Superintendent's March Report
Orange Public Schools
"Good to Great"

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
"The Teaching Superintendent"
April 9, 2020

Emergency Instructional Plan Due to the Health Related School Closure

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Orange Board of Education, New Jersey

Health Related Closure Background

- The provision of home instruction services is guided by N.J.A.C. 6A: 16-10.1 and may include direct services, online instruction, or any other means developed by the district to meet the needs of its students. Days in which students impacted by a public health-related closure have access to home instruction services, consistent with the guidance provided by the State, will count as a school day in in compliance with the 180-day requirement and in accordance with N.J.S.A. 18A: 7F-9.
- The Orange Public Schools (OPS) is dedicated to the continuity of instruction, especially when emergent conditions require alternate plans. In the event of extenuating circumstances, OPS will adopt virtual learning platforms (ex: Google Classroom, Class Dojo) and will provide Extended Learning Resources to ensure the continuity of instruction when students are unable to attend school due to district/school closure.

Information Leading Up to the Health Related Closure

- February 28th: Superintendent's Roundtable: Guidance given re: planning and preparation in response to Coronavirus (COVID-19)
- District Website updated providing guidance to faculty/staff, students, parents, and district administration regarding COVID-19
- February 29th through March 2nd: School Nurses sent correspondences to their colleagues, by building, indicating proper handwashing as well as protocols if staff or students exhibit symptoms. Handwashing procedures as well as videos were shared across the district via the school nurses
- A Nurse's Corner was established on the district website providing helpful hints and videos related to healthy lifestyles, combating illness, and proper handwashing videos and techniques
- The County Office sent an email to all Superintendents providing guidelines for COVID-19; this was then forwarded to school nurses for review

Information Leading Up to the Health Related Closure

- March 4th: A Letter to Families and Staff was sent to faculty/staff, parents, and district administration regarding COVID-19
- March 5th: Meeting with the Custodial Team regarding cleaning procedures as it related to ensuring safety protocols for staff, students, and families
- March 9th: Directors, Principals, Supervisors, Informational and Instructional Technology Staff met to begin crafting the instructional plan of action in the event of a health-related school closure. Student and staff surveys were disseminated to all schools to assess at-home access to devices and WiFi/Internet
- March 10th: A Principals Meeting was held at Park Avenue Elementary School to review all guidance documents and expectations in the event of school closure. Principals prepared for the virtual learning professional development sessions that they will lead on March 13

Information Leading Up to the Health Related Closure

- March 10th to March 11th: Evening of March 10th and all day on March 11th: District closed and intensified cleaning took place. School to reopen on March 12th.
- March 12th: The Superintendent hosted a Nurse's Meeting to outline health procedures and reminders to families about sick students and staff as well as expectations
- Device updates were shared with the Supervisor of Educational Technology such to inventory working devices within the district in the event of the need for large scale dissemination. Parent surveys were conducted online/by phone to assess access to devices and Wifi/Internet
- March 13th: The district provided a ½ day (PM) of Professional Development to have staff begin to plan and prepare instructional lessons and supports in the event of school closure. The guidance documents are linked below along with the agenda and outline to principals

Information Leading Up to the Health Related Closure as well as Other Supports

- March 16th: Dissemination of Chromebooks at all district schools-this was a full day program. In addition, students worked with their teachers in order to understand how to navigate the website to find their assignments.
- We had additional Chromebook kiosks throughout the month of March. March 27th (OHS), March 30th (Lincoln), and March 31st (OHS). An example of appointments and calls made can be seen using this link (Lincoln Avenue Distribution on 3-30-2020)
- Additional Kiosks at Orange High School on Tuesday April 7th and at Lincoln Avenue School on April 9th took place. 10 Chromebooks were given out to OHS students on the 7th of April. An additional 122 chromebooks were given out across the district on April 9th.

Internet Connectivity & Device Attainment

- On March 12th and March 13th, the Orange Township Public School District conducted a survey for Internet Connectivity as well as Device Attainment. We were aware that not all families would respond, so a letter from my office was created and announced the deployment of chrome books for student usage.
- There were 321 homes that shared on March 13th that did not have Internet Access and/or WiFi.
- The following companies have shared support via WiFi/Internet during the pandemic; information was shared via phone blast, website, as well as our social media handles (Facebook, Twitter, and Instagram): Comcast and Spectrum. Information was given in the Virtual Instructional Learning Plan given to all students as well on March 16th. The schools and administration have continued to push Comcast as this is the provider for Orange Township.
- On Monday, April 6th, an additional phone blast, email, and text went out to families about utilizing Comcast. We provided phone contact for families as well.

Chrome book Need by School as of April 9, 2020

Name of School	Chromebook Need
Scholars	0-Students use the Chromebooks from their home school location
STEM Innovation Academy of the Oranges	0-Students have their devices as they use them daily; this is part of the enrollment process at STEM Innovation Academy of the Oranges
Rosa Parks Community School	8 Devices are needed
Lincoln Avenue School	Appointments were made and 15 parents did not show up on March 30th. Calls have been made as well as emails to those families. The principal has requested an additional kiosk day to remediate the concerns
Forest Street Community School	0-Appointment times were given and families in need reported to either Forest or to OHS on March 29th
Oakwood Community School	14-This was after the last kiosks at Orange High School on March 27th.

Chrome book Need by School as of April 9, 2020

Name of School	Chromebook Need
Orange Preparatory Academy	8 Chromebooks Needed
Heywood Avenue School	7 Chromebooks Needed
Park Avenue School	5-Chrome books Needed. Dr. Hackett went in on April 6th and banded out 10 additional chromebooks.
Newcomers	10-Chromebooks Needed. On March 30th, 22 chromebooks were given.
Cleveland Street School	3 Chromebooks Needed
Orange High School	0-Based on the several kiosks administered; the high school is in a good place.

Participation Rates Week of March 23rd

Name of School	Percentage of Participation
Orange Early Childhood Center	78%
Orange High School	81%
Orange Preparatory Academy	78%
STEM Innovation Academy of the Oranges	78%
Oakwood Avenue	73%
Cleveland Street	73%
Lincoln Avenue	66%

Participation Rates Week of March 23rd

Name of School	Percentage Rate of Participation
Heywood Avenue	94%
Forest Street	82%
Scholars Academy	96%
Newcomers	65%
Park Avenue	77%
Rosa Parks	68%

Participation Rates Week of March 30th

Name of School	Percentage of Participation
Orange Early Childhood Center	79%
Orange High School	90%
Orange Preparatory Academy	83%
STEM Innovation Academy of the Oranges	84%
Oakwood Avenue	81%
Cleveland Street	81%
Lincoln Avenue	72%

Participation Rates Week of March 30th

Name of School	Percentage of Participation
Heywood Avenue	88%
Forest Street	89%
Scholars Academy	96%
Newcomers	74%
Park Avenue	82%
Rosa Parks	70%

Connectivity Needs by School

Name of School	Connectivity Need
Heywood Avenue	4 Connectivity Issues
Forest Street	0 Connectivity Needs
Scholars Academy	0 Connectivity Needs
Newcomers	12 Connectivity Needs
Park Avenue	24 Connectivity Needs
Rosa Parks	8 Connectivity Needs

Connectivity by School

Name of School	Connectivity Need
Orange Early Childhood Center	0 Issues with Connectivity
Orange High School	0 Issues with Connectivity
Orange Preparatory Academy	2 Issues with Connectivity
STEM Innovation Academy of the Oranges	2 Issues with Connectivity
Oakwood Avenue	I Issue with Connectivity
Cleveland Street	3 Issues with Connectivity
Lincoln Avenue	21 Issues with Connectivity

Supports for the School Community

- Administrators, teachers, and support staff calling parents 1) to make appointments for chrome book pick up 2) to keep students on track as it relates to completion of assignments and providing supports 3) to check in on staff through common planning meetings done virtually to keep with the academic and social emotional acumen of the school district.
- Teachers are tracking student completion of assignments-calling families to remind them of the 180 School Year Requirement. In addition, teachers have two sets of Office Hours to provide additional academic supports.
- Guidance Counselors and Social Workers are providing services through Google Meet with students. Notes of calls and support are captured in Genesis.
- The Superintendent has a Trauma Informed Team (Meeting Dates were as follows: March 25th and April 2nd and April 8, 2020.) All meetings are virtual through Zoom set up by the Superintendent of Schools.

Supports for the School Community

- Virtual School Spirit Days (this initiative began the Week of March 23rd.) The week of April 6th, the entire district is participating in the following Virtual School Spirit Week Activities:
- Monday, April 6th: Wear Your School Colors Day
- Tuesday, April 7th: Dress As Your Favorite Book Character Day
- Wednesday, April 8th: Dress as your Favorite Superhero (this includes First Responders)
- Thursday, April 9th: Jersey Day-Dress in your Favorite Team Gear

Breakfast/Lunch Grab and Go Program

- The Breakfast and Lunch Bag and Go Program continues to be evident in 8 locations within the Orange Township Public School District:
- Lincoln, Rosa Parks, Cleveland, Oakwood, Park, OECC, Heywood, and Forest Schools
- Students can report to any of the locations district wide to receive breakfast and lunch accordingly
- We had Orange High School, Newcomers, and Orange Preparatory Academy locations condensed as of Friday, March 27th due to the lack of participation at those locations.
- The total amount of breakfast/lunch grab and go distributed meals as of Thursday, April 9, 2020 was 11,053. The next slide has the break down by week since the launch on March 17, 2020.

Breakfast/Lunch District Distribution Totals Since March 17th

Week One Total Distributed Week of March 16th (4 Day Week)	Week Two Total Distributed Week of March 23rd (5 Day Week)	Week Three Total Distributed Week of March 30th (5 Day Week)	Week Four Total Distributed Week of April 6th (4 Day Week)	Grand Total
2,237	3,232	3,186	2,398	11,052

Social Emotional Supports

- Social Emotional Supports during this time is critical to the landscape of the distance learning plan.
- The following information for additional supports outside of the school through our social media handles as well as website and staff communication to families: Mental Health Resources-To access mental health services contact Performcare at 1-877-652-7624. Website is performcare.org.
- To get immediate assistance with an emergent mental health crisis: Contact 911 or go to your nearest hospital. The listed hospitals scripted were as follows: Mountainside Hospital, East Orange General Hospital, and Clara Maass Medical Center

Social Emotional Supports

Information to speak with a counselor 24 hours a day; information below can assist accordingly:

- Suicide Prevention Hotline: 1-800-273-8255
- NJ Hope Line: 1-855-654-6735
- 2nd Floor Teen Helpline: 1-888-222-2228

Social Emotional Supports Given to Staff *Note: Information is Also Available on the COVID-19 Resource Page

The following links have been given to staff during this pandemic for support for families and students as well as self care for the staff (Articles and Workshops):

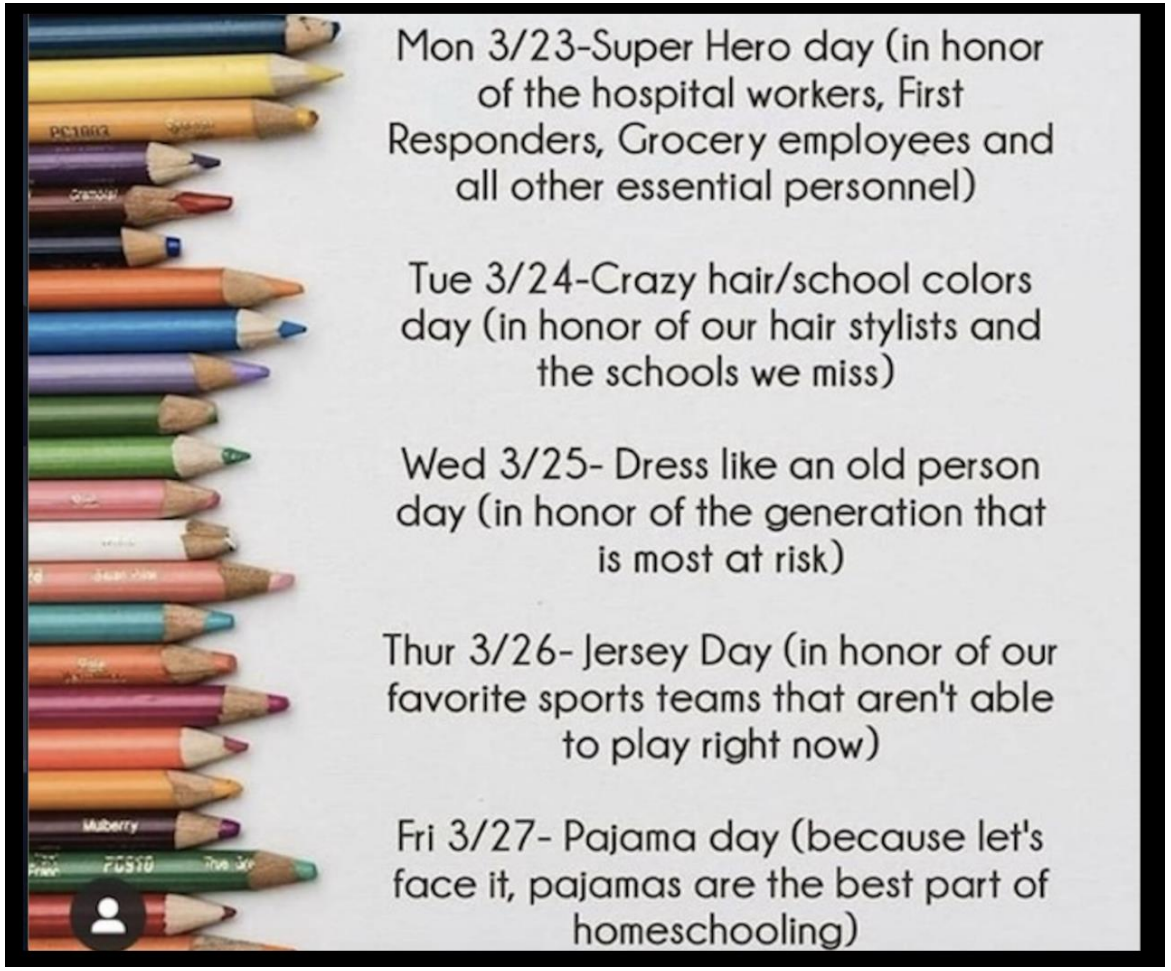
- https://www.eventbrite.com/e/self-care-in-overwhelming-times-registration-101723668230
- https://mhttcnetwork.org/sites/default/files/2020-03/Taking%20Care%20of%20Yourself%20During%20a%20Public%20Health%20Emergency.pdf
- https://cc-bc.com/rental-counseling?fbclid=IwAR1-DMKzAz1WPMwzLomL1MPmRWU4yQqh3a24D53kjpYn2jDahnPvYTtMLH0
- Improving Student Mental Health.

Maintaining Social-Emotional and Physical Well Being

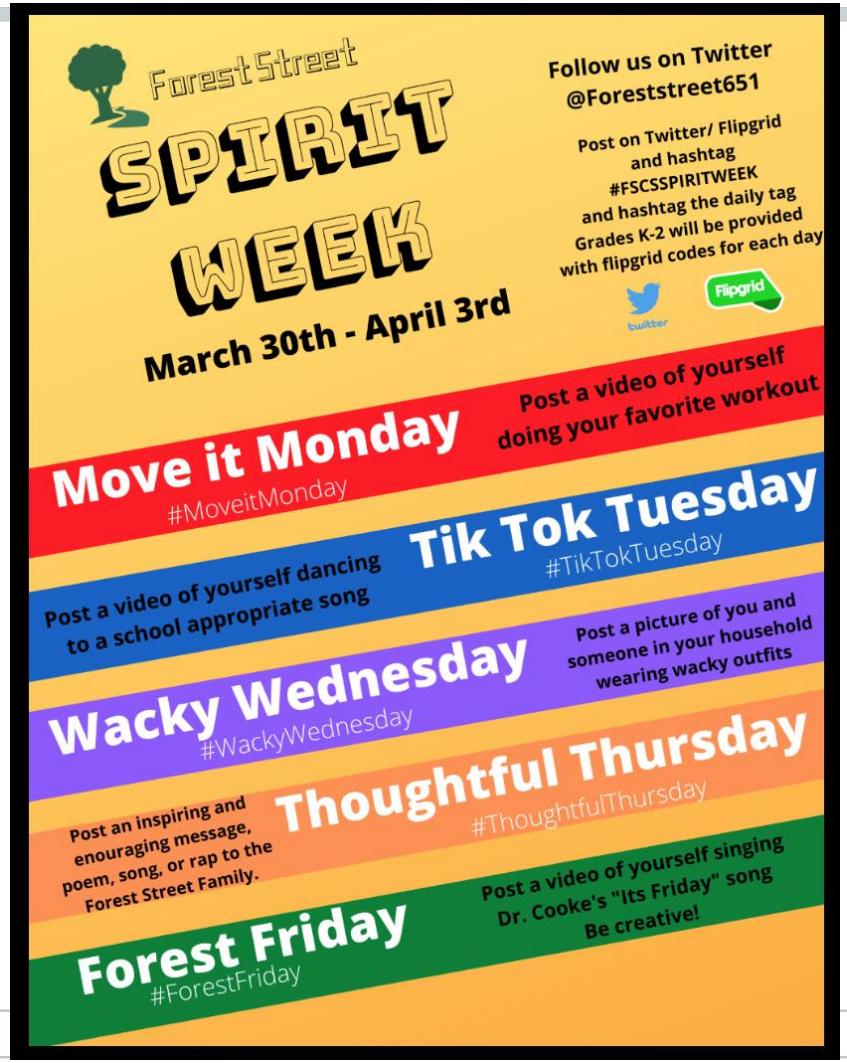
The following were tips for students that we posted and provided to families:

- Keep a schedule-wake up at the same time everyday
- Have meals at the same time everyday
- Share kindness with friends on social media platforms; continue interactions as this time can be deemed as lonely
- Relax: Listen to music, write poetry, draw, read, talk to friends and family

Providing Social Emotional Supports through Spirit Week Celebrations-Cleveland



Providing Social Emotional Supports through Spirit Week Celebrations-Forest



Providing Social Emotional Supports through Spirit Week Celebrations-District

Directory for Additional Supports

- Directory to Contact School Guidance Counselors & Social Workers (Social Emotional Supports/Trauma), Nurses (Medical), and Child Study Team Members (Special Services):
- https://www.orange.k12.nj.us/Page/24120
- We provided this scaffold to families in the effort of providing additional supports through this time.

Special Education Guidance

Child Study Team Responsibilities

- Report daily attendance through Google Drive
- Make weekly contact with students and parents
- Collaborate with teachers to provide instructional and social emotional support
- Attend I&RS meetings
- Schedule and generate notices for all IEP meetings with parents
- Conduct IEP meetings via telephone conference, Google Meet and Zoom

Special Education Guidance

- Complete all Random Moment Studies sent from Easy IEP
- Attend I&RS meetings
- Document all student placements for the 2020-2021 school year in Google Doc
- Collaborate with Out of District Schools to schedule meetings remotely
- Provide appropriate related services for students with Disabilities to the extent possible

Special Education Teacher Responsibilities

- Provide daily assignments and student/parent communications through Google Classroom, Class Dojo, and Remind
- Develop and submit individualized lesson plans that align to students IEP goals, modifications, and accommodations
- Provide Present Level of Academic Achievement and Functional Performance (PLAAFP's) for students' IEP's
- Attend virtual IEP meetings scheduled by the case manager
- Collaborate with CST regarding students academic and social emotional supports

Special Education Paraprofessional Responsibilities

- Assist with the implementation of all on-line learning experiences
- Provide support to students with daily assignments
- 1:1 aids, check in with assigned students daily via phone conference, Google Meet, Class Dojo, and Google Classroom to provide academic support and encouragement

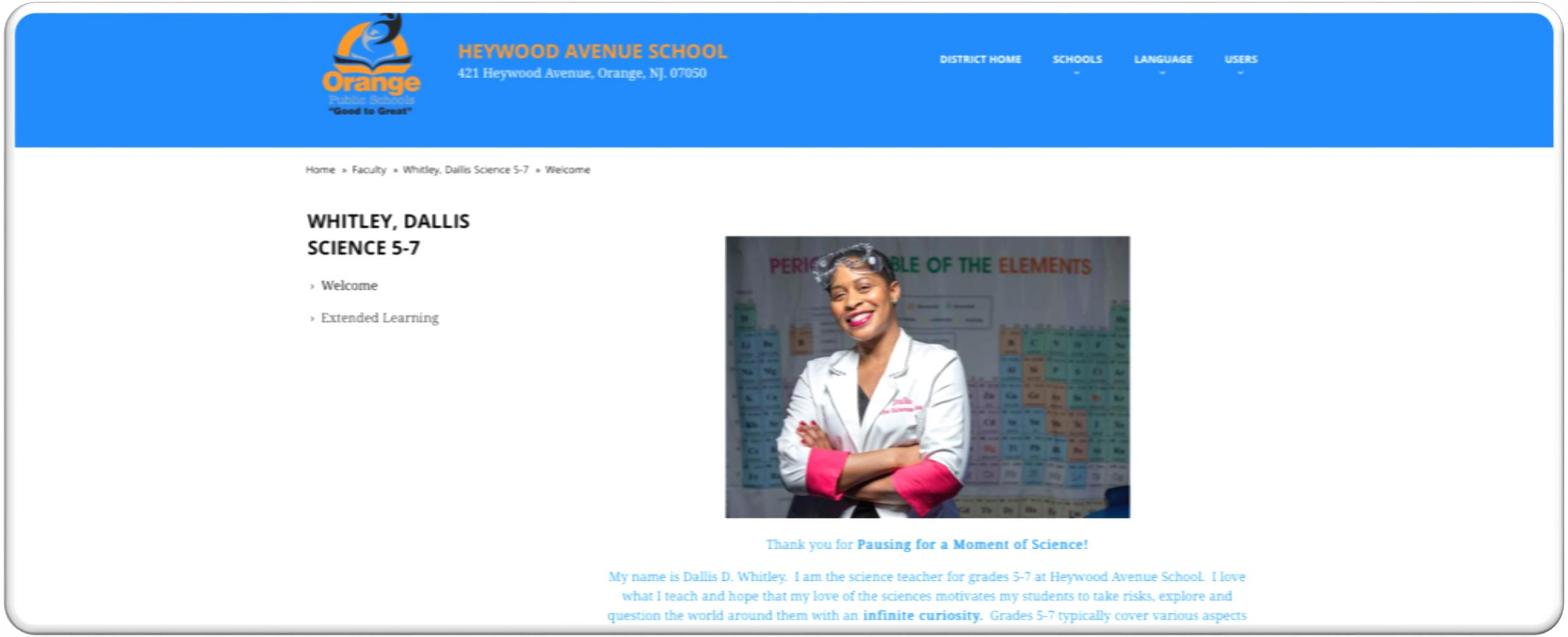
Related Services/Telepractice Support

- Conduct related services: Speech, Counseling, Occupational and Physical Therapy through virtual platforms such as: Google Meet and Zoom
- Document direct services in Easy IEP system
- Provide activities and strategies that can be used at home
- Attend IEP meetings/conferences via Google Meet and Zoom
- Write goals and objectives for IEP's
- Record data for progress monitoring
- Complete service log and submit weekly

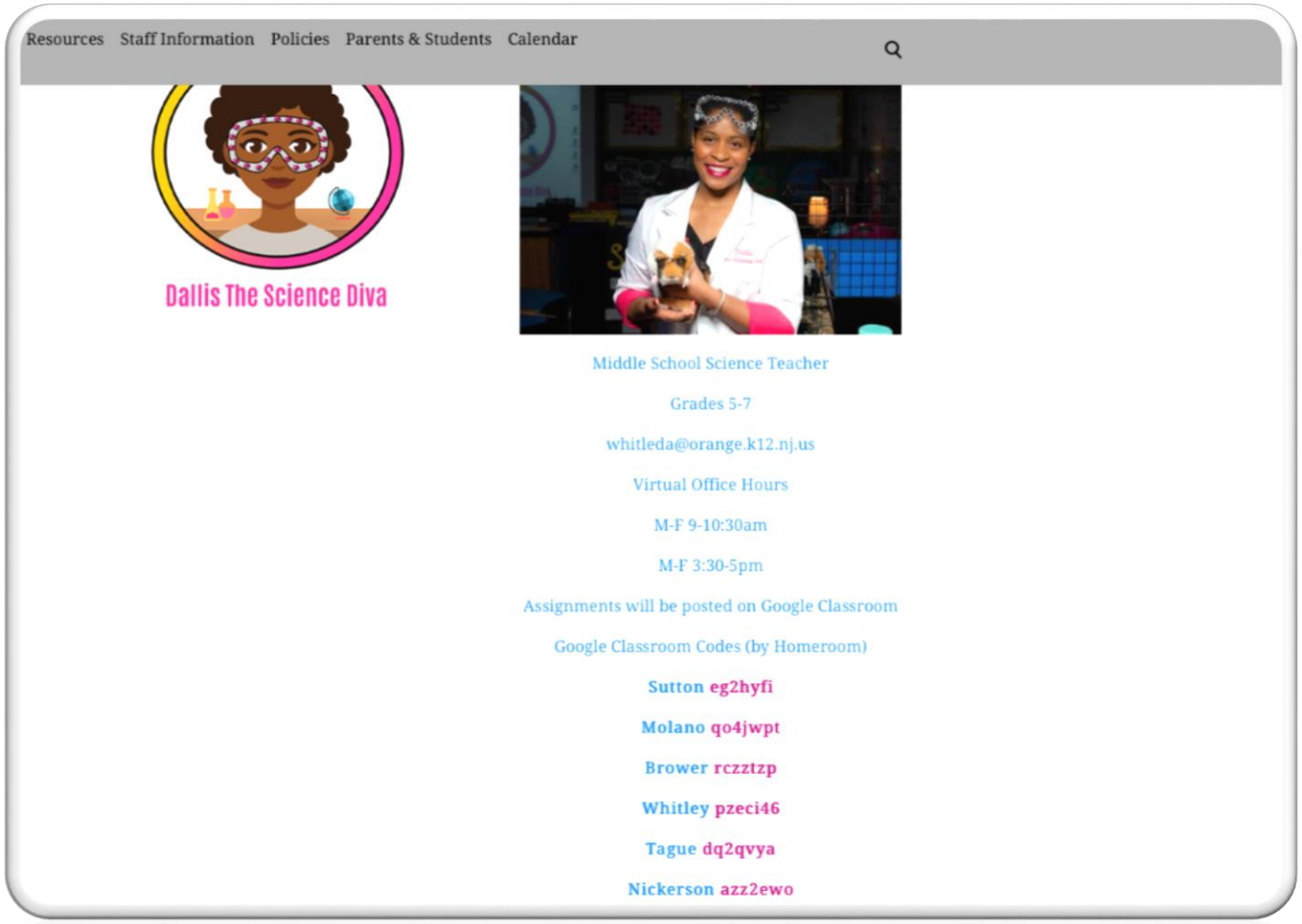
Instructional Supports during the Health Related School Closure

- It is important for parents and students accessing our various virtual learning sites across schools, teachers, grade levels, departments, and content areas to have consistency in the process. The process for navigating to a teacher's emergency Extended Learning Resources page (for at-home instruction) is as follows:
- Visit the school website -- Faculty -- (select the teacher) – Extended Learning tab (or content is located directly on teacher's homepage).

Interfacing with the Website for Instructional Purposes



Interfacing with the Website for Instructional Purpose

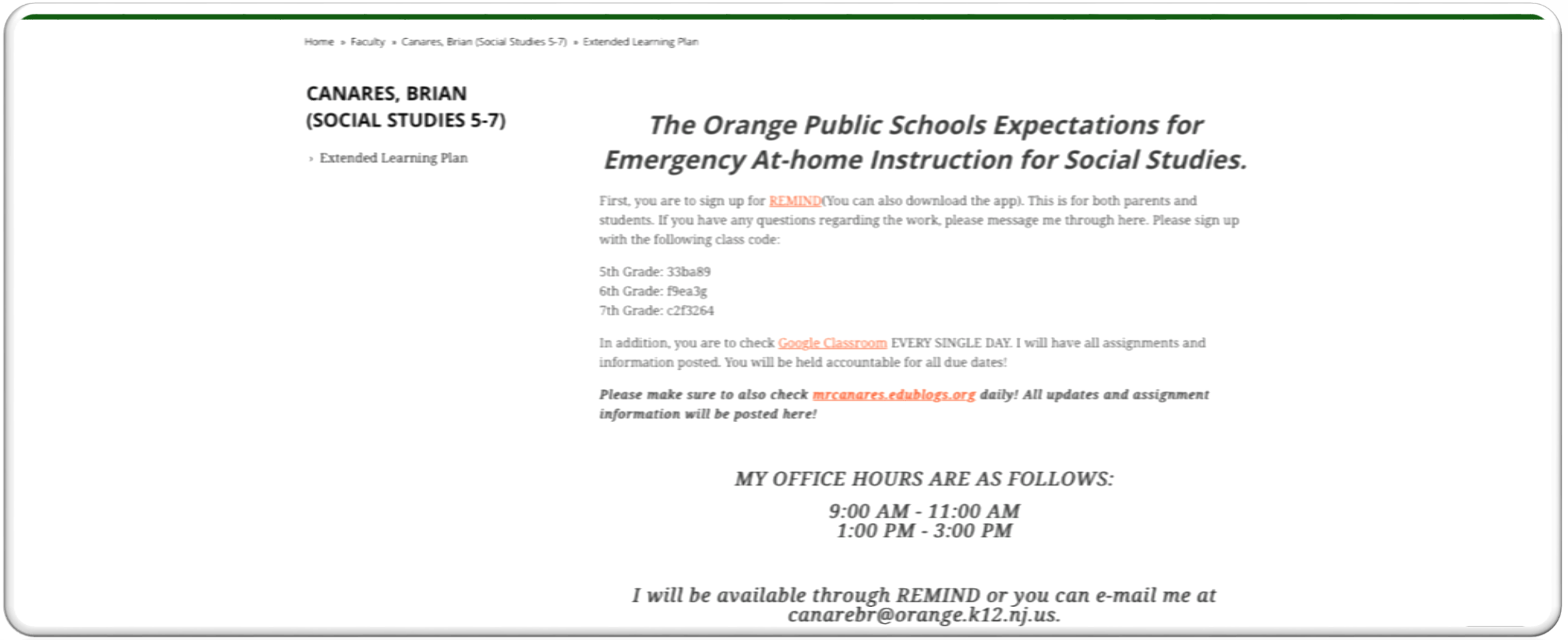


Providing Directions and Supports

- Ms. Whitley from Heywood Avenue providing supports to students as the process began.

https://youtu.be/p9bmo2cPhDo

Interfacing with the Website for Instructional Purposes



Home » Faculty » Canares, Brian (Social Studies 5-7) » Extended Learning Plan

CANARES, BRIAN
(SOCIAL STUDIES 5-7)

› Extended Learning Plan

The Orange Public Schools Expectations for Emergency At-home Instruction for Social Studies.

First, you are to sign up for REMIND(You can also download the app). This is for both parents and students. If you have any questions regarding the work, please message me through here. Please sign up with the following class code:

5th Grade: 33ba89
6th Grade: f9ea3g
7th Grade: c2f3264

In addition, you are to check Google Classroom EVERY SINGLE DAY. I will have all assignments and information posted. You will be held accountable for all due dates!

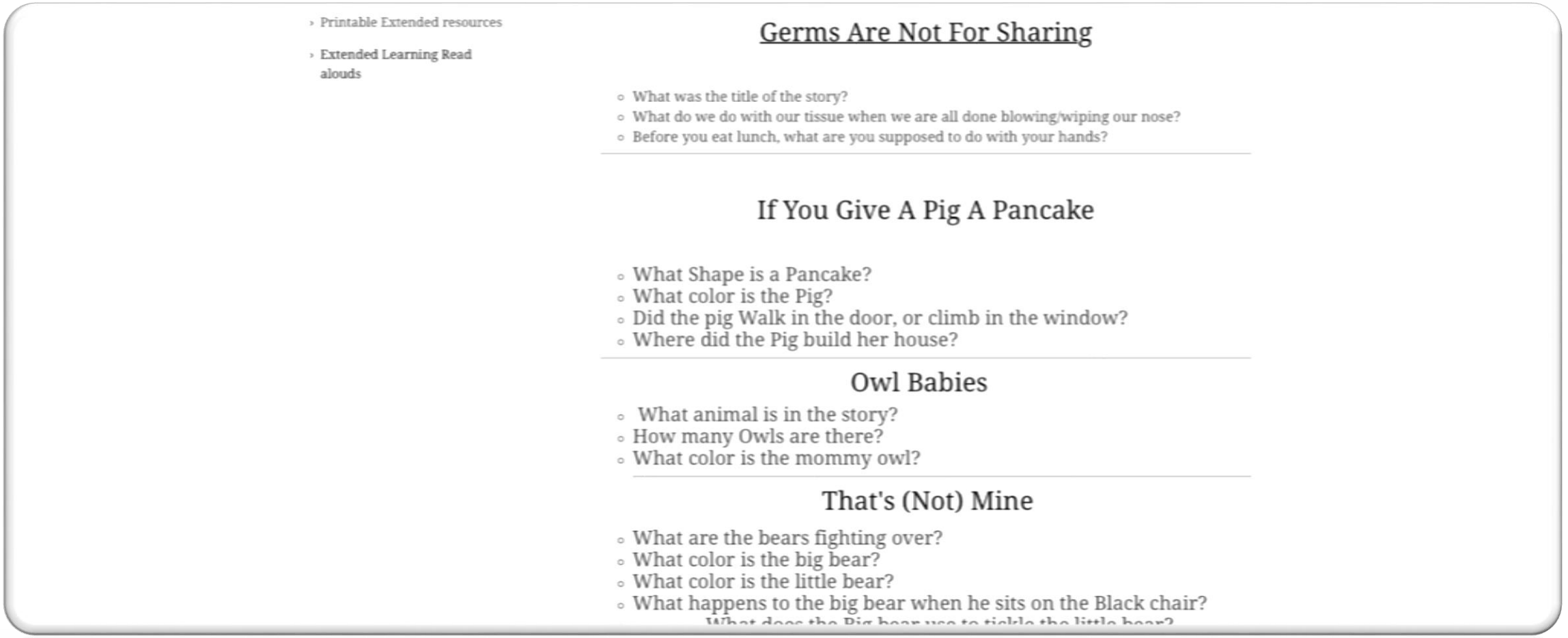
Please make sure to also check mrcanares.edublogs.org daily! All updates and assignment information will be posted here!

MY OFFICE HOURS ARE AS FOLLOWS:

9:00 AM - 11:00 AM
1:00 PM - 3:00 PM

I will be available through REMIND or you can e-mail me at canarebr@orange.k12.nj.us.

Interfacing with the Website for Instructional Purposes



- Printable Extended resources
- Extended Learning Read alouds

Germs Are Not For Sharing

- What was the title of the story?
- What do we do with our tissue when we are all done blowing/wiping our nose?
- Before you eat lunch, what are you supposed to do with your hands?

If You Give A Pig A Pancake

- What Shape is a Pancake?
- What color is the Pig?
- Did the pig Walk in the door, or climb in the window?
- Where did the Pig build her house?

Owl Babies

- What animal is in the story?
- How many Owls are there?
- What color is the mommy owl?

That's (Not) Mine

- What are the bears fighting over?
- What color is the big bear?
- What color is the little bear?
- What happens to the big bear when he sits on the Black chair?
- What does the Big bear use to tickle the little bear?

An Example of a Read Aloud

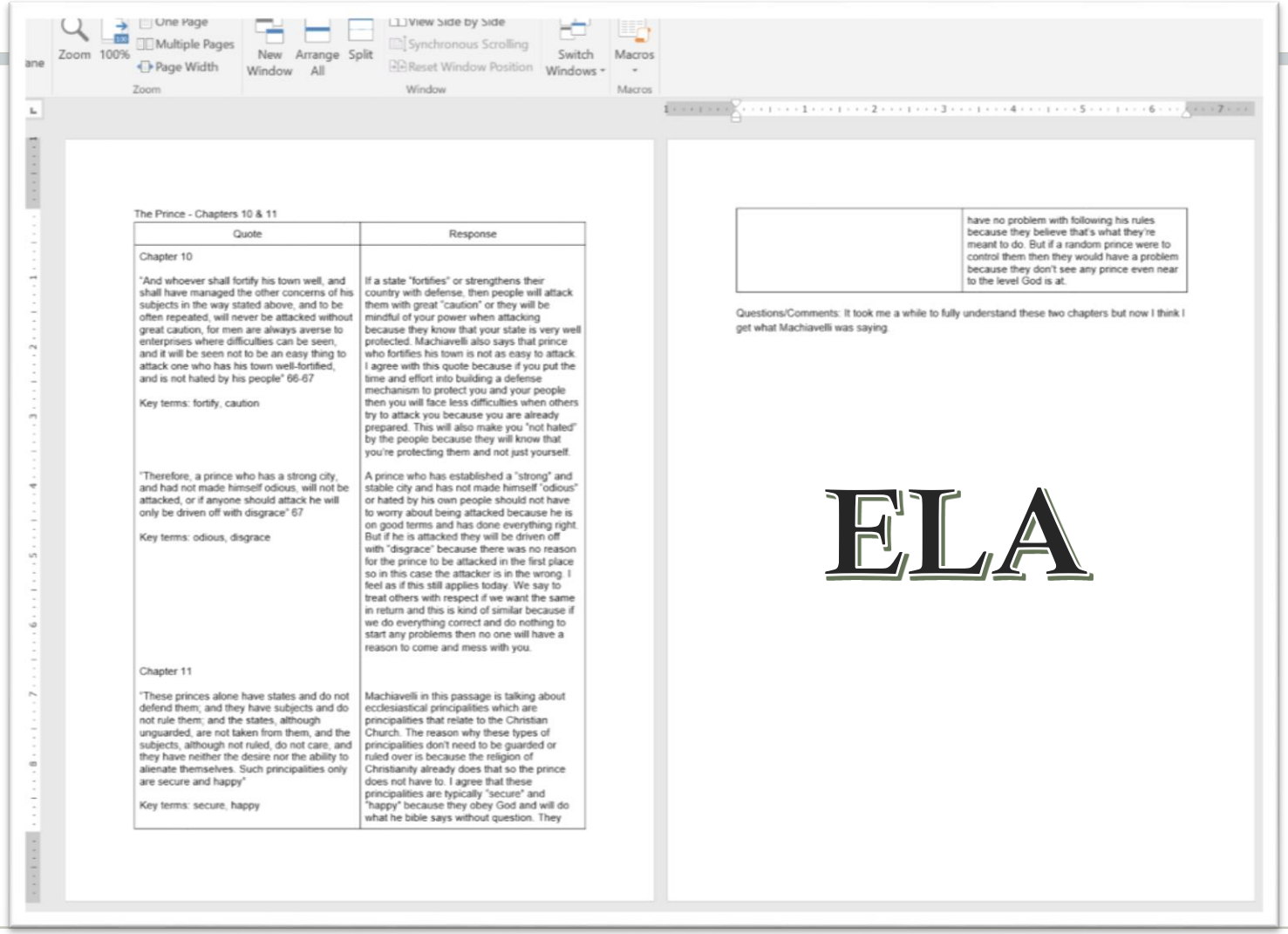
Germs Are Not For Sharing: The following story (link) and corresponding questions after the reading are to be discussed with the children:

https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/2825/WIN_20200316_14_25_21_Pro.mp4

Questions

- What was the title of the story?
- What do we do with our issue when we are all done blowing/wiping our noses?
- Before you eat lunch, what are you supposed to do with your hands?

Example of Student Work Samples



The Prince - Chapters 10 & 11

Quote	Response
Chapter 10 "And whoever shall fortify his town well, and shall have managed the other concerns of his subjects in the way stated above, and to be often repeated, will never be attacked without great caution, for men are always averse to enterprises where difficulties can be seen, and it will be seen not to be an easy thing to attack one who has his town well-fortified, and is not hated by his people" 66-67 Key terms: fortify, caution	If a state "fortifies" or strengthens their country with defense, then people will attack them with great "caution" or they will be mindful of your power when attacking because they know that your state is very well protected. Machiavelli also says that prince who fortifies his town is not as easy to attack. I agree with this quote because if you put the time and effort into building a defense mechanism to protect you and your people then you will face less difficulties when others try to attack you because you are already prepared. This will also make you "not hated" by the people because they will know that you're protecting them and not just yourself.
"Therefore, a prince who has a strong city, and had not made himself odious, will not be attacked, or if anyone should attack he will only be driven off with disgrace" 67 Key terms: odious, disgrace	A prince who has established a "strong" and stable city and has not made himself "odious" or hated by his own people should not have to worry about being attacked because he is on good terms and has done everything right. But if he is attacked they will be driven off with "disgrace" because there was no reason for the prince to be attacked in the first place so in this case the attacker is in the wrong. I feel as if this still applies today. We say to treat others with respect if we want the same in return and this is kind of similar because if we do everything correct and do nothing to start any problems then no one will have a reason to come and mess with you.
Chapter 11 "These princes alone have states and do not defend them; and they have subjects and do not rule them; and the states, although unguarded, are not taken from them, and the subjects, although not ruled, do not care, and they have neither the desire nor the ability to alienate themselves. Such principalities only are secure and happy" Key terms: secure, happy	Machiavelli in this passage is talking about ecclesiastical principalities which are principalities that relate to the Christian Church. The reason why these types of principalities don't need to be guarded or ruled over is because the religion of Christianity already does that so the prince does not have to. I agree that these principalities are typically "secure" and "happy" because they obey God and will do what he bible says without question. They

	have no problem with following his rules because they believe that's what they're meant to do. But if a random prince were to control them then they would have a problem because they don't see any prince even near to the level God is at.

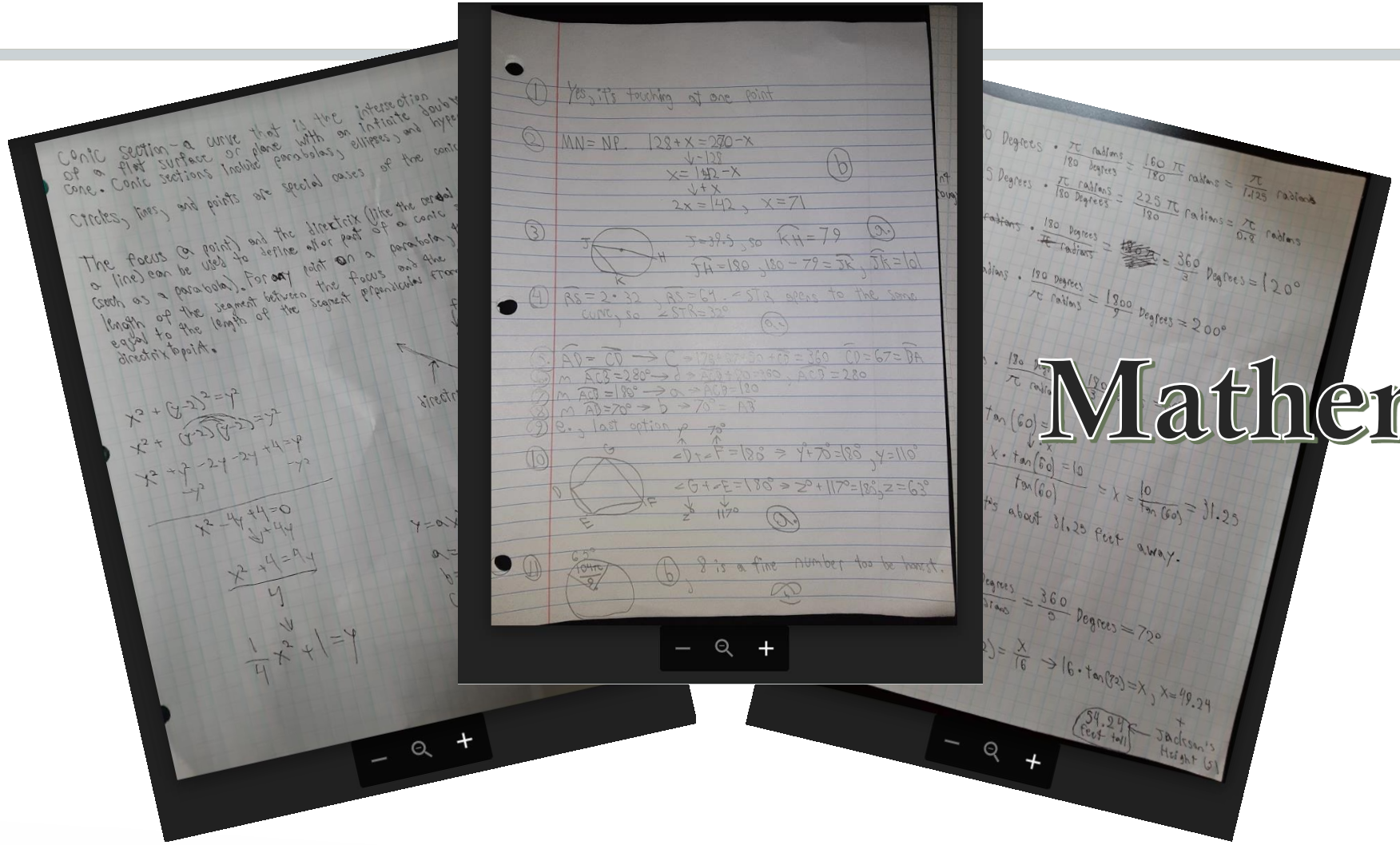
Questions/Comments: It took me a while to fully understand these two chapters but now I think I get what Machiavelli was saying.

ELA

Example of Student Work Samples

Graphic Arts

Example of Work Samples



Roles and Responsibilities of Teachers

- Creating a Google Classroom platform and assigning your students
- Creating a Class Dojo or Remind account that serves as the communication platform for parental contact
- Sharing Google Classroom codes with respective principals and supervisors so they can view the site and accompanying assignments
- Uploading standards-based assignments/assessments into Google Classroom or Class Dojo or Teacher Web Page

Roles and Responsibilities of Teachers

- Updating the “Extended Learning” tab under your respective teacher webpage
- Referencing the advanced training tutorials in the following: Google Hangout, Google Classroom, Class Dojo, and Remind
- Supporting peers that are new to the aforementioned platforms
- Setting up office hours (AM:1-2 hours; PM:1-2 hours) for
- Communication with students, parents, administrators, uploading/scoring/grading assignments providing feedback
- Note: Paraprofessionals are to have the same office hours and access to curriculum portals (Google Classroom, Class Dojo, etc.)

Roles and Responsibilities of Students

- Identifying a comfortable and quiet space to study/learn
- Dedicating appropriate time to learning, as guided by your teachers
- Routinely checking appropriate Google Classrooms and emails for information on courses,
- assignments, and resources, on a daily basis
- Attending and participating in any check-in times offered by your teachers
- Engaging in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy
- Submitting all assignments in accordance with provided timelines and/or due dates

Roles and Responsibilities of Parents

- Monitoring OPS updates sent via phone blasts, Class Dojo, Remind, Google Classroom, district website, etc.
- Checking in with your child daily about the At Home/Virtual Learning tasks, activities, and assessments that they are working on
- Encouraging adherence and attendance in the At-Home/Virtual Learning check-in times offered by each of your children's teachers
- Designating a place and time where your child will work independently on his/her assigned tasks
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content

Roles and Responsibilities of Parents

- Asking your child about their deadlines and supporting them, as needed, in submitting assignments in accordance with the established deadlines
- Helping your child manage logs to document progress on assignments and lessons
- Reminding your child to contact/email his/her teachers if they have any questions

Sample Schedule for Elementary School

Monday	Tuesday	Wednesday	Thursday	Friday
ELA **Mathematics** **Social Studies** **Phys Ed/Health** **Do Day – Part 1** **Visual & Performing Arts**	ELA Mathematics Science Phys Ed/Health Do Day – Part 1 STEM/Comp Lit Library World Language	ELA Mathematics Social Studies Phys Ed/Health Do Day – Part 2 Visual & Performing Arts	ELA Mathematics Science Phys Ed/Health Do Day – Part 2 STEM/Comp Lit Library World Language	ELA Mathematics Social Studies Phys Ed/Health Complete any missing assignments

Monday	Tuesday	Wednesday	Thursday	Friday
ELA **Mathematics** **Science** **Phys Ed/Health** **Do Day – Part 1** **STEM/Comp Lit** **Library** **World Language**	ELA Mathematics Social Studies Phys Ed/Health Do Day – Part 1 Visual & Performing Arts	ELA Mathematics Science Phys Ed/Health Do Day – Part 1 STEM/Comp Lit Library World Language	ELA Mathematics Social Studies Phys Ed/Health Do Day – Part 1 Visual & Performing Arts	ELA Mathematics Science Complete any missing assignments

Sample Schedule for Middle/High School

Monday	Tuesday	Wednesday	Thursday	Friday
LEARN DAY ELA VPA/WL SS DO DAY Mathematics Science/STEM/CTE PE/Health	LEARN DAY Mathematics Science/STEM/CTE PE/Health DO DAY ELA VPA/WL SS	LEARN DAY ELA VPA/WL SS DO DAY Mathematics Science/STEM/CTE PE/Health	LEARN DAY Mathematics Science/STEM/CTE PE/Health DO DAY ELA VPA/WL SS	LEARN DAY ELA VPA/WL SS DO DAY Mathematics Science/STEM/CTE PE/Health
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LEARN DAY Mathematics Science/STEM/CTE PE/Health DO DAY ELA VPA/WL SS	LEARN DAY ELA VPA/WL SS DO DAY Mathematics Science/STEM/CTE PE/Health	LEARN DAY Mathematics Science/STEM/CTE PE/Health DO DAY ELA VPA/WL SS	LEARN DAY ELA VPA/WL SS DO DAY Mathematics Science/STEM/CTE PE/Health	LEARN DAY Mathematics Science/STEM/CTE PE/Health DO DAY ELA VPA/WL SS

Attendance for Students

Orange Township Public Schools
Glasshebra Jones Dismuke
Executive Director of Human Resources

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

To: All Instructional Staff

From: Shebra Jones Dismuke, Executive Director of HR

Date: March 19, 2020

Re: **Distance Learning – Student Attendance**

I would be remiss if I did not take a moment to thank each of you for your hard work during this distance learning initiative. Always remember, we are in this together!

This memorandum is to provide guidance on capturing student attendance during the distance learning period. All teachers are to record student attendance using Genesis for all classes as students login to complete daily assignments. As we are aware, there are situations, whereby there are multiple students using a single device, teachers should mark a student's attendance based on his/her attempt to complete the assigned work by 10 a.m. the following school day, as this allows students ample opportunity to complete assignments and receive credit.

Example:

If a student logs in to complete an assignment at 10:30 p.m. on March 19, 2020, the teacher is to review the student's work for March 19, 2020 and on March 20, 2020 by 10 a.m. mark the student present for March 19, 2020.

If a student fails to complete an assignment by 10 a.m. the following school day, the student is to be marked absent and the classroom teacher or paraprofessional should continue to reach out to parents using one of the approved platforms; ClassDojo, Remind, SchoolWires, email or a phone call to inquire about the status of the assignment. For all phone calls, a call log should be retained in Genesis. *When dialing from your personal number, be sure to press #67 in order to block your personal number.*

As there are multiple ways to capture student attendance using Genesis, we recommend using the following steps:

Genesis→Gradebook→Class Attendance

If you have any questions, contact your building principal or union leadership.

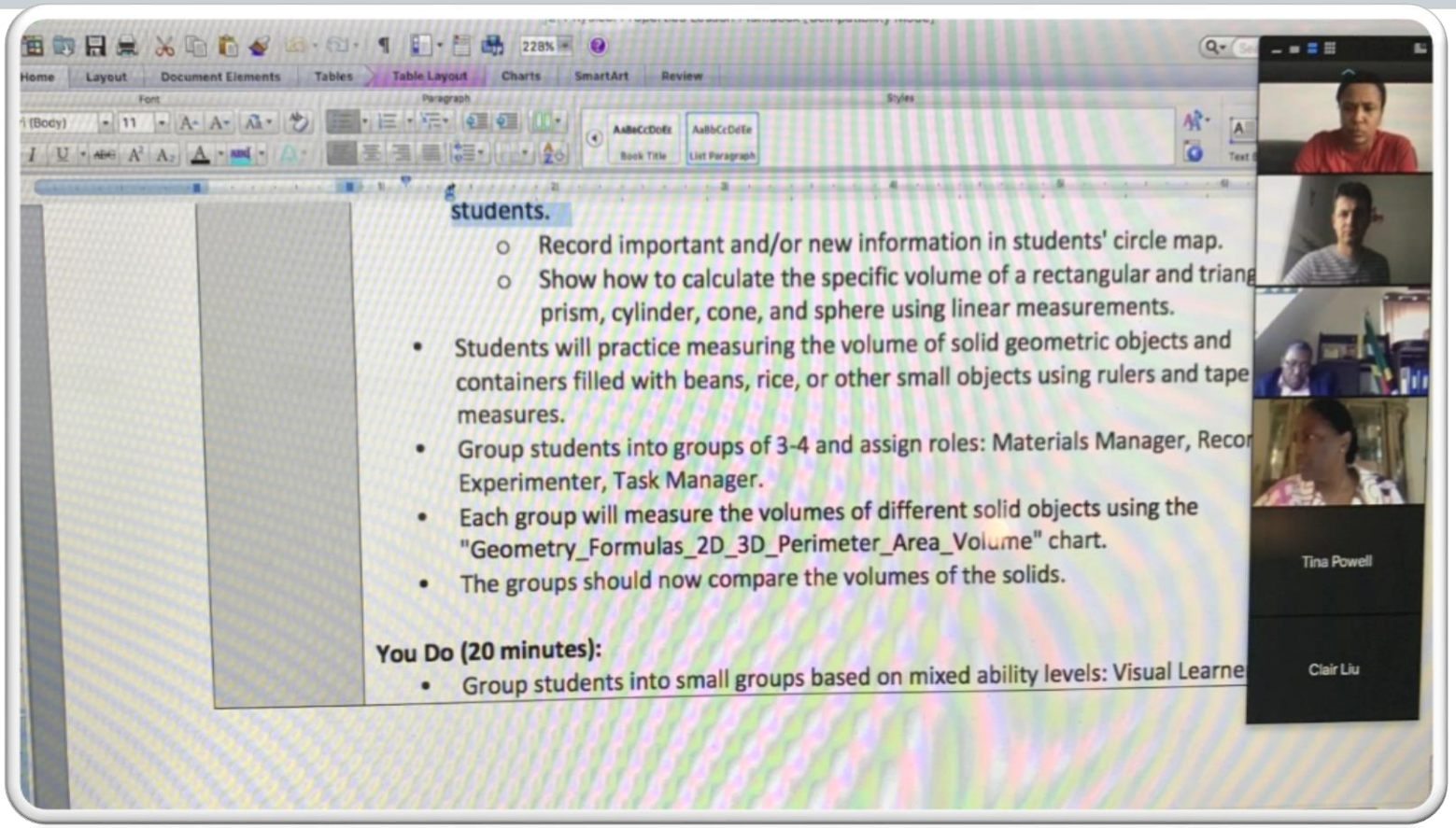
Attendance for Staff

- Staff members must check in with their building principal no later than 8:30 AM
- Each week, staff attendance reports are emailed to Ms. Dismuke, Human Resources Executive Director for review and then to Ms. Atkins in Payroll
- Staff members follow the same procedure if they chose to call out for the day (that is; calling ESS directly as is normal practice)
- Staff members are responsible for office hours

Instructional Supports

- It is important to note that common planning team meetings (CPT) aligned to the instructional plan continues on a daily basis. These common planning meetings are evident across content areas including special activity, departmental, school -- including but not limited to Special Education and ELL.
- Administrators discuss the use of data from formative assessments to make decisions to inform on future lessons.
- As Superintendent, I have gone into some of the virtual CPT Meetings and lent instructional supports to the staff.

Virtual Interviews
Friday, April 3, 2020



Principals, Supervisors, & Directors

HR will continue to route candidates that you may have overlooked or have not viewed. Applitrack timestamps when an administrator views a candidate's application to avoid duplicate interviews. Please use the notes tab for candidates you are not interested in interviewing. You can simply state "Reviewed, will not consider at this time."

Please continue to check Applitrack frequently to select candidates from the applicant portal.

In preparation of your interview, please be sure to view the candidate's application and credentials available in Applitrack prior to your scheduled interview session. You have the capability to download the candidate's full application by following these instructions:

< Open the Applicant's Profile
<Select Print at the top on the bar
<Select the materials you wish to download
<Select the print option
<Then Select Download to Computer

Interview Process

As you may know, this is a very competitive season as all districts throughout the nation are recruiting. To expedite our process and increase our chances of solidifying your top candidate, we ask that you collaborate with the department supervisor and/or department director to schedule a panel virtual interview. The interview committee may be compromised of the building principal and/or VP, department supervisor and/or director. Once the interview committee has been determined, a pre-conference should take place to outline interview questions.

Once the administrative team determines the final candidate to advance to the final round with the superintendent, the director of the content department should complete the new hire recommendation forms (Board Action Recommendation Form, Rating Sheet, and Interview Record Form) and submit to the Executive Director of HR (via email). In the event, the director is not available for the interview, the building principal will complete and submit all required forms.

Please follow the process- Recommendation forms must **first** be submitted to HR; HR will then forward all approved recommendations to the Office of the Superintendent.

Side Note- *As you know, our current hiring process consist of a multi-step signature approval. However, to streamline the process during this time, I am requesting that only one administrator complete the recommendation form and submit. HR will confirm that all appropriate administrators are aware of the recommendation.*

How to Schedule a Virtual Interview

In collaboration with the content department Supervisor and/or Director, you would need to set-up virtual interviews with the candidate using one of the virtual platforms recommended below:

1. Google Meet
2. Hangout
3. Zoom

Tips for Conducting a Successful Video Interview from Home

- Do a trial run before the interview
- Set up your camera & any headset or microphone ahead of time
- The ideal background is tidy, distraction-free, quiet & well-lit
- Dress professionally
- Avoid making hand gestures, which can "stutter" on the screen

the balance

Summary of Virtual Recruiting Process

- ❑ Establish Interview Committee (Panel)
- ❑ Schedule Pre-Conference with Interview Committee (Panel) to discuss interview questions and order of session. Each administrator should download the credentials of the candidate from Applitrack
- ❑ Schedule and Conduct Interview
- ❑ Hold a post interview conference with the interview committee to discuss the candidate and complete rating sheet
- ❑ Once a candidate has been decided upon, the Director or Principal should complete the following forms:
    a. Recommendation for Hire form
    b. Collect all Rating Sheets
    c. Complete and submit Record of Interview Sheet

  All rating sheets from the interview committee should be sent to the administrator submitting the recommendation. That administrator or his/her designee (secretary) should then send one email to the Executive Director of HR with all attachments. Please do not send in piece mail.
- ❑ HR will confirm receipt, review and if approved will route the recommendation to the Office of the Superintendent for a final round interview
- ❑ Following the final round the Executive Director of HR or her designee will notify essential administrators if the candidate was approved for hire
- ❑ If approved, the candidate will be recommended to the Board of Education at its upcoming Board meeting
- ❑ If denied, the HR department will notify essential administrators and the candidate
- ❑ Following BOE approval, HR will execute the on-boarding process

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