COMMUNICATING WITH THE PUBLIC

The Roselle Park Board of Education will keep the community informed of the status of the schools through advertised public meetings, press releases and such other means as may be appropriate.

The public information program of the board and the district shall be directed by the superintendent, who shall arrange to keep the public informed regarding the policies, administrative operations, objectives, and successes or failures of the schools and shall provide interpretation and explanation of the schools’ plans and programs.

The district’s budget; its audit; its annual goals and its progress toward achievement of them; its special education plans; its bilingual/ESL program; pupil progress toward achievement of the Core Curriculum Content Standards including the Common Core State Standards; graduation statistics and any other information shall be communicated to the public as required by law.

The board’s meetings and records shall be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

Annually, the school district shall disseminate a report card of each school, which shall contain statistical information specified by the Department of Education, to all staff and parents. The school district shall also make the report card available to the media.

The homepage of each school and the district website will include the grade received from the Commissioner of Education on the effort of each school and the district to implement policies and programs consistent with the laws on harassment, intimidation or bullying. The superintendent or designee shall oversee the postings. The grade shall be posted with 10 days of its receipt. In addition, the district shall provide a link to the twice-yearly report prepared by the superintendent detailing the number and nature of violence vandalism, and harassment, intimidation or bullying reports in the schools.

Avoiding Excessive Expenditures when Communicating with the Public

District publications will be produced and distributed in a cost-efficient manner, for example:

A. The use of expensive materials or production techniques where lower cost methods are available, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited;

B. Distribution of pictures of school board members is prohibited within 90 days of any district election; and

C. Excessive public relations activities that are not part of the instructional program are prohibited.

Adopted:
NJSBA Review/Update:
Readopted:

Key Words

Communicating With the Public, Public Information Program, Press Releases

**Legal References:**

- **N.J.S.A. 10:4-6 et seq.**

**Open Public Meetings Act**

Act of Violence; report by the school employee; notice of action taken; annual report
through -5
N.J.S.A. 47:1A-1 et seq. School report card program
N.J.A.C. 6A:8-3.1(a)3 Examination and copies of public records (Open Public Records Act)
N.J.A.C. 6A:23A-5.2 Curriculum and instruction
N.J.A.C. 6A:23A-8.1 et seq. Public relations and professional services
N.J.A.C. 6A:23A-9.5 Budget Submission, support documentation, website publication
N.J.A.C. 6A:30-3.1 Commissioner to ensure achievement of the CCCS
N.J.A.C. 6A:32-12.1 Comprehensive review of public school districts
N.J.A.C. 6A:32-12.2 Reporting Requirements
N.J.A.C. 6A:32-12.2 School-level planning


Possible Cross References:
*1000/1010 Concepts and roles in community relations; goals and objectives
*1120 Board of education meetings
*2240 Research, evaluation and planning
*3570 District records and reports
*5124 Reporting to parents/guardians
*6142.2 English as a second language; bilingual/bicultural
*6142.6 Basic skills
*6142.10 Technology
*6171.1 Remedial instruction
*6171.3 At-risk and Title 1
*6171.4 Special education
*6300 Evaluation of the instructional program

PRINCIPAL EVALUATION

The Rosele Park Board of Education believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of this district, including student achievement of the Core Curriculum Content Standards including the Common Core State Standards for mathematics and language arts and literacy. The board shall implement an effective system for the evaluation of principals, assistant principals, and vice-principals. The purpose of this evaluation shall be to promote professional excellence and improve the skills of principals, assistant principals and vice-principals; improve pupil learning and growth; and provide a basis for the review of performance. The board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

A. Continual improvement of leadership and instruction;
B. Meaningful differentiation of performance using four performance levels;
C. Use of multiple valid measures in determining performance levels, including objective measures of student performance and measures of professional practice;
D. Evaluation of principals, assistant principals and vice-principals on a regular basis;
E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
F. District personnel decisions.

Training

Principals, assistant principals and vice principals shall be provided:

A. Training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
B. Annual updates and refresher training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will observe teaching and/or principal practice for the purpose of increasing accuracy and consistency among observers.

Principal Evaluation

Principals, vice principals, or assistant principals shall be evaluated according to an evaluation rubric. The evaluation rubric shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the principal evaluation rubric shall apply to teaching staff members holding the position of principal, vice principal, or assistant principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:

1. The median school wide student growth percentile measure; and/or
2. The measure of the average student growth objective for all teachers; and
3. The measure of the administrator goals which shall be developed in consultation with their supervisor and specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 of the school year.

B. Measures of principal practice including the following components:

1. A measure determined through a Commissioner-approved principal practice instrument; and
2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating shall be based on the measurement of the principal, assistant principal, or vice principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice shall be determined by a score on a leadership rubric, which will assess the principal, vice principal, or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department of Education's website and annually maintained.

Principal, Assistant Principal, and Vice Principal Observations

The superintendent, or his or her designee, shall conduct observations for the evaluation of principals. The superintendent shall be trained according to law on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

A principal, or a superintendent or his or her designee, shall conduct observations for the evaluation of assistant principals and vice principals.

For the purpose of collecting data for the evaluation of a principal, assistant principal, or vice principal, an observation may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

Each tenured principal, assistant principal, and vice principal shall be observed at least two times during each school year. Each nontenured assistant principal, assistant principal, and vice principal shall be observed at least three times during each school year, as required by N.J.S.A. 18A:27-3.1.

A post-observation conference shall follow each observation. The post-observation conference shall consist of a meeting, either in-person or remotely, between the evaluator and the principal, assistant principal or vice principal for the purpose of evaluation to discuss the data collected in the observation.

Post-observation conferences shall include the following procedures:

A. The supervisor who is present at the observation shall conduct a post-observation conference with the principal, assistant principal, or vice principal being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;

B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the principal, assistant principal, or vice principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;

C. With the consent of the observed principal, assistant principal, or vice principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written
PRINCIPAL EVALUATION (continued)

communication, including electronic communication;

D. One post-observation conference may be combined with the principal, assistant principal, or vice principal’s annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.

E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;

F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party’s copy of the annual written performance report.

An additional observation and post-observation conference shall be required as part of the corrective action plan for any principal, assistant principal or vice-principal who has been rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics.

Professional Development Plans

The superintendent shall oversee and review for each principal and supervisor, professional development that links to individual, school, and district professional development goals and the school district’s professional development plan.

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

A. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (N.J.A.C. 6A:9C-3.3);

B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the superintendent, principals, or supervisors;

C. Identifies professional goals that address specific individual, school, or district goals; and

D. 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.

If a principal, assistant principal or vice-principal has a corrective action plan, the corrective action plan shall replace content of the individual professional development plan until the next annual summary conference.

Note: see board policy 4131/4131.1 Staff Development

Corrective Action Plans

A corrective action plan shall be developed for each principal, assistant principal or vice-principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the principal, assistant principal or vice-principal evaluated and the superintendent or principal’s, assistant principal’s or vice-principal’s supervisor.

A superintendent, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any principal, assistant principal, or vice principal who is evaluated as ineffective or partially effective in his/her most recent annual summative evaluation. If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum:

A. One observation in addition to the observations required for the regular evaluation process;
B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the principal's, assistant principal's or vice principal's goals outlined in the corrective action plan shall be reviewed.

The content of the corrective action plan shall replace the content of the individual professional development plan until the next annual summary conference.

Records

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the district for the purposes of conducting the educator evaluation process pursuant to this chapter shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in this section shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

NJSBA Review/Update: September 2015
Adopted:

Key Words
Evaluation, Principal Evaluation, Personnel Evaluation, Principal, Assistant Principal, Vice-Principal Evaluation Rubric

**Legal References:**

<table>
<thead>
<tr>
<th>N.J.S.A.</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>18A:4-15</td>
<td>General rule-making power</td>
</tr>
<tr>
<td>18A:4-16</td>
<td>Incidental powers conferred</td>
</tr>
<tr>
<td>18A:6-10 et seq.</td>
<td>Dismissal and reduction in compensation of persons under tenure in public school system</td>
</tr>
<tr>
<td>18A:6-117 et seq.</td>
<td>Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT</td>
</tr>
</tbody>
</table>

See particularly:

| N.J.S.A. | 18A:6-119 | Definitions relative to the TEACHNJ Act |
| N.J.S.A. | 18A:27-3.1 through -3.3 | Non-tenured teaching staff; observation and evaluation; conference; purpose |
| N.J.S.A. | 18A:27-10 et seq. | Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31 |
| N.J.S.A. | 18A:28-5 | Tenure of teaching staff members |
| N.J.S.A. | 18A:29-14 | Withholding increments; causes; notice of appeals |
| N.J.A.C. | 6:30-2.1(a)8 | Purpose and program descriptions |
| N.J.A.C. | 6A:9-1.1 et seq. | Professional standards |
| N.J.A.C. | 6A:9C-2.1 et seq. | Professional development for teaching staff members and school leaders |

See particularly:

| N.J.A.C. | 6A:9C-3.3 | Standards for professional learning |
| N.J.A.C. | 6A:9C-3.8 | Requirements for school leader professional development in ethics, law and governance |

**Educator effectiveness**

| N.J.A.C. | 6A:10-1.1 et seq. | Definitions |
| N.J.A.C. | 6A:10-1.2 | Duties of district boards of education |
| N.J.A.C. | 6A:10-2.2 | Components of principal evaluation |

See particularly:

| N.J.A.C. | 6A:10-5.1 through -5.3 | Components of principal evaluation rubrics |
| N.J.A.C. | 6A:10-5.4 | Principal, assistant principal and vice-principals |
Possible observations


Possible Cross References:
*2131 Superintendent
*4112.6/4212.6 Personnel records
*4115 Supervision
*4116 Evaluation
*4117.41 Nonrenewal
*4131/4131.1 Staff development; inservice education/visitation/conferences
*4215 Supervision
*4216 Evaluation
*4231/4231.1 Staff development; inservice education/visitation/conferences
*6143.1 Lesson plans

PRINCIPAL EVALUATION

Teaching and Principal Evaluation Rubrics

The teaching and principal evaluation rubrics selected by the district shall meet the following minimum standards (N.J.S.A. 18A:6-123):

A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;

B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth over a period of time;

C. The district may determine the methods for measuring student growth, in grades in which a state test is not required;

D. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;

E. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;

F. The rubric is based on the professional standards for that employee;

G. The performance measures used in the rubric are linked to student achievement;

H. The employee receives multiple observations during the school year which shall be used in evaluating the employee;

I. At each observation of a teacher, either the principal, his designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present. The staff member who will be observing shall receive training on the use of the teaching practice observation instrument. The training shall be completed before the evaluator conducts the observation;

J. An opportunity for the employee to improve his effectiveness from evaluation feedback;

K. Guidelines for staff training on the use of the educator practice evaluation instrument to support its implementation, and guidelines for the demonstration of competence in the use and implementation of the educator practice evaluation instrument;

L. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;

M. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources; and

N. A process for ensuring that the results of the evaluation help to inform instructional development.

As part of the teacher evaluation rubric and the principal evaluation rubric, the board shall approve and adopt both teacher and principal practice evaluation instruments that appear on an approved list provided by the Department of Education.
PRINCIPAL EVALUATION (regulation continued)

Measurements of the Principal Evaluation Rubric

A. Measures of student achievement (N.J.A.C. 6A:10-5.2)

1. The school-wide student growth percentile, where applicable, of all students assigned to the principal;
2. The average of the student growth objective scores of every teacher assigned to the principal; and
3. Administrator goals set by principals, vice principals, and assistant principals in consultation with their supervisor which shall be specific and measurable, based on student growth and/or achievement data.

B. Measures of principal practice based on performance observation conducted and calculated according to the district’s Commissioner approved principal practice instrument.

Each measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric shall apply. The Department of Education shall provide on its website the required percentage weight of each measure. All components shall be worth the percentage weights or fall within the ranges specified in law (N.J.A.C. 6A:10-5.1c) and board regulation 2130 Principal Evaluation.

Student Growth Percentiles

The student growth percentile (SGP) is a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years. Student growth percentile can only be calculated in schools that have grades 4 through 8 which are subject to the New Jersey Statewide assessments (see 4116 Teacher Evaluation, Regulation for more specific information on SGP).

The median of all qualifying student growth percentile (SGP) scores in a principal’s school will be used in principal evaluation. Principals will be broken into 3 categories:

A. Multi-Grade SGP Schools – 2 or more SGP grades in school;
B. Single-Grade SGP Schools – 1 SGP grade in school; and
C. Non-SGP Schools – No SGP grades in school.

Average Student Growth Objective Scores

The average student growth objective (SGO) scores of all teachers, as described in law and board policy and regulation (N.J.A.C. 6A:10-4.2(e); see 4116 Teacher Evaluation, policy and regulation for more specific information on SGO) shall be a component of the principal’s annual summative rating. The average student growth objective scores for assistant principals or vice principals shall be determined according to the following procedures:

A. The principal, in consultation with the assistant principal or vice principal, shall determine prior to the start of the year, which teachers, if not all teachers in the school, shall be linked to the assistant principal and vice principal’s average student growth objective score;

B. If the assistant principal or vice principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the principal shall make the final determination.

Administrator Goals for Principals, Assistant Principals, or Vice Principals

Administrator goals for principals, assistant principals, or vice principals shall be developed and measured according to the following procedures:

A. The superintendent shall determine for all principals, assistant principals, or vice principals, the number of
required administrator goals which shall reflect the achievement of a significant number of students within the school. By April 15 prior to the school year the evaluation rubric applies, the Department of Education shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals;

B. Principals, assistant principals, or vice principals shall develop in consultation with their supervisor, each administrator goal. Vice principals and assistant principals shall set goals specific to his or her job description or adopt the same goals as his or her principal. If the principal, assistant principal, or vice principal and his or her supervisor do not agree upon the student growth objectives, the supervisor shall make the final determination;

C. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 annually;

D. The administrator goal score shall be calculated by the supervisor of the principal, vice principal or assistant principal. The principal, vice principal, or assistant principal's administrator goal score, if available, shall be discussed at his or her annual summary conference;

E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;

F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

**Percentage Weight Range of Evaluation Rubric Components**

Each measure of student growth shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each measure. All components shall be worth the following percentage weights or fall within the following ranges:

A. Teacher Evaluations

1. Non-SGP teachers; 80% teacher practice, 20% SGO;
2. SGP teachers: 70% teacher practice, 20% SGO, 10% mSGP.

B. Principal/AP/VP Evaluations

1. Non-SGP principals; 30% principal practice, 20% evaluation leadership, 40% administrator goals, 10% SGO average;
2. SGP principals: 30% principal practice, 20% evaluation leadership, 30% administrator goals, 10% SGO average, 10% school-wide SGP.

Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a principal's annual summative rating.

The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

Adopted:
SUPERINTENDENT

The Roselle Park Board of Education, in compliance with state law, will evaluate the superintendent at least annually. Every newly appointed or elected board member shall complete the New Jersey School Boards Association’s training program on evaluation of superintendents within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

A. To promote professional excellence and improve the skills of the superintendent;

B. To improve the quality of the education received by the pupils served by the public schools of the district;

C. To provide a basis for the review of the job performance of the superintendent.

Role and Responsibility of the Board

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

A. To complete a New Jersey School Boards Association training program on the evaluation of the superintendent within six months of the commencement of newly appointed or elected district board member’s term of office (N.J.S.A. 18A:17-20.3.b; see board policy 9200 Orientation and Training of Board Members);

B. To review, revise and adopt procedures suggested by the superintendent for implementation of this policy;

C. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant as deemed appropriate to assist the board. The evaluation itself shall be the responsibility of the board;

D. To adopt an individual plan for professional growth and development of the superintendent based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the board and the superintendent. The duration of the plan will be three to five years, depending on the superintendent’s contract with the school district;

E. To hold an annual summary conference between a majority of its total membership and the superintendent. The annual summary conference shall be held before the written performance report is filed. The conference shall be held in private, unless the superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:

   1. Performance of the superintendent based upon the job description;
   2. Progress of the superintendent in achieving and/or implementing the school district’s goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
   3. Indicators of student progress and growth toward program objectives.

F. To prepare, by July 1, subsequent to the annual summary conference, an annual written performance report, approved by a majority of the full membership of the board. This report shall include:

   1. Performance areas of strength;
   2. Performance areas needing improvement based upon the job description and evaluation criteria in “E” above;
SUPERINTENDENT (continued)

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

G. To add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth to a superintendent’s personnel file. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

Role and Responsibility of the Superintendent

The board shall determine the role and responsibility in consultation with the superintendent. The superintendent shall be to provide information and propose procedures for:

A. Development of a job description and evaluation criteria, based upon the district’s local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the superintendent. The evaluation criteria shall include but not be limited to available indicators of pupil progress;

B. Specification of methods of data collection and reporting appropriate to the job description;

C. Design of evaluation instruments suited to reviewing the superintendent’s performance based upon the job description;

D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written performance report;

E. After the board’s adoption of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report.

F. Preparation and review of the Professional Growth Plan for the administrator’s professional development.

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

 Adopted:
NJSSA Review/Update: September 2015
Readopted:

Key Words

Superintendent Evaluation, Superintendent Job Description, CSA, Superintendent, Evaluation

Legal References:

NOTE: These legal references pertain primarily to the superintendent’s employment and evaluation. Many specific responsibilities are assigned by other statutes and administrative code regulations.
SUPERINTENDENT (continued)

N.J.S.A. 18A:12-21 et seq School Ethics Act
N.J.S.A. 18A:17-20 Tenured and non-tenured superintendents; general powers and duties
N.J.S.A. 18A:27-4.1 Appointment, transfer, removal or renewal of officers and employees; exceptions
N.J.S.A. 18A:28-3 No tenure for noncitizens through -6.1
N.J.S.A. 18A:29-14 Withholding increments; causes; notice of appeals
N.J.S.A. 40A:65-1 et seq Uniform Shared Services and Consolidation Act
N.J.A.C. 6A:9B-11 Requirements for Administrative Certification
N.J.A.C. 6A:10-1 et seq Teacher effectiveness
See particularly:
N.J.A.C. 6A:10-7.1 Evaluation of superintendents
N.J.A.C. 6A:28-1.1 et seq School Ethics Commission
N.J.A.C. 6A:30-1.1 et seq Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-4.1 et seq Employment of Teaching Staff

8 U.S.C. 1101 et seq - Immigration and Nationality Act

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

OPERATION AND MAINTENANCE OF PLANT

The Roselle Park Board of Education is responsible for providing school facilities that are safe from hazards; sanitary; properly equipped, lighted and ventilated; and aesthetically suited to promoting the goals of the district. School buildings and site accommodations shall include provisions for individuals with disabilities pursuant to law and regulations.

The chief school administrator shall develop and enforce detailed regulations for the safe and sanitary operation of the buildings and grounds. The regulations shall be reviewed and adopted by the board, and explained to all staff annually at the beginning of each school year and when any changes are made.

The chief school administrator and board secretary shall develop a multiyear comprehensive maintenance plan for board approval, to be updated annually.

Work Order System

The Roselle Park Board of Education shall have an automated work order system for prioritizing, performing and recording all maintenance and repair request for all district buildings and grounds.

A. The chief school administrator or designee shall establish in the standard operating procedures for business functions the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.

B. The work order system shall include the following information for a request for work before work begins, except in an emergency where work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff.

1. The name of the person making the request;
2. The date of the request;
3. The appropriate approval(s) as established by Standard Operating Procedure (SOP);
4. The date of approval(s);
5. The location of work requested;
6. The priority level (for example, urgent, high, average, low);
7. The schedule date(s) of service;
8. The trade(s) needed such as general maintenance worker; custodian; carpenter; plumber; electrician; heating, ventilation and air conditioning (HVAC); grounds; roofer; masonry; glazer; other;
9. A description of the work requested;
10. A projection of the materials and supplies needed for the work;
11. The estimated man hours needed to complete task;
12. The name of the work order assigner; and
13. The name of the employee(s) working on the order.
C. The work order system shall include the following close-out information for each request for work:

1. The actual hours worked by date for each assigned staff member;
2. The actual hourly rate paid, both regular and over-time, for each assigned staff-member;
3. The aggregate cost of labor by regular, over-time and total;
4. The actual materials and supplies needed to complete the work order;
5. Actual cost of materials and supplies; and
6. The name of the employee responsible for attesting that the job was completed satisfactorily.

D. Except where prohibited by collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.

E. Where, according to the assessment, the cost of outsourcing work is less than the in-house estimate cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate he terms of the collective bargaining agreement for maintenance workers and/or custodians.

F. The business administrator/board secretary in consultation with supervisor responsible for this work shall conduct an analysis of the information in the work order system no later than February 1 of the pre-budget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor times and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

Integrated Pest Management

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy. As per this policy, the Roselle Park Board of Education and the Chief School Administrator shall implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. The Roselle Park School District shall develop and maintain an IPM plan as part of the school’s policy.

Integrated pest management procedures in schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

The Roselle Park School District shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.
OPERATION AND MAINTENANCE OF PLANT (continued)

Development of IPM plans
The school IPM plan is a blueprint of how the Roselle Park School District will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. The Chief School Administrator, in collaboration with the school building administrator, shall be responsible for the development of the IPM plan for the Roselle Park School District.

IPM Coordinator
Each building principal shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy. The Director of Building and Grounds shall coordinate the implementation of IPM plans across the district.

Education /Training
The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record keeping
Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting
The Principal of each building is responsible for providing timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry
Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators
The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.
Evaluation

Annually, the Chief School Administrator will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed.

The Roselle Park Board of Education directs the Chief School Administrator to develop regulations/procedures for the implementation of this policy.

Adopted: September 18, 2007
Revised: March 16, 2010
Revised: November 14, 2014

Legal References:

N.J.S.A. 13:1F-19 through -33  “School Integrated Pest Management Act”

N.J.S.A. 18A:17-49 through -52  Buildings and grounds supervisors to be certified educational facilities managers

N.J.S.A. 18A:22-8  Contents of budget; program budgeting system

N.J.S.A. 34:5A-1 et seq.  Worker and Community Right to Know Act

N.J.S.A. 34:6A-25 et seq.  New Jersey Public Employees Occupational Safety and Health Act

N.J.A.C. 5:23  Barrier free subcode of the uniform construction code

N.J.A.C. 6A:26-12.1 et seq.  Operation and Maintenance of Facilities

See particularly:

N.J.A.C. 6A:26-12.2(a)1, 2  Policies and Procedures for School Facilities Operation

N.J.A.C. 6A:30-1.1 et seq.  Evaluation of the Performance of School Districts

N.J.A.C. 7:30-13.1 et seq.  Integrated Pest Management

Manual for the Evaluation of Local School Districts (September 2002)
**Cross References:**

*1410  Local units  
*2240  Research, evaluation and planning  
*3000/3010  Concepts and roles in business and non instructional operations; goals and objectives  
*3516  Safety  
*5141  Health  
6161  Equipment, books and materials  
*7110  Long-range facilities planning  
*9130  Committees

TRANSPORTATION ROUTES AND SERVICES

The Roselle Park Board of Education directs the chief school administrator to supervise development of bus routes to provide safe, economical and reasonably expeditious transportation for:

A. Pupils who live remote from the schoolhouse as defined by New Jersey law;
B. Educationally disabled pupils in accordance with their IEP;
C. Pupils participating in board-approved extracurricular activities or field trips;
D. Pupils whose route to the school is deemed hazardous by the board;
E. Other pupils as required by law.

The criteria to be used in designing routes and assigning pupils to them shall include:

A. The distance to be traveled to and from school;
B. The age and state of health of the child;
C. The requirements of the instructional program;
D. The hazards involved on the route to be traveled.

Transportation to and from school shall be provided as required by law to eligible nonpublic school pupils and to pupils attending charter schools. All pupils riding on district buses shall be required to observe the district's bus conduct regulations or risk loss of the privilege of such transportation.

On a space-available basis, the board may transport both public and nonpublic students who live within statutory limits (courtesy busing). The board or a cooperative transportation services agency may charge for this service. The charge shall be equitable and shall include, but not limited to, the cost of fuel, driver salaries and insurance.

Buses, whether contracted or district-owned, shall be kept in optimum condition and shall conform to all state safety regulations.

Bus routes must be acted upon by the board and submitted to the county office.

Adopted: September 18, 2007
Revised: March 16, 2010

N.J.S.A. 18A:22-8.6 Transportation (budget line item)
N.J.S.A. 18A:39-1 et seq. Transportation To and From Schools
See particularly:
N.J.S.A. 18A:39-1.2 through –1.9
TRANSPORTATION ROUTES AND SERVICES (continued)

N.J.S.A. 18A:46-19.6 Transportation to location or maintenance of vehicular classrooms to obtain services; payment of cost

N.J.S.A. 18A:46-23 Transportation of pupils; special classes; handicapped children; state aid

N.J.S.A. 39:3-10.9 et al. New Jersey Commercial Drivers License Act

N.J.S.A. 39:3-27 Free registration of certain vehicles; transfer to other motor vehicles

N.J.A.C. 6A:27-1.1 et seq. Student Transportation

See particularly:


N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts


Policies and Procedures Manual for Pupil Transportation, N.J. State Department of Education

Manual for the Evaluation of Local School Districts

Cross References:

*3220/3230 State funds; federal funds
*3516 Safety
*3541.31 Privately owned vehicles
*3541.33 Transportation safety
*4211 Recruitment, selection and hiring
*5200 Nonpublic school pupils
*6145 Extracurricular activities
*6153 Field trips