

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 1600

## RELATIONS BETWEEN OTHER ENTITIES AND THE DISTRICT

The Roselle Park Board of Education believes that cooperation between the schools and other organizations concerned with youth, career development and mental health will enhance the opportunities of the district's pupils. Such cooperation will also enable the district to serve its pupils better through appropriate referrals as in substance abuse programs, special needs, etc. The superintendent is encouraged to explore areas of mutual concern with the administrative officers of such organizations and to recommend desirable courses of action.

The board directs the superintendent to seek and maintain working relationships with local colleges and universities in such areas as student teaching, inservice staff development and advanced placement.

It is of particular importance to establish and maintain close working relations with trades, businesses and industries which provide members for advisory committees and are possible sources of career placements for our pupils.

### Core Curriculum Content Standards Including the Common Core State Standards

The board shall encourage the active involvement of representatives from the community, business, industry, labor, and higher education in the development of educational programs aligned with the Core Curriculum Content Standards including the Common Core State Standards for mathematics and language arts and literacy.

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified high school students, with the understanding that these credits shall be accepted at all public New Jersey higher education institutions.

### Charter Schools

The board shall follow all procedures in code and statute when a charter school is proposed for the district or when district students would be eligible to attend a charter school in another district.

### Donations to Private Organizations

The authority for a board of education to expend public funds is derived from the constitutional mandate to "provide for the maintenance and support of a thorough and efficient system of free public schools." The donation of moneys to any private organization, regardless of the merits of that organization's purposes, is not within the authority of the board and is, therefore, prohibited.

RELATIONS BETWEEN OTHER ENTITIES AND THE DISTRICT (continued)

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

Key Words

Other Entities and the District, Relations Between Other Entities and the District, Donations to Private Organizations

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:17-14.1	Appointment of school business administrators; may act as secretary; duties, etc.
	<u>N.J.S.A.</u> 18A:17-15	Appointment of superintendents; terms; apportionment of expense
	<u>N.J.S.A.</u> 18A:17-24.1	Sharing of personnel by school boards
	<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:36A-1 <u>et seq.</u>	Charter schools
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 18A:58-37.1 <u>et seq.</u>	Textbook aid to public and nonpublic schools
	<u>N.J.S.A.</u> 18A:61C-1	Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope
	<u>N.J.S.A.</u> 18A:61C-4	Program providing college credit courses for high school students on high school campuses; establishment
	<u>N.J.S.A.</u> 40A:65-1 <u>et seq.</u>	<u>Uniform Shared Services and Consolidation Act</u>
	<u>N.J.S.A.</u> 52:14-15.9cl <u>et seq.</u>	<u>Public Employees Charitable Fund-Raising Act</u>
	<u>N.J.A.C.</u> 6A:8-3.1(a)2	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:8-3.3(a)	Enrollment in college courses
	<u>N.J.A.C.</u> 6A:11-1.1 <u>et seq.</u>	Charter Schools
	<u>N.J.A.C.</u> 6A:14-7.1 <u>et seq.</u>	Receiving Schools
	<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Student Development Programs

RELATIONS BETWEEN OTHER ENTITIES AND THE DISTRICT (continued)

See particularly:

N.J.A.C. 6A:16-4.1(a)(b),  
-4.2(a)

N.J.A.C. 6A:23A-20.1 et seq. Ownership and storage of textbooks

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the performance of school districts

Zelman, Superintendent of Public Instruction of Ohio, et al. V. Simmons-Harris et al., 536 U.S. \_\_\_\_\_ (2002)

New Jersey Constitution, Article VIII, Section III, pars. 2 and 3, Section IV, par. 1

**Possible**

<b><u>Cross References:</u></b>	1320	Participation in out-of-school community activities
	*1322	Contests for pupils
	*1330	Use of school facilities
	*1410	Local units
	1420	County and intermediate units
	1500	Relations between area, county, state, regional and national associations and the district
	*2131	Superintendent
	*3280	Gifts, grants and bequests
	*4122	Student teachers/interns
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	5141.6	Crisis intervention
	*5200	Nonpublic school pupils
	*6010	Goals and objectives
	*6122	Articulation
	6141.5	Advanced placement
	*6142.4	Physical education and health
	*6146	Graduation requirements
	*6162.4	Community resources
	*6171.2	Gifted and talented

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

# POLICY

Restructured paragraphs for clarity

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 3100

## BUDGET PLANNING, PREPARATION AND ADOPTION

The Roselle Park Board of Education declares that the budget is the financial reflection of the educational plan for the district. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligations of the district. The budget shall be in accord with statutory and regulatory mandates of the federal government, the state legislature, the state board of education and the board of education.

The budget shall provide sufficient resources for the designed curriculum and instruction. The budget shall be delivered in such a way that all students have the opportunity to achieve the knowledge and skills defined by the Core Curriculum Content Standards and local standards.

In reviewing budget proposals, the board will consider priorities to be accomplished during the subsequent year, based on the needs identified through the district's planning process. The budget shall be prepared on forms prescribed by the Commissioner of Education and should be considered critically by each board member during its preparation.

In order to ensure adequate time for the preparation and review of the proposed budget, the board directs the superintendent to develop a schedule of events associated with the development, presentation and adoption of the budget by the board. This calendar of events shall conform to all dates set out in statute and shall be reviewed and adopted by the board annually. The superintendent shall prepare a tentative budget and shall confer with the principals, department heads, board committees and other district personnel, as necessary, to make the tentative budget realistic.

The board may call upon key personnel to discuss those portions of the budget that concern their areas of district operations.

The budget should evolve primarily from the district's goals and schools' current needs, but shall also consider the data collected in long-range budget planning. In preparing budget requests, the responsible administrator shall include the following costs by program area:

- A. Staff;
- B. Textbooks, equipment and supplies;
- C. Cost and maintenance of facilities and equipment; and
- D. Other costs associated with the operation of each program.

BUDGET PLANNING, PREPARATION AND ADOPTION (continued)

The district's operating budget, when presented to the board for review, shall contain:

- A. The proposed expenditure for each line item requested for the ensuing year;
- B. The anticipated expenditure for each existing line item in the current school year;
- C. The actual expenditure for each then-existing line item from the immediately completed school year;
- D. A description of each line item;
- E. An estimate of the pupil population for the coming school year by grade;
- F. The current pupil population by grade;
- G. An estimate of the staff needed for the coming school year by grade and/or by subject;
- H. Actual staff for the current year;
- I. Anticipated revenue by sources and amounts;
- J. Amount of surplus anticipated at the end of the current school year including accumulated surplus;
- K. All other expenses projected for the coming year, anticipated for the present year, and incurred in the preceding year, on the district level; and
- L. Projected impact on tax rate.

The board may submit a separate budget proposal or proposals to the voters for additional general fund tax levies which may be in excess to that which has been determined necessary for all students to have an opportunity to achieve the Core Curriculum Content Standards including the Common Core State Standards and a thorough and efficient education. The board shall adopt any such questions by a recorded roll call majority vote of the full board.

Since the budget is the legal basis on which the school tax rate is established, the annual school budget process is an important means of communication within the school organization and with district residents. The community shall be notified of and encouraged to attend all board meetings at which preliminary budget discussions will be held. The legally required public hearing on the proposed budget shall be held after the budget has been approved by the executive county superintendent and within the statutorily prescribed timelines.

The annual budget proposal must be adopted by a roll call majority vote of the full membership of the board. Once adopted, the proposal represents the position of the board, and all reasonable means shall be employed by the board to present and explain that position to all community residents and taxpayers.

BUDGET PLANNING, PREPARATION AND ADOPTION (continued)

The proposed budget as accepted by this board shall be set forth in detail, using the form prescribed by the State Department of Education. It shall be made available to the public and posted in a user friendly format on the district website as required by law. A brochure may be published to explain the annual school budget and will be distributed to district taxpayers, if the board of education deems it necessary.

The brochure should include:

A "user-friendly" summary of the proposed budget shall be provided on the district's website following the public hearing on the budget and prior to the school election in April. After the election (and following municipal review if the budget is defeated), a final user-friendly summary of the final budget shall be posted on both the district's website and the Department of Education's website. The posting shall stay on-line for a year, until it is replaced by the following year's budget summary.

A brochure may be published to explain the annual school budget and may be distributed to district taxpayers, if the board of education deems it necessary.

- A. A summary of the proposed expenditures and anticipated revenues;
- B. General information which may enable district taxpayers to understand the proposed budget better; for example, present and projected school enrollments and assessed valuations, state aid, and teachers' salaries;
- C. An explanation of significant changes in the budget;
- D. An explanation of the tax impact of the proposed budget.

All board members are expected to attend the public hearing on the budget.

The user-friendly budget shall include:

- A. All appropriation line items aggregated by item type;
- B. The school tax rate;
- C. The equalized school tax rate;
- D. Revenues by major category;
- E. The amount of available surplus;
- F. A description of unusual revenues or appropriations, with a description of the circumstances of the revenues and appropriations; and
- G. A list of shared services agreements in which the district is participating.

BUDGET PLANNING, PREPARATION AND ADOPTION (continued)

Adopted: January 17, 2006  
 Revised: March 16, 2010  
 Revised: October 19, 2010  
 NJSBA Review/Update: September 2015  
 Readopted:

Key Words

Budget Planning, Preparation and Adoption; Planning; Budget

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:7F-43 <u>et seq.</u>	<u>School Funding Reform Act of 2008</u>
	<u>N.J.S.A.</u> 18A:13-17, -19, -23	Submission of budget; annual regional school election
	<u>N.J.S.A.</u> 18A:22-7, -8	
	through -13	Preparation of budgets ...
	<u>N.J.S.A.</u> 18A:22-14	Fixing appropriations to be made; notice of intent to appeal (Type I districts)
	<u>N.J.S.A.</u> 18A:22-25	Borrowing against appropriations on notes (Type I districts)
	<u>N.J.S.A.</u> 18A:22-26	Type II district with board of school estimate;
	through -31	determination; certification and raising of appropriations; notice of intent to appeal amount of appropriation ...
	<u>N.J.S.A.</u> 18A:22-32, -33	Type II districts without board of school estimate; determination of appropriation
	<u>N.J.S.A.</u> 18A:39-1.5	Adoption of policy regarding transportation of students along hazardous routes
	<u>N.J.S.A.</u> 19:60-1	School elections, adjustments, ballots
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>N.J.A.C.</u> 6A:23A-8.1 <u>et seq.</u>	Budget Submission, support documentation, website publication
	<u>N.J.A.C.</u> 6A:23A-15.2	Per pupil calculation, notification and caps (charter schools)
	<u>N.J.A.C.</u> 6A:23A-15.3	Enrollment counts payments process and aid adjustment (charter schools)
	<u>N.J.A.C.</u> 6A:23A-22.4	Financial requirements (charter schools)
	<u>N.J.A.C.</u> 6A:26-10.1 <u>et seq.</u>	Purchase and lease Agreements
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>Abbott v. Burke</u> , 149 NJ 195 (1999)	

**Possible**

<b><u>Cross References:</u></b>	*3160	Transfer of funds between line items/amendments/purchases not budgeted
	*3220/3230	State funds; federal funds
	*3326	Payment for goods and services

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 3440

## INVENTORIES

The board secretary shall maintain an accurate and complete inventory of all buildings, fixed equipment and contents, and their value, in order to offer proof of loss in the event of an insurance claim and to provide a continuous chain of accountability.

The inventory shall be updated to reflect new equipment and shall be verified in a cycle to coincide with the reissuance of insurance policies. **Loss of any portable capital equipment of \$500.00 unit value or more shall be reported to the board.** Consumable supplies shall be maintained on a continuous inventory basis.

Major discrepancies in inventories which are not resolved by proper accounting procedures shall be reported to the board.

The board shall determine when it is necessary to hire an outside service to assist in appraisal.

Adopted: February 7, 2007  
Revised: March 16, 2010  
NJSBA Review/Update: September 2015  
Readopted:

### Key Words

Inventory, District Records and Reports

**Legal Reference:**    N.J.S.A. 18A:11-2            Power to sue and be sued; reports; census of school children  
                                 N.J.A.C. 6A:23A-22.14        Standard operating procedures for business

### **Possible**

**Cross References:**    3530 Insurance management  
                                 \*3570 District records and reports

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



# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

Restructured paragraphs for clarity

File Code: 3514

## EQUIPMENT

Equipment purchased by the Roselle Park Board of Education is intended for support of the educational program.

The superintendent shall oversee the maintenance of all district educational and noneducational equipment in safe working condition. No employee or pupil shall use equipment found unsafe. Equipment use during school hours shall be properly supervised by appropriate teaching staff.

Specific items of equipment may be loaned or rented for community use after a written request is made to and approval granted by the superintendent. The user of district-owned equipment shall be fully liable for any damage or loss occurring to the equipment during the period of its use. He/she shall be responsible for its safe return.

When equipment authorized for loan requires the services of an operator, the user shall employ the services of a person designated by the district and shall pay such costs as have been set for his/her hire.

The board shall not be responsible for any loss, damage or injury liability or expense that may arise during or be caused in any way by such use of district equipment.

School equipment may be removed from school property by pupils or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. The consent of the principal is required for such removal.

Removal of school equipment from school property for personal use is prohibited.

Adopted: September 18, 2007

Revised: March 16, 2010

NJSBA Review/Update: September 25, 2015

Readopted:

### Key Words

Loaning District Equipment

**Legal References:** 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. 18A:54-20 Powers of board (county vocational schools)  
N.J.A.C. 6A:26-12.2 Policies and procedures for school facility operation

EQUIPMENT (continued)

**Possible**

<b><u>Cross References:</u></b>	*1330	Use of school facilities
	*1410	Local units
	*3250	Income from fees, fines, charges
	*3510	Operation and maintenance of plant
	*3516	Safety
	3530	Insurance management
	4143	Extra pay for extra work
	*4147/4247	Employee safety
	4243	Overtime pay
	*5142	Pupil safety

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

# POLICY

Changed DYFS to DCP&P

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 5141.4

## CHILD ABUSE AND NEGLECT

The Roselle Park Board of Education believes that a child's physical and mental well-being must be maintained as a prerequisite to achievement through the formal educational process. The board therefore believes that it is important to identify and investigate suspected child abuse or neglect immediately. The school district will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P) in identifying and reporting all such cases, whether institutional or noninstitutional. The superintendent/designee shall act as liaison between DCP&P and the district. The liaison shall facilitate communication and cooperation between the district and DCP&P and act as primary contact between the schools and DCP&P.

The board directs the superintendent/designee to gather, maintain, secure and make available to DCP&P the relevant confidential district records of any pupil alleged either by school personnel or DCP&P to be the victim of abuse or neglect as defined by law. The board also directs the superintendent/designee to cooperate with DCP&P in scheduling interviews with any employee, volunteer or pupil who may have information relevant to an investigation of child abuse.

In order to increase school employees' and volunteers' awareness of the symptoms of child abuse and neglect and cause them to be better informed on all aspects of abuse and neglect, the board directs the superintendent to provide information and inservice training on the subject to all school employees and volunteers.

The superintendent is therefore directed to develop procedures for compliance with statutory requirements that child abuse and neglect be reported. All procedures as well as this policy shall be reviewed by the Executive County Superintendent. Procedures shall:

- A. Impress on all staff members and volunteers having contact with pupils of their responsibility to report directly and immediately to DCP&P all cases of suspected abuse, abandonment, cruelty or neglect resulting in physical or mental injury, and the penalties for failing to do so. Point out that institutional abuse--abuse alleged to have taken place in the school or other institutional setting by paid school staff or a volunteer--must be reported on the same basis as noninstitutional abuse. Information reported shall include the name, age, and grade of the child, as well as the name and address of the child's parents/guardians. The report shall also include a description of the child's condition, nature and extent of his/her possible injuries, and any other information pertinent to the child abuse or neglect or identification of the suspected perpetrator;
- B. Require all school personnel and volunteers to report suspected instances of child abuse or neglect to the building principal after reporting to DCP&P, unless the reporting personnel believes that he/she may be endangering the welfare of the child or himself/herself or causing retaliation or discrimination against the child or himself/herself by such notice to the building principal;
- C. Provide for the annual delivery of information and inservice training to all school staff members and volunteers concerning child abuse and neglect. This shall include instruction on child abuse and neglect identification and reporting procedures;

CHILD ABUSE AND NEGLECT (continued)

- D. Provide for the delivery of information and inservice training to all new school district employees, both paid and voluntary, as part of their orientation;
- E. Require prompt action to facilitate treatment options for the children injured by abuse or neglect in order to protect their health and wellbeing;
- F. Provide for cooperation with DCP&P in scheduling interviews with any school personnel or volunteers who may have information relevant to the investigation;
- G. Provide for DCP&P investigators to interview alleged victims in the presence of the school principal, his/her designee, or any staff member with whom the child is comfortable;
- H. Permit DCP&P to remove pupils from school during the course of the school day when it is necessary to protect the child or take the child to a service provider. Removal shall take place when the principal is provided, either in advance or at the time removal is sought, with appropriate authorization as specified in N.J.S.A. 9:6-8.27 through -8.30;
- I. Require that a report of each case of unexplained absence which might be a cause of child abuse or neglect be reported to DCP&P as the law provides, and to other appropriate school staff;
- J. Require that appropriate school staff be assigned as a liaison to facilitate communication and cooperation, and act as the primary contact between the district and DCP&P in order to ensure continuance of shared information and training development;
- K. Release all pupil records of the child(ren) under investigation that are deemed relevant and maintain, secure and release all confidential information about child abuse cases, according to law;
- L. Fulfill other procedural requirements of the law pertaining to district response to child abuse, neglect and missing children.

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect.

Due process rights will be provided to school personnel or volunteers who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of school personnel or volunteers alleged to have committed an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other children is in imminent danger due to continued contact between the school personnel and a child.

All references to a report of child abuse or neglect against school personnel shall be removed from employee personnel records immediately following the receipt of an official notice from DCP&P that such allegations were unfounded.

CHILD ABUSE AND NEGLECT (continued)

Adopted: March 16, 2010

NJSBA Review/Update: October 13, 2015

Readopted:

Key Words

Pupil Safety, Child Abuse, Child Neglect, Student Safety

<b><u>Legal References:</u></b> <u>N.J.S.A. 9:6-1 et seq.</u>	Abuse, abandonment, cruelty and neglect of child; what constitutes
<u>See particularly:</u> <u>N.J.S.A. 9:6-3.1; -8.9 through -8.14; -8.21; -8.27 through -8.30; -8.34 through -8.36; -8.40; -8.46; -8.56</u>	
<u>N.J.S.A. 18A:6-7a, -10, -11, -13, -14, -18.1, -30, -30.1</u>	Removal from personnel files of reference to complaint of child abuse or neglect determined to be unfounded
<u>N.J.S.A. 18A:25-1</u>	Transfer of teaching staff members
<u>N.J.S.A. 18A:25-6, -7</u>	Suspension of assistant superintendents, principals and teachers ...
<u>N.J.S.A. 18A:36-19</u>	Pupil records; creation; maintenance and retention, security and access; regulations; nonliability
<u>N.J.S.A. 18A:36-19a</u>	Newly enrolled students; records and identification
<u>N.J.S.A. 18A:36-24 et seq.</u>	Missing children; legislative findings and declarations
<u>N.J.S.A. 52:17B-9.8a et seq.</u>	Marking of missing child's school record
<u>N.J.A.C. 6A:16-5.1</u>	School safety plans
<u>N.J.A.C. 6A:16-11.1 et seq.</u>	Reporting Allegations of Child Abuse and Neglect
<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student records

**Possible**

<b><u>Cross References:</u></b> *5113	Absences and excuses
*5125	Pupil records
*5141.1	Accidents
*5142	Pupil safety

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 6114

## EMERGENCIES AND DISASTER PREPAREDNESS

The superintendent shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services agencies and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

Plans and procedures shall include these elements:

- A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies;
- C. Means to provide as much protection as possible for children at school and on their way to and from school;
- D. Training in individual self-protection and survival techniques for pupils and staff;
- E. Communicating specific instructions to pupils and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The superintendent shall develop and provide an inservice training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. The inservice program shall be reviewed and updated annually.

### School Safety and Security Plan

The board directs the superintendent and his or her designees to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the schools. Written plans and procedures and mechanisms shall, at a minimum, provide for:

- A. The protection of the health, safety, security and welfare of the school population;
- B. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
- C. The establishment and maintenance of a climate of civility; and
- D. Support services for staff, students and their families.

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

The superintendent shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and other community resources, as appropriate, in the development of the district's plans, procedures, and mechanisms for school safety and security.

The plans, procedures, and mechanisms shall be consistent with the format and content established by the Domestic Security Preparedness Task Force and the Commissioner. The plans, procedures, and mechanisms shall be reviewed annually and updated as appropriate.

The superintendent shall disseminate a copy of the school safety and security plan to its employees. In addition:

- A. New employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment;
- B. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan;
- C. All employees shall attend an in-service training program designed to allow all district board of education employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, in a manner consistent with the district board of education's plans, procedures and mechanisms for school safety and security.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all pupils. There shall also be at least one school security drill per month. The superintendent may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail. A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the superintendent and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills within 60 days of the commencement of that staff member's employment, whichever date is later.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. A school security drill shall be defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat, or active shooter situation that is similar in duration to a fire drill.

Required Drills

- A. The district shall be required to conduct a minimum of two drills per year for each of the following drills:
  1. Active shooter;
  2. Evacuation (non-fire);
  3. Bomb threats;
  4. Lockdowns.

Students are not required to participate in two of the eight mandated drills;

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

B. Within the first 10 days of the new school year each school in the district shall be required to conduct one fire drill;

C. Within the first 15 days of the new school year each school in the district shall be required to conduct one school security drill.

Reporting

By June 30<sup>th</sup> of each year the superintendent shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.

Emergency Closings; Delayed Openings

The superintendent is authorized by the board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of pupils or school employees.

Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

Adopted: March 16, 2010 Revised:  
November 16, 2010  
NJSBA Review/Update: October 2015  
Readopted:

Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Security Drills, Bomb Threats, Safety and Security Plan

**Legal References:** N.J.S.A. 18A:6-2 Instruction in accident and fire prevention  
N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:40-12 Closing schools during epidemic  
N.J.S.A. 18A:41-1 et seq. Fire drills and fire protection  
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)  
N.J.A.C. 6A:16-5.1et seq. School Safety and Security  
N.J.A.C. 6A:16-6.3 Reporting students or staff members to law enforcement agencies  
N.J.A.C. 6A:26-12.2 Policies and procedures for school facility operation  
N.J.A.C. 8:57-1.9 Reporting of diseases by health officers

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials  
School Safety and Security Plans, Minimum Requirements



EMERGENCIES AND DISASTER PREPAREDNESS (continued)**Possible**

<b><u>Cross References:</u></b>	*1410	Local units
	*2210	Administrative leeway in absence of board policy
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	5141.6	Crisis intervention
	*6111	School calendar
	*6112	School day

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

Deleted: and those for the adult high school

File Code: 6140

## CURRICULUM ADOPTION

The Roselle Park Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The board's policy in this respect is to:

- A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the Common Core State Standards in mathematics and language arts and literacy and the Core Curriculum Content Standards adopted by the State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the board.

The board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified pupil needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all pupils guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for pupils with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
- H. Provide all pupils equal educational opportunity, pursuant to law and regulation;
- I. Provide career awareness and vocational education, pursuant to law and regulation;
- J. Provide educational opportunities for exceptionally gifted and talented pupils.

CURRICULUM ADOPTION (continued)

The superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the board of education with a copy upon request; and shall provide a copy in the district office for public perusal.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the board. This includes the courses in the special education and ESL/bilingual programs.

Adopted: March 16, 2010  
 NJSBA Review/Update: October 2015  
 Readopted:

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:29A-1 <u>et seq.</u>	Teacher recognition
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-3.1, -5.1	
	<u>N.J.A.C.</u> 6A:14-4.1	General requirements
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual education
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:15-1.3, -1.4, -1.5	
	<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:32-2.1	Definitions

**Possible**

<b>Cross References:</b>	*6141	Curriculum design/development
	6141.1	Experimental/innovative programs
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*9325.4	Voting method

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

# POLICY

Roselle Park Board of Education  
Roselle Park, New Jersey

File Code: 6141

## CURRICULUM DESIGN/DEVELOPMENT

The superintendent shall be responsible to the Roselle Park Board of Education for the development of curriculum to meet identified pupil needs. The board shall ensure that curriculum and instruction are designed and delivered in a way that all pupils are able to demonstrate the knowledge and skills set out in the **New Jersey State Learning Standards**. In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered for pupils with disabilities, for pupils with limited English proficiency, and for pupils who are gifted and talented.

The superintendent shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The superintendent shall report to the board the objectives, evaluative criteria and costs of each proposed program before seeking board adoption. New programs and courses of study shall not be acted upon by the board until the meeting following their presentation, in order for board members to have an opportunity to review the proposed program.

Criteria by which the board will judge the acceptability of new course offerings include:

- A. Does it address an identified pupil need?
- B. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. Does it address the necessary study skills?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?

CURRICULUM DESIGN/DEVELOPMENT (continued)

- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks been recommended to the board?
- J. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the board's annual adoption of curriculum.

Adopted: March 16, 2010  
NJSBA Review/Update: October 2015  
Readopted:

Key Words

Curriculum, Curriculum Design/Development

**Legal References:**     N.J.A.C. 6A:8-3.1 et seq.     Implementation of the Core Curriculum Content Standards  
                              N.J.A.C. 6A:30-1.1 et seq.     Evaluation of the Performance of School Districts

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

**Possible**

**Cross References:** \*2131     Superintendent  
                              \*5120     Assessment of individual needs  
                              \*6140     Curriculum adoption  
                              \*6142     Subject fields  
                              \*6143     Curriculum guides  
                              \*6147     Standards of proficiency  
                              \*6171     Special instructional programs

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