common Core State Standards (CCSS) in mathematics and language arts and literacy.

The superintendent shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings. Professional learning shall incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

### Professional Development for School Leaders

"School Leader" means administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

All active school leaders serving on a permanent or interim basis shall complete training on issues of school law, ethics, governance, and harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2); and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.

#### A. School Leaders

The superintendent, principals, and supervisors shall fulfill the professional development requirement through the creation, implantation, and completion of a professional development plan that:

1. Aligns with Professional Standards for School Leaders and the Standards for Professional Learning;
2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the superintendent, principals, or supervisors;
3. Identifies professional goals that address specific individual, school, or district goals; and
4. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

B. Professional Development Requirements for the Superintendent

The board of education shall oversee and review the superintendent's professional development. The professional development shall be linked to individual, school, and district professional development goals and to the district's professional development plan.

The board of education shall review the professional development plan. The superintendent shall provide to the board of education annual evidence of progress toward completion of the professional development plan and summative evidence of plan completion every three to five years, depending on the superintendent's contract with the board of education.

In cases where there is disagreement between a superintendent and his or her board of education regarding plan contents or progress toward completion, the superintendent may appeal to the executive county superintendent, who will have final decision-making authority on all such matters.

C. Professional Development Requirements for Principals, Supervisors and Other Administrators

The superintendent shall oversee and review professional development for each principal and supervisor. The professional development shall be linked to individual, school, and district professional development goals and the district's professional development plan.

Leaders whose positions require a principal or supervisor endorsement shall have an annual plan developed in collaboration with the superintendent, or designee holding a superintendent endorsement. Leaders whose position require a superintendent's endorsement but do not serve as a superintendent of the district shall have an annual plan developed in collaboration with the superintendent, or designee holding a superintendent endorsement.

The superintendent, or designee holding a superintendent endorsement, shall meet with the principal, supervisor, or other school administrator at mid-year to assess progress toward completion or modification of the plan. The superintendent, or designee holding a superintendent endorsement, shall review the status of the professional development plan as part of the principal's, supervisor's, or other district administrator's annual performance evaluation.

D. Evidence of Progress

Each active school leader shall be required to provide evidence of progress toward fulfillment of his or her plan including a narrative account detailing plan goals and their achievement; and documentation of professional growth activities such as school-based learning activities; training; university coursework; action research; and study groups. Study groups may include school, district, county, and/or State associations and organizations, school and district collaborative teams, and virtual learning communities.

STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

Professional Development for Teachers

To meet the state professional development requirements, each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be reduced by a pro rata share reflecting the use of family or medical leave. It is the individual teacher's responsibility in accordance with district policies, to assure that a teacher meets the professional development requirement. There is no mandated financial obligation on the part of the district.

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C.6A:9-3.3 and the Standards for Professional Learning in N.J.A.C.6A:9C-3.3. The PDP shall be effective for one year and shall specify, at a minimum:

- A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;
- B. As appropriate, an additional area for development of professional practice aligned to the teacher's role as a member of his or her collaborative professional learning team. The professional learning team consists of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaging in a continuous cycle of professional improvement focused on:
  - 1. Evaluating student learning needs through ongoing reviews of data on student performance; and
  - 2. Defining a clear set of educator learning goals based on the rigorous analysis of these data
- C. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement plans and goals; and
- D. Any requirements for professional development stipulated elsewhere in statute or regulation.

The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district process for teacher evaluation. Progress on the PDP must be discussed during a minimum of one annual conference between teacher and his or her supervisor. Each teacher shall provide evidence of progress toward meeting the requirements of his or her individual PDP, and this evidence must be reviewed as part of each conference. The PDP shall be revised at a minimum annually but may be adjusted as necessary to support the teacher's progress. All teachers shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments.

A teacher's individual PDP goals may necessitate more than the recommended minimum requirements. The PDP shall accommodate additional professional development as necessary. Additional hours of qualifying activities may be required for teachers in low-performing schools, as determined by the Commissioner.

STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDP's.

School-Level Professional Development Plans

The principal shall oversee the development and implementation of a plan for school-level professional development. The school-level professional development plan shall include a description of school-level and team-based professional learning aligned with identified school goals, and teacher and student learning needs. The school-level plans shall become part of the district professional development plan reviewed by the board of education.

The principal shall ensure that all teachers receive the necessary opportunities, support, and resources to complete professional development requirements.

District-Level Professional Development Plans

The superintendent or his or her designees shall oversee the development and implantation of plans to address the districts' professional development needs. (School districts sending to the same middle and/or high school may form a regional consortium to develop one district-wide plan based on the sending schools' plans.)

The superintendent shall (N.J.A.C. 6A:9C-3.6):

- A. Review school-level professional development plans;
- B. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school and district-level performances;
- C. Plan, support, and implement professional development activities that address the CCSS and the CCCS, and that align with the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and School Leaders in N.J.A.C. 6A:9C-3.3 and 3.34; and
- D. Develop and update, as necessary, the district mentoring plan for new teachers (board policy 4112.2 Certification and N.J.A.C. 6A:9B-8.4).

The superintendent shall review the district plan annually to assess its effectiveness and revise it as necessary to meet the district's learning goals for students, teachers, and school leaders. The district plan shall provide information on school-level and district-wide professional development opportunities, the resources being allocated toward their support, and a justification for the expenditures. The district plan shall also include any professional development required by statute or regulation.

The superintendent shall be responsible for the content and implantation of the district professional development plan. The superintendent shall present the plan to the board of education to review for fiscal impact.

STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

The board of education reserves the right to deny any plan that fails to advanced district goals and objectives; is not conducive to student achievement of the Core Curriculum Content Standards including the Common Core State Standards; or contravenes current negotiated agreements, other board policies, student safety and well-being, continuity of the instructional program, or budgetary constraints.

Staff participation that may require release time and/or financial reimbursement from the board will be determined by the board of education after recommendation by the superintendent.

Staff members who participate in out-of-district programs at board expense shall submit a written report highlighting the main thrust and ideas observed by the participant.

Mandated Inservice Programs

The superintendent shall arrange development of appropriate inservice presentations, seminars and/or workshops on equity issues, special education, child abuse and neglect, drug/alcohol abuse awareness, handling blood and body fluids, possible hazardous substances in the workplace, crises response, school violence and other topics specifically required by federal or New Jersey law. These required presentations, seminars and/or workshops shall not count automatically toward the required 20 hours of continuing education annually.

Date: September 18, 2007  
Revised: October 21, 2008  
Revised: March 16, 2010  
NJSBA Review/Update: October 2015  
Readopted:

Key Words

Staff Development, Professional Inservice, Visitations, Conferences, Continuing Education

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:6-111 et seq. <u>See particularly:</u> <u>N.J.S.A.</u> 18A:6-112  <u>N.J.S.A.</u> 18A:7A-11  <u>N.J.S.A.</u> 18A:17-46  <u>N.J.S.A.</u> 18A:26-8.2  <u>N.J.S.A.</u> 18A:27-4	Instruction in Suicide Prevention  Instruction in suicide prevention for public school teaching staff Reports be school districts, commissioner; interim review Act of violence; report by school employee; notice of action taken; annual report School leader training on ethics and governance; Collaborative training model Power of boards of education to make rules governing employment of teacher, etc.; employment there under
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STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

Legal References (continued)

<u>N.J.S.A.</u> 18A:30-7	Power of boards of education to pay salaries	
	<u>N.J.S.A.</u> 18A:31-2	Attendance at conventions of New Jersey Education Association
	<u>N.J.S.A.</u> 18A:40A-3	Initial inservice training programs; curriculum; availability
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:40A-3a, -18c	
	<u>N.J.S.A.</u> 34:5A-10	Retention of workplace surveys
	<u>N.J.S.A.</u> 34:5A-13	Employee education and training program; certification of instructors
	<u>N.J.A.C.</u> 6A:7-1.6	Professional development
	<u>N.J.A.C.</u> 6A:9-1 <u>et seq.</u>	Professional standards
	<u>N.J.A.C.</u> 6A:9B-8.4	Requirements for a district mentoring program
	<u>N.J.A.C.</u> 6A:9C-2.1 <u>et seq.</u>	Requiring professional development for teachers and school leaders
	<u>N.J.A.C.</u> 6A:10-2.4	Evaluation of all teaching staff
	<u>N.J.A.C.</u> 6A:10-2.5	Corrective action plans for all teaching staff
	<u>N.J.A.C.</u> 6A:10-4.1 <u>et seq.</u>	Components of teacher evaluation
	<u>N.J.A.C.</u> 6A:14-1.2(b)13	District eligibility for assistance under IDEA

Part B

		(regarding highly qualified teachers)
	<u>N.J.A.C.</u> 6A:15-1.8	Inservice training
	<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-3.1(a)4, -5.1(d), 6.2(b)12	Inservice training, alcohol, tobacco, drug prevention: safety and security, cooperation with law enforcement
	<u>N.J.A.C.</u> 6A:16-10.1	Reporting Allegations of Child Abuse and
Neglect		
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School
Districts		
	<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff
	<u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, <u>20 U.S.C.A.</u> 6301 <u>et seq.</u>	

The Comprehensive Equity Plan, New Jersey State Department of Education

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

STAFF DEVELOPMENT; INSERVICE EDUCATION/  
VISITATIONS/CONFERENCES (continued)

<b><u>Cross References:</u></b>	*4115	Supervision
	*4116	Evaluation
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.4	Child abuse & neglect
	*6142.2	English as a second language; bilingual/biculture
	*6171.3	At-risk and Title 1
	*6171.4	Special Education