

Orange Early Childhood Center
Family Handbook 2023-2024

Dr. Jacquelyn Blanton, Executive Director of Early Learning
Emily Shaltuper, Assistant Principal of Orange Early Childhood Center



Home of the Mighty Owls, Wise Beyond Our Years!

"Beyond the Basics, Building a Colorful Future, One Child at a Time!"



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Natasha Cox, *Park Avenue School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
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ASSISTANT PRINCIPALS/DEAN OF STUDENTS

Ehimwenma Adeyin, *Rosa Parks Community School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*
Michael Dixon, *Orange Preparatory Academy of Inquiry & Innovation*
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Kashiff Foster,
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Sandra Guerra, *Rosa Parks Community School*
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Aimie McKenzie-Smith, *Lincoln Avenue School*
Dairon Montesino, *Orange High School*
Gerald J. Murphy, *Heywood Avenue School*
Emily Shaltuper, *Orange Early Childhood Center*
Samantha Sica-Fossella,
Orange Preparatory Academy of Inquiry & Innovation
April Stokes, *Park Avenue School*
Christina Tighe, Ed.D., *Lincoln Avenue School*
Daniele Washington, *Central Elementary School*

SUPERVISORS

Delia Abreu, *ELA (3-8) & Media Specialists*
Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Jonathan Clerie, *Visual & Performing Arts*
Jahmel Drakeford, *CTE & Physical Education (K-8)*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Marc Levenson, *Social Studies (K-12)*

Amina Mateen, *Special Services*
Mohamed Metwally, *STEM-Focused Learning (K-12)*
Janet McClouden, Ed.D., *Special Services*
Henie Parillon, *Science (K-12)*
Nurka Nieves, Ed.D., *Bilingual/ESL & World Languages (K-5)*
Frank Tafur, *Bilingual/ESL & World Languages (6-12)*
Marcey Thomas, *ELA (9-12)*
Felicia Williams-Ware, *Guidance (K-12)*

"GOOD TO GREAT"

Revised: 8/22/23



Orange Township Public Schools

Gerald Fitzhugh, II, Ed.D.
Office of the Superintendent



2023-2024 District Goals

Goal #1: 21st Century Integration

The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic and performance on assessments, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide while keeping in mind how to integrate technology to strengthen but not decline instructional practices.

1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 70% from SY 22-23

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable and integration of technology to enhance the current curricula

2) By May 2024, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
- The district will continue to report out all data in the area of mathematics in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

3) By May 2024, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.

- The assessments that will be used to measure progress towards the assigned growth targets include Reading Diagnostics, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

4) By May 2024, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in Science.

- The assessments that will be used to measure progress towards the assigned growth targets include benchmark assessments in the area of Science.
- The district will continue to report out all data in the area of Science in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

5) By June 2024, 5% increases across all areas on the New Jersey Student Learning Assessment (Mathematics, Science, and English Language Arts)

- The district will provide assessments to prepare students and staff for the high stakes assessment.
- Review of data from the assessments in public as well as during several points throughout the year.

6) By June 2024, 100% of students will have access to meaningful experiences of powerful learning opportunities and will demonstrate competencies and skills for the digital age.

- All students will receive dedicated devices (Chromebooks) and accessories for year-round access in and out of school
- The district will strengthen its device management plan to address repairs of accidental damage and provide extended warranties
- The district will ensure processes and protocols at the school level are followed to replace lost, damaged, or stolen devices. This will include device management and inventory systems.
- The district will allow for gap orders for additional devices that considers growing student enrollment and continuous digital access when devices are out for repair
- The district will ensure continued support of full-time, school-based Technology Coordinators and VILS Coaches to help build educator capacity districtwide in the integration of technology across all subjects
- Schools will establish and cultivate student tech teams to involve students directly in the planning, execution, and day-to-day management of implementation
- The district will incorporate a 3-tiered system of assessing the degree of technology integration across the schools to include Technology Integration Matrix Lesson Observation Tool (TIM-O) walk throughs, Fall/Winter/Spring teacher/student surveys, and Usage Inventories (Time and Data).

Goal #2: Community Engagement

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 60% from the previous school year (the previous year was at a 50% increase.

- Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.

- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for as well as translated versions of all messages both district and at the school level.
- Superintendent's Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.
- Routine face-to-face opportunities to engage with community and stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.
- Provide Bilingual Supports for all families to ensure their engagement within the school district via translations, translator supports, and district as well as social level meetings.

2) Increase the use of emerging and available communications outlets to transmit information by 45% (Last Year the Percentage was at 40%)

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.

3) Continue Parent and Student Councils at the Superintendent's Level

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.
- Establish the Nutrition Advisory Council alongside school level student councils. Ensure that the meetings take place quarterly.

Goal #3: Facilities, Finance, and Staff Support

The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services for partnerships to flourish and staff to be retained across the district.

1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels.

- Examine and evaluate contracted services provided to the district and continuously improve effectiveness.
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need.)
- The transfers money from account lines on the district level will decrease by 25% from the previous school year (22-23 was a decrease of 20%).
- Implement a new fiscal system that is streamlined and actionable (Genesis Financial)

2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations

- Continue to monitor the budgeting module My Budget File to ensure adherence to staff and federal mandates.
- Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district. These plans will be presented at the Facilities and Finance Committee Meetings as well as via the Regular Board of Education Meeting as we have several aging buildings in the district.

3) Maximize employee expertise and create a positive and supportive environment

- Continue to have roundtable conversations with staff in order to provide an optimal work environment.
- Continue to offer the Employee Assistance Program to allow for continue support of our staff holistically.
- District level personnel attending meetings at the school level in order to bridge the gap between the schools and district office.

Goal #4: Social and Emotional Supports

The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

1) Provide research-based curriculum to strengthen students' social/emotional relationships

- Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving. This includes at both the elementary and secondary levels.
- Continue the monitoring of mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.
- Ensure that staff and students continue to have resources readily available by the district to ensure their social-emotional needs are met with fidelity.

2) Enhance community-based partnerships in order to assist students and families

- Continue to utilize the District's community engagement officer as well as community school liaisons to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.

- Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members including the Superintendent's Trauma Informed Team.



Orange Township Public School District – 2023-2024 Calendar

Gerald Fitzhugh II, Ed.D.
Superintendent of Schools
Approved 2/15/2023
Revised 4/19/2023



Jason E. Ballard, CEFM, QPA, RSBO
Business Administrator/Board Secretary

Tina Powell, Ed.D.
Assistant Superintendent for Innovation & Systems

1 Professional Dev. For Staff Only 4 Labor Day - District Closed 5-6 Professional Dev. For Staff Only 7 First Day of School	Staff 20 September Students 17 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Staff 16 February Students 16 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr></table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			19-23 District Closed - Winter Break							
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The calendar includes 188 contractual certificated staff days and 183 contractual contact student days. There are 3 snow days or emergency closing days built into this calendar. Should the District use more than 3 emergency closing days the days will be used at the discretion of the Superintendent of Schools

OEA Day 12:30 Dismiss Students	△	Parent Conf. Gr. 8-12 12:30pm Dismissal	◇	Parent Conf Prek-7 12:30pm Dismissal	⏏	Early Dismissal - 12:30 pm	○
District Closed for Staff and Students							
Professional Development Staff Only							
12:30 Dismissal Students Only							

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The Orange Board of Education

Vision Statement

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

Mission Statement

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional, and personal success of all students.
- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.
- The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.
- The district recognizes that curiosity, discipline, integrity, responsibility, and respect are necessary for success.
- The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

Good to Great!

The Office of Early Childhood Learning

Vision Statement

Our mission is to develop bright, confident, compassionate, happy, and socially and emotionally well-adjusted young scholars. Scholars who are filled with the joy of learning and empowered to use their creativity, exploration, and forward-thinking skills to transform the world to make it a better place for everyone. We expect our young scholars to soar to their greatest potential and become bright shining lights in society with the ability to successfully compete in the 21st century global economy.

Mission Statement

Our mission is to build the capacity of young learners by utilizing a strength-based approach to teaching and learning that emphasize: (1) equitable and meaningful learning experiences, (2) positive teacher-scholar relationships, (3) culturally responsive teaching, (4) developmentally appropriate practices, and (5) play in safe and nurturing learning environments. Our mission is to support teachers in cultivating a culture that builds essential early academic foundational skills, social and emotional skills, and physical skills that will inspire young learners and prepare them to become dynamic leaders of tomorrow.

Orange Early Childhood Center

Vision Statement

It is the vision of the Orange Early Childhood Center to develop a diverse, inclusive, and respectful school community, honoring our diverse backgrounds. Our goal is to maximize the development of the whole child while using a comprehensive research-based curriculum aligned with the NJ Preschool Teaching and Learning Standards. We are committed to social justice and developing children's advocacy and activism skills to be leaders of a more just and equitable world.

Mission Statement

The Orange Early Childhood Center is committed to providing opportunities for growth and development by using a holistic approach that embraces and honors all cultural values and beliefs in a diverse learning environment. Our mission is to prepare all students for lifelong learning and responsible citizenship by emphasizing equity and access for all students, families, staff, and the community.

Orange Early Childhood Center Faculty & Staff



Staff	Position	Location
Emily Shaltuper	Assistant Principal	19
Gloria Guzzo	Administrative Assistant	18
Jeanette Velez	Preschool Teacher	21
Tiffany Stevens	Preschool Teacher	20
Rosily Karingen	Preschool Teacher	14
Kimberly Carrara	Preschool Teacher	13
Wilvana Mesidor-Vincent	Preschool Teacher	28
Tara Fernandez	Preschool Teacher	15
Lydia Rivera-Melendez	Preschool Teacher	11
Carol Gough-DaSilva	Preschool Teacher	16
Paola Romero	Paraprofessional	13
Sabrina Sealey	Paraprofessional	20
Cynthia Nina	Paraprofessional	14
Kelli Scott	Paraprofessional	21
Semoni Jackson	Paraprofessional	28
Danita Puryear	Paraprofessional	15
Jermaine Battle	Paraprofessional	11
Maryellen Berberich	Paraprofessional	16
Leslie Letnom	Co- Teacher	OECC
Sean O'Donnell	Co-Teacher	OECC
Camia Bell	Co- Teacher	OECC
Julianna Perez	Security	Lobby
Ghislene Dorvil	Custodian	OECC
Maria DeFalco	School Nurse	26
Tennia Tuck	Social Worker	23
Ciara VanDyke	CPIS	23
Janice Torres	PIRS	25B
Melissa Strelec	PIRS	25B
Maria Adame	PIRS	25B
Amy Burns	Instructional Coach	25B
Abisola Oshuntolu	Instructional Coach	25B
Paola Weinstein	Inclusion Teacher	22
TBD	Inclusion Teacher	22
Mindy Sauchelli	Inclusion Teacher	22
Marissa Balzano	Inclusion Teacher	22

Contact Information:

Orange Early Childhood Center (OECC)

397 Park Avenue

Orange, NJ 07050

973-677-4000 Ext. 52700

<https://www.orange.k12.nj.us/domain/528>

Twitter @EarlyCenter

2023-2024 Return-to-School Letter(s):

<https://www.orange.k12.nj.us/site/default.aspx?PageType=3&DomainID=528&ModuleInstanceID=43108&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=44675&PageID=2793>

Program Design

The State of New Jersey mandates full day/full year education for all three and four-year-old children in specific school districts. The Orange Township Public Schools offers a free six-hour educational program in our district's public schools as well as the neighborhood childcare facilities. Before and aftercare services are available as well, however, there are associated costs, please see page 11 (before & aftercare) for additional information. This mixed delivery system allows families greater flexibility in choosing the school/center that works best for the family. However, placement at the schools/centers is on a first come first basis. Every effort is made to place your child at your school of choice. If there is no space at the school of your choice at the time of registration, we will work diligently to place your child at a school/center of your second choice. Your child will then be placed on a transfer waiting list for the first-choice school and you will be notified as to when space becomes available.

- Transportation – There is no transportation provided; however, preschoolers identified as preschool disabled are eligible for transportation services provided by the district's Department of Special Services.
- Potty Training – Your child does not need to be potty trained to begin school. Teachers will work with families to assist with this process. If your child is not yet potty trained, you must provide at least three clean complete changes of clothing at all times. You must also provide the diapers and wipes needed.
- Uniforms – They are optional in district preschool classrooms. Please see pages 18 & 19 for additional information regarding clothing.

Scheduling and Hours of Operation

The preschool program hours are 8:30 am – 3:00 pm. Please see the chart below for daily hours, early dismissal and delayed opening schedules:

NORMAL DAY			HALF DAY			DELAYED OPENING		
ELEM	Normal Time	Duration	ELEM	Half Time	Duration	ELEM	Delayed Time	Duration
PERIOD 1A	08:30 - 09:10	40 min	PERIOD 1A	08:30 - 09:00	30 min	PERIOD 1A	08:30 - 09:10	40 min
PERIOD 1B	09:10 - 09:50	40 min	PERIOD 1B	09:00 - 09:30	30 min	PERIOD 1B	09:10 - 09:50	40 min
PERIOD 2A	09:55 - 10:35	40 min	PERIOD 2A	09:30 - 10:00	30 min	PERIOD 2A	10:00 - 10:35	35 min
PERIOD 2B	10:35 - 11:15	40 min	PERIOD 2B	10:00 - 10:30	30 min	PERIOD 2B	10:35 - 11:15	40 min
PERIOD 3A	11:20 - 12:00	40 min	PERIOD 3A	10:30 - 11:00	30 min	PERIOD 3A	11:20 - 12:00	40 min
PERIOD 3B	12:55 - 01:35	40 min	PERIOD 3B	11:00 - 11:30	30 min	PERIOD 3B	12:55 - 01:35	40 min
PERIOD 4A	01:40 - 02:20	40 min	PERIOD 4A	11:30 - 12:00	30 min	PERIOD 4A	01:40 - 02:20	40 min
PERIOD 4B	02:20 - 03:00	40 min	PERIOD 4B	12:00 - 12:30	30 min	PERIOD 4B	02:20 - 03:00	40 min
LUNCH/RECESS A	11:50 - 12:10	30/20 min				LUNCH/RECESS A	11:20 - 12:10	30/20 min
LUNCH/RECESS B	12:00 - 12:50	30/20 min				LUNCH/RECESS B	12:00 - 12:50	30/20 min
LUNCH/RECESS C	12:45 - 01:35	30/20 min				LUNCH/RECESS C	12:45 - 01:35	30/20 min

Support Staff

In addition to the instructional staff, the preschool department has support staff to assist with the implementation of the program. The support staff includes:

Executive Director of Early Learning - is responsible for the administrative oversight of the preschool program including overseeing the preschool budget, contract compliance with preschool providers, and transition.

OECC Assistant Principal – is responsible for the administrative oversight of OECC’s preschool program, five-year preschool program plan, the implementation of the comprehensive curriculum and appropriate early childhood practices, registration, recruitment, professional development, communicating with school district and special services, etc.

Fiscal Specialist – is responsible for monitoring each contracting private provider and/or Head Start agency for compliance with the preschool program contract; track and report teacher certification information; monitor expenses and review quarterly expenditure reports and provide financial management assistance to contracting private providers and Head Start in developing and monitoring their annual budgets.

Instructional Coaches – they work directly with the instructional staff, and they model, coach, informally observe using structured observation instruments and provide feedback to teachers to assist with the implementation of the comprehensive curriculum and the NJ Preschool Teaching and Learning Standards.

Preschool Intervention and Referral Specialists (PIRS) – they work directly with the instructional staff to deliver preschool age-appropriate services designed to decrease referrals to special education and to maximize general education classroom teachers’ ability to support all students. They visit classrooms to observe, model, provide feedback and make recommendations about appropriate strategies, classroom modifications and the selection of adaptive materials to address the needs of children with challenging behaviors or potential learning difficulties.

Social Workers – they collaborate with all relevant preschool instructional staff, administrators, and support personnel to support the school district family services program. They also coordinate resources for families, review child needs, and provide parent involvement programs to help parents learn how to support their child’s learning.

Community Parent Involvement Specialist (CPIS) – this person is responsible for coordinating the Preschool through Grade 3 Early Childhood Advisory Council which reviews the implementation of the preschool program and supports transition as children move from preschool through grade three.

Nurses – are responsible for the basic health services for all enrolled preschool children. These services include but are not limited to vision, hearing, dental, height and weight screenings, maintenance of records pertaining to immunizations, physical examinations, and other records. They also provide family education and communication that are designed to meet the health and social service needs of the children.

Enrollment Procedures

Children must be 3 years old or 4 years old by October 1st of the current school year and all families must reside in the city of Orange. Preschool registration is held throughout the school year. Please call the Orange Early Childhood Center for dates and times: 973-677-4000 ext. 52700

The following is required at the time of registration:

- ☐ A current lease, mortgage statement, deed, or tax bill.
- ☐ Two additional proof of residency: i.e. utility bill, bank statement, cable bill, current driver’s license, or current car insurance card, or current car registration, current pay stub, medical insurance bill, and state benefit statement or public assistance document.
- ☐ Birth certificate (original)
- ☐ Child’s immunization record

Arrival and Departure Procedures

Arrival for Students

- Parent/guardian/authorized person brings student(s) to their classroom.
- Parent/guardian/authorized person must sign students in using the sign in sheet located outside of each classroom. The parent/guardian/authorized person must sign their full name and must provide a working

phone number in case of an emergency. The school must be able to always contact you. At the time you sign in, please provide a working phone number where you may be reached in case of an emergency. If there are any changes to your address and phone numbers, please notify the school social worker immediately.

- Teachers will receive the students after they have been signed in.
- Students will place their belongings in their assigned cubby space and must wash their hands for breakfast. Breakfast will take place in the classroom family style.
- All students must be present for the start of the instructional day, which begins promptly at 8:30 am. Attendance is vital to instructional support for our students. We need our students on time and present each day.
- Please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior at school.

Departure for Students

- All students are dismissed at 3:00 p.m. Please arrive promptly at that time to pick up your child.
- The parent/guardian/authorized pick-up person must print their full name and the time of pick up.
- Teachers will prepare children for departure once they have been signed out.
- Only authorized persons (those who are listed on the emergency form) may sign a student out.
- In the event that you are unable to pick up your child on a certain day, please provide prompt, written notification to the main office. Please include the name of the person who will serve in your capacity; however, that person must be an authorized person on the emergency pick up list. **No phone calls will be accepted from parents informing us that someone that is not on the emergency card will be picking up the child. This is for the safety of children.**
- All individuals picking up children must have a picture ID available to show the teacher if it's their first time picking up the child (the name on the emergency card must match the name of the ID).
- Please note that we are not allowed to release the children to anyone who is not on the authorized pick-up list or anyone less than 12 years of age.

Attendance and Tardiness

For children to obtain the full benefits of the program and reach their greatest potential, it is important for them to engage in the learning process. If your child is absent, please call the school. If your child is absent more than three consecutive days due to illness, you must provide the school with a note from the doctor.

The school day begins at 8:30 am. Please ensure that your child arrives at school on time each day and that they are picked up on time each day. Your child is considered tardy if they arrive 15 minutes after the start of the school day. If your child is excessively absent or late, a meeting will be required with the school social worker and building administrator.

Emergency School Closings

Announcements of school closings or delayed openings will be broadcast through the district's automated phone system, Class Dojo, text message, the local TV stations and on the district's website: www.orange.k12.nj.us. It is important that your phone number remains current and that you answer the phone calls by the district.

Confidentiality

All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

- Information obtained and collected by the program will be shared with other staff only on a "need to know" basis.
- Practicum students are not included in discussions of children and assessment/screening results unless the information is relevant to the practicum experience.
- Parents and guardians may ask to view screening and assessment results through asking the classroom teacher. All information compiled during screenings and assessments will be used to promote the healthy developmental growth of the child.

- No information shall be shared with an outside agency without the written consent from the parent or legal guardian.

Before and Aftercare

Norjenes Day Care Center offers before and aftercare services for in-district preschoolers. Before and aftercare hours are 7:30 a.m. to 8:15 a.m. and 3:00 p.m. to 5:30 p.m. and childcare vouchers are accepted.

Contact Information:

- Norma Adams, Executive Director
95 South Essex Avenue, Orange, NJ 07050
973-677-4299

Nurses

The Orange Board of Education employs full time nurses to care for the needs of the students' immediate health concerns. The school nurses are responsible for maintaining accurate and up-to-date health records including immunizations, physicals and emergency information on every student. In addition, the nurses are responsible for taking the height and weight of the students as well as the following screenings: hearing, vision, blood pressure and dental. The nurses will also demonstrate proper hand-washing and tooth brushing techniques as well.

Preschool Nurse

Maria DeFalco, BSN, RN, CSN

Orange Early Childhood Center

397 Park Avenue

Orange, NJ 07050

973-677-4000 ext. 52750

defalcma@orange.k12.nj.us

Immunizations & Annual Physicals

It is mandated by the State of New Jersey that the school have complete immunizations on record for every student in preschool. The nurses will do an immunization review upon registration and early in the school year to ensure our records are up-to-date. If your child requires further immunizations, the nurses will send a letter home with the specific vaccines needed. If your child is not current with his/her immunizations, the school may be forced to exclude your child from school until he/she is current. Students must also have a Universal Child Health Record filled out by a pediatrician, which is based on their annual physical examination.

As of September 2008, the NJ Department of Health and Senior Services has mandated additional vaccines for children in preschool:

- Influenza Vaccine: this is for children 6-59 months attending any child-care center or preschool facility on or after September 1, 2008. They must receive at least one dose of influenza vaccine between September 1 and December 31 of each year.
- Pneumococcal Conjugate Vaccine (PCV): every child 12-59 months of age attending a childcare center on or after September 1, 2008 must receive at least one dose of PCV on or after their first birthday.

Medication Administration

If your child is sick and needs to take medications, we hope that the medications can be given at home, either before or after school. However, in the event that your child needs medication during the school day, our policy is that you must have your doctor fill out a "Permission to Give Medication in Childcare" form before our nurses can administer the medication. We ask that you give at least one dose to your child at home to ensure that there are no allergic reactions or side effects. Please note that even if the medication is over the counter medication, we will need a form filled out by the doctor. These forms are in your child's school/center. For medication to be administered in school, it must be in the original prescription bottle and clearly labeled with the following: child's name, name of medication, dosage, date it was prescribed, times to be given, and doctor's name. We can only give medication to the specific child the prescription was intended for.

If your child has asthma, they may be in school as long as we have the proper Asthma Action Plan filled out by the doctor and have the proper medication to administer if needed. Every school/center has a nebulizer if needed. You would need to provide a mask, tubing, and medication in a clearly labeled prescription box.

Incidents & Accidents

If the child is injured during the day, the preschool nurse will be called to examine the child. The nurse will care for the child and contact the parent as needed. If we cannot contact a parent, we will call the emergency contact. The

emergency contact must be someone who will be available in case of mild illness, to provide temporary care for a sick child, and has transportation to the school. A report will be completed and given to the parent or person picking up the child.

In case of a medical emergency beyond that of the preschool nurse, 9-1-1 will be called immediately and an ambulance will take your child to the nearest hospital if necessary. The school will need a signed permission form for staff to act in your absence in case of an emergency. You will be contacted immediately and will meet your child at the school or the hospital. A preschool nurse or staff member will accompany your child to hospital. A report will be completed and given to the parent in this case as well.

Allergy Procedures

When children are diagnosed with an allergy or there is a known allergy at the time of enrollment the parent must notify the school with a written doctor's statement. This would include food or other allergies (such as bee stings). If there is a doctor's plan for care of the child due to the allergy, this must be given to the school and must have the doctor's signature. A Food Allergy Action Plan should be completed by the doctor. If, for any reason, your child cannot eat a certain food, please provide a written notice from your physician and discuss this issue with your child's teacher and school nurse. If your child is prescribed an Epi-Pen for the specific allergy, you must provide the school nurse with one to keep in the classroom with the proper prescription label and proper documentation filled out.

Illness & Exclusion

Should your child become ill, please take precautions to ensure that we do not spread the illness to others in the school/center. Once your child is symptom-free, or has a doctor's note stating the diagnosis, length of recovery time and the date, the child may return to school. Children who have been diagnosed with the following or have related symptoms prior to a diagnosis may not come to school:

- A runny nose with a discharge that is green
- Ringworm (a fungus causing a small, round, itchy, red, flaky patch that is highly contagious)
- Lice (a very contagious, they are small insects that attach eggs called nits to the hair shaft)
- Conjunctivitis (Pink Eye)
- Bed Bugs: If your child has many bedbug bites on their arms and legs, the school nurse will call to see if there is a known problem at home and will help by calling our district exterminator to test the classroom as well as the home. The exterminator along with the Department of Health can then help notify the landlord of necessary treatments.
- Chicken Pox
- Whooping Cough
- Measles
- Scabies
- Mumps
- Rubella
- Scarlet Fever
- Diarrhea: If a child experiences more than 2 loose stools, the child will be sent home and cannot return for 24 hrs.
- COVID-19
- Vomiting: Child will be sent home and must remain home for 24 hours after vomiting stops.
- Fever over 100 degrees: The child will be sent home and must remain home until they are fever free without medication for 24 hours.

Admission/Exclusion Due to Symptoms of Illness

- Children who are obviously ill with fever, diarrhea, vomiting, green-runny nose, puss/oozing eyes, disease or condition (i.e.- ringworm, head lice, chicken pox, measles, mumps, pink eye, fever over 100 degrees, etc.) will not be admitted to the program. It is a danger to other children and staff members at our school. If families have any doubts about their child's health, they must call 973-677-4000 ext. 1906 to speak with the

school nurse. If children appear to be sick or have any of the above symptoms while at school, the school nurse will notify the family immediately, and it is necessary that the child be picked up within one hour of notification.

- The child will be permitted to return when his/her temperature is normal for 24 hours without aid of fever-reducing medication. Children must have any prescribed medication, such as antibiotics, in his/her system for at least 24 hours before returning. In the event that a child is sent home with one of the above health concerns, he/she will not be permitted back to school without a doctor's note. The doctor's note must be written on their letterhead and read that the child can return to school because what they have is no longer contagious.
- Permission for a child to be administered medicine in the school must be approved by the physician and completing a medication form. Medications for maintenance will be administered throughout the day as required. The medication must be given to the school nurse in its original bottle, which contains the pharmacist's directions. The medication log must be signed by the parent at this time and will be kept on file. Children will be given their medication according to the prescription specifications only.

Hygiene Measures and Procedures

OECC staff routinely clean and disinfect commonly used surfaces (e.g., keyboards, tables, etc.) before/after use (in the classrooms and offices). Cleaning procedures include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

OECC staff will ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

1. Handwashing: As soon as students arrive in the classroom, they will wash their hands properly. Hands will also be washed throughout the day and more frequently with soap and water for at least 20 seconds. Hand sanitizer will be used when soap and water is not available. Sanitizing stations are located throughout our school.
2. Sanitizing/Disinfecting: All hard surfaces will be wiped down throughout the day, before and after use as well as at the end of each day. Any toys that go into a child's mouth will be put into the disinfection process as usual. All surfaces and toys will be sprayed at the end of the day. All sensory bins, soft toys, pillows, dress-up clothes will be put away during this phase of opening.
3. Potty Training: A school district with a state funded preschool program cannot mandate that preschool students be potty trained prior to program enrollment (this includes preschool contracted providers and Head Start). The only requirements for enrollment in a state funded preschool program are age and residency within the school district. Eligible children cannot be denied enrollment into the preschool program, nor can they be removed from the program due to the lack of potty-training skills. Teachers and support staff will utilize all safety precautions when changing children. Teachers will dispose of the gloves and gowns after changing each child and will wash their hands properly and thoroughly.

School Cleaning Practices

Our school will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. OECC has a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects.

- Examples of frequently touched areas in schools:
 - o Classroom desks and chairs
 - o Classroom sink handles
 - o Countertops
 - o Lunchroom tables and chairs
 - o Door handles and push plates
 - o Handrails
 - o Kitchens and bathrooms
 - o Light switches

- o Handles on equipment (e.g. athletic equipment)
- o Buttons on vending machines and elevators
- o Shared telephones
- o Shared desktops
- o Shared computer keyboards and mice
- o Drinking fountains
- o School bus seats and windows
- o Sign in/out materials (e.g. pens, paper)

Bathrooms will be cleaned and sanitized daily and between uses as much as possible.

OECC has a process and schedule for the routine cleaning and disinfecting of furniture.

- Classrooms have EPA-registered disposable wipes for teachers and staff to wipe down commonly used surfaces before use (e.g., keyboards, tables, etc.).

Safety Precautions

- Emergency phone numbers are clearly posted by all phones.
- The parent/guardian provides, in writing, the names and phone numbers of persons to contact if the parent/guardian cannot be reached.
- In case of an emergency, a staff member may go with the child to the emergency room and remain until a parent/guardian arrives.
- Nurse/staff will report in writing any injuries that may occur while the child is in school.
- Nurse/staff will notify the parent/guardian of any injury requiring first aid treatment.
- Fire drills and safety drills are practiced once each month.
- Emergency evacuation plans are posted in each room.
- The school nurse is CPR and First Aid trained. Each year, training in CPR and first aid are made available to staff at no cost to the individual. Classroom teachers and paraprofessionals are required to have the training.
- Each classroom will have a first aid kit and a fanny pack (portable first aid kit). The fanny pack is to be taken with the class whenever leaving the room for outdoor play or taking a field trip. It will contain the following items: CPR Mask, gloves, antiseptic wipes, and alcohol wipes, antibiotic ointment, band aids, gauze pads, Kleenex, paper towels, germ-x, a class roster with emergency information as well as any specific medications the student may require (i.e. asthma inhalers, epi-pens, etc.).
- Children are always supervised and appropriate child:staff ratios are maintained.
- Teachers move throughout the play yard to ensure adequate and appropriate supervision.
- The playground is monitored closely for safety and improvements.
- Medicines are stored out of children's reach and administered only with written permission of parent/guardian. Cleaning supplies are stored out of children's reach.
- Staff/nurse complete documentation for accidents, incidents, and health-related situations. Parents receive copies of accident/incident forms.
- Universal precautions for blood-related accidents and incidents are followed.
- Health and safety information is incorporated into the curriculum and taught to the children on a regular basis.
- Anti-bullying and character education are built into the preschool curriculum

Personal Belongings

No toys or personal items from home will be permitted. Bedding will be sent home on the last day of each week, and it is mandatory that bedding be laundered before returning the next week.

Nutrition & Wellness

The preschool centers/schools provide breakfast, lunch and a snack each day. The State of New Jersey requires each family to complete the lunch form which will be given out the first day of school. Please make sure that you inform the teacher and nurse of any allergies specific to food.

In keeping with the Orange Board of Education District Wellness Policy, we encourage healthy foods and we want the children to make healthy food choices. Therefore, please do not send your child to school with candy, soda, sugar drinks, gum, etc. Instead, opt for fresh fruit or vegetables, 100% fruit juice, water, low fat cheese, rice cakes, yogurt, etc.

Due to many children with food allergies, especially peanuts, we require that you do **NOT** send in anything with nuts.

Child Abuse

Mandated Reporting – As professionals in contact with young children and their families, we are required by law to report children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/childcare workers, are mandated reporters. Thus, it is our policy to report any and all suspected cases of child abuse and/or neglect immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone.

Guidance and Discipline

One of our goals is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors guides the staff in their interactions with children. The use of corporal punishment is forbidden in our schools/centers.

Smoking & Cell Phones

Smoking is not permitted on or near school grounds and cell phones cannot be used while in the schools and classrooms.

Instructional Staff

All preschool teachers are NJ Licensed Teachers holding a Bachelor's Degree and a NJ Preschool-Grade 3 Teacher's Certificate. Relief Teachers hold the same credentials as the teachers. They travel from classroom to classroom throughout the school day and cover the classrooms when the teachers are on their planning time which occurs each day for 45 minutes. Relief teachers assume all responsibilities as a teacher when she/he is in the classroom.

All preschool paraprofessionals must have at least 60 college credits or have passed the NJ Paraprofessional Exam.

Classroom

Class size is limited to 15 students with a certified classroom teacher and a paraprofessional. The district uses a mixed age delivery and inclusive approach. Preschoolers have a 6 ½ hour day from 8:30 am – 3:00 pm, breakfast, lunch, snack and a rest period of an hour are included.

Inclusion

Inclusive education teaches all children teamwork and how to relate and function together with others with different abilities. Students learn to value diversity, see the ability of others to contribute, and inclusion also gives children a sense of unity. Preschool Inclusion teachers work in the classroom to provide special education services to children with disabilities. They collaborate with and provide strategies to the regular education teachers to ensure the children's individual goals are being met. They provide extra support and change the curriculum for children with disabilities to function in a general education setting. The Inclusive Teaching Model is where the Early Speech/Childhood teacher implements classroom activities and lesson plans from the district curriculum and plans with the inclusion teacher for adaptations and modifications for children with special needs.

All related services such as Occupational Therapy, Speech/Language Therapy or Physical Therapy are strongly encouraged to occur in the child's classroom.

Curriculum

The Orange Early Childhood department uses one of the approved curriculums from the New Jersey Department of Education (NJDOE). High Scope is a research-based curriculum that began in Michigan over 40 years ago. It is a curriculum focused on Key Developmental Indicators, which are fundamental developmental capabilities. The indicators focus on all areas of child development. Teachers utilize both the KDI's which are aligned with the NJ Preschool Teaching and Learning State Standards and the Common Core to develop lesson plans. Every lesson is structured around Math, Science and Reading.

This curriculum also provides a daily routine schedule which enables the child in that he/she can visually see and follow each step throughout the day. Children "learn by doing," often working with hands-on materials and carrying out projects of their choice. The adults working with the children see themselves more as facilitators or partners rather than managers or supervisors. They help the child to learn at the level he/she is most comfortable and always looking for opportunities to challenge the child. In a High/Scope classroom the five ingredients of active learning are present: materials, manipulation, choice, child language, and adult scaffolding which are instrumental for teachers in meeting the needs of all children.

The Early Childhood Program uses the High Scope *Growing Readers Early Literacy Curriculum* for its focused approach to literacy instruction and the High Scope *Numbers Plus Curriculum* for mathematics.

Social and Emotional Learning

Social-emotional skills help children to persist on challenging tasks, to effectively seek help when they need it and to be thoughtful in their actions. Additionally, a developmentally appropriate preschool with a focus on social and emotional learning will assist children with developing a positive attitude toward school, positive social behavior,

higher academic performance, decrease in emotional issues, and challenging behaviors. Children need to be taught social and emotional skills and to have opportunities to practice these skills in much the same way that they learn how to read and solve math problems. These efforts come with a big payoff, as strong social emotional skills can help children in a wide variety of social and academic settings for years to come.

There are five core skills that are widely recognized as critical social-emotional skills:

- Self-awareness – the ability to recognize your emotions and understand the links between emotions, thoughts and behaviors.
- Self-management – the ability to regulate emotions, thoughts and behaviors.
- Social awareness – the ability to take other’s perspectives and demonstrate empathy.
- Relationship – the ability to build and maintain healthy relationships.
- Responsible decision making – the ability to make good choices about your behavior and interactions with others.

Positive Behavior Support (PBS)

PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that have an impact on a child and the child’s behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

The Pyramid Model- The Pyramid Model builds upon a tiered public health approach to providing universal support to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

Tiers of the Pyramid Model:

- Tier 1: Universal Promotion strategies are used for all children
- Tier 2: Secondary Prevention practices that are targeted social and emotional strategy to prevent problems
- Tier 3: Tertiary intervention comprised of practices related to individualized intensive interventions

SEL will be integrated into our delivery of instruction daily and throughout the school year. To help children problem solve, teachers will use solution cards, social stories, books, the HighScope conflict resolution steps, and Tucker Turtle.

Assessment

The Child Observation Record (COR) is the performance-based assessment model for all district and community preschool classrooms.

The COR assesses early young children in eight content areas:

- Approaches to learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies
- English Language Learning (appropriate for children whose first language is not English)

The teaching staff spend a few minutes each day writing brief notes that describe what children say & do and how they behave in various situations. The COR is completed in the course of everyday activities and is a true reflection

on what the children can do. Therefore, the assessment is seamlessly integrated with teaching and planning. Teachers compile and analyze the notes to provide a comprehensive portrait of each child's developmental gains as well as the progress of the group as a whole. The information gained will assist teachers with planning appropriate activities/lessons for the children. Child progress is shared with parents twice per year (usually in November and March).

The Daily Routine

Establishing a routine helps provide children with a consistent schedule of events for the day. It also helps adults organize their time to ensure challenging learning experiences. Elements of the High Scope daily routine include:

- Greeting Time (children are greeted and welcomed)
- Morning Message (message are written on the board using a combination of pictures and words)
- Small Group Time (the class breaks up into two small groups)
- Large Group Time (the children are all together)
- Planning Time (children be given the opportunity to plan what they will do for work time)
- Work Time (children will work on their plans in the different interest areas and teachers will observe, support and assist the children as they work, explore, inquire, create, etc.)
- Recall Time (children share their work time experiences)
- Meal Time (children and teachers eat all meals and snack family style in the classrooms at the tables)
- Outside Time (children will go outside everyday weather permitting)

The daily routine used in our preschool programs allows for one hour of rest time per day. Many of the children in our classes may no longer require a nap as the year progresses. Children will never be forced to sleep and may engage in quiet activities during rest time. The atmosphere in the classroom will be conducive to resting. The lights will be dimmed, and soft music is sometimes played in the background. Teachers will help children to relax by helping them to get settled and by rubbing their backs. Children will be carefully supervised during rest time. Sanitary conditions will be maintained. They will have assigned cots or mats and use only their own bedding. Cots and mats or linens will be stored individually and must not touch one another. If a child is particularly tired for some reason, they will be permitted to take a rest earlier in the day or for a longer period.

Sample Daily Schedule

Sample Daily Schedule	
8:30 – 8:45	Breakfast
8:50 – 9:05	Greeting Time Activity
9:10 – 9:20	Large Group Time Activity
9:25 – 9:45	Small Group Time Activity
9:50 – 10:00	Planning Time (children plan where they will work)
10:05 – 11:05	Work Time
11:10 – 11:25	Clean Up Time
11:30 – 11:40	Recall Time (children share what they did during work time)
11:45 – 12:15	Lunch Time
12:30 – 1:30	Rest Time
1:45 – 2:00	Snack Time
2:05 – 2:30	Story Time
2:35 – 3:00	Outside/Dismissal

Clothing

Active indoor and outdoor play is a regular part of our school day. Please dress your child in clothing that is suitable for running, climbing, and other vigorous activity, and that is appropriate for the weather. Because the children work with paint, clay and other fun materials, they should wear clothes that can be laundered easily.

- For the safety of all of our students, we ask that children wear sneakers or other rubber soled shoes. Flip-flops, sandals and dress shoes are dangerous for running, jumping and climbing.
- A complete change of clothes is essential. Please label all clothing with your child's name. It is not unusual for preschoolers to occasionally soil their clothing due to illness or accident. Please check your child's backpack daily just in case he/she has an accident. All clothing must be labeled. If your child is not yet toilet trained, you must always provide at least three clean complete changes of clothing. You must also provide the diapers/pull-ups and wipes.
- One of the most important skills preschoolers learn is to manage their own clothing. Please try to dress your child in clothing he can manage on his own. Please label your child's jackets and coats with his or her first and last name. Sometimes items look very similar, and it is difficult for a child to distinguish his or her coat from that of a classmate.

Toys from Home

We ask that our preschoolers please not bring toys from home into the classroom. While we understand that young children often are excited to bring in special toys from home, we do not want their precious treasures to be misplaced or accidentally broken. Each classroom is full of toys and materials for our children to use daily.

Celebrations

The celebration of birthdays and other special events will be celebrated in developmentally appropriate ways for preschoolers. It is important to consider the many different perspectives on holidays and what they mean to the communities, families and children that we serve in our schools. Guided by the NJ Preschool Teaching and Learning Standards, celebrations are educational as well as fun.

- Birthdays - School birthday celebrations can be fun, academic, and still leave children beaming with birthday delight! Parents should check with the teacher to create a celebration that fits in with the school day while making your child feel special. Families may not bring outside food to the classroom for celebrations. The school and the teachers will make each child feel valued and special on their birthday.
- End of Year - Our end of the year celebrations are meaningful times for our children and families. It is important to celebrate children's accomplishments. This time also brings closure to our children's time together as many move to kindergarten.
- Please check with your child's teachers for other types of celebrations that may occur in your child's classroom throughout the school year.

Family Involvement

Statistics show that the earlier family members get involved in a young child's educational experience, the greater the educational success of the child. Families and culture are celebrated in our school. Family involvement and connectedness is an integral piece of what makes our program strong.

Family/Teacher Conferences

The district holds at least two family/teacher conferences per year. The purposes of such conferences are to involve the family in the progress of their child as well as discuss any concerns the family or teacher may have. The conferences are scheduled during convenient times for families to attend. If you have difficulty scheduling a time for a conference, please speak with your child's teacher and make alternative plans to meet. Do not pass up the opportunity to meet with your child's teacher.

Monthly Family Events

Family events are held at the school approximately each month to give families an opportunity to come together to learn and share information with one another. These events are usually related to the curriculum, financial information, health, community resources, etc.

Family Volunteers

Volunteering is a great way to model positive social interactions and to demonstrate a genuine interest in your child's education.

Possible volunteering opportunities include but are not limited to (please check with your child's teacher and sign up to become a volunteer):

- reading stories to your child's class
- collecting materials and supplies for your child to use in the classroom such as, acorns, tops, leaves, dramatic play props, carpentry materials, etc.
- Attending or planning parent workshops
- Participating in various school committees

Completing and Returning Forms

Throughout the school year there will be forms sent home for you to complete and return to the school. It is important for you to complete the forms and send them back. Some of the forms that you will complete are as follows: Family update (2x per year), Community Needs Assessment, Mid-Year and End of the Year Parent Surveys, Kindergarten Transition Survey, health screening follow-up forms, etc. Completing and returning forms is a form of volunteering; however, the information on the forms allows us to assess the delivery of services that we provide as well as maintaining a quality preschool program.

Early Childhood Advisory Council

The Early Childhood Advisory Council (ECAC) was established to give all those who are interested in the educational success of the children in the Orange Township Public Schools an avenue to learn and share information and experiences that are beneficial to the children. The council is comprised of school personnel, families, and community stakeholders. The council meets to discuss the needs of the program, challenges, and successes of our preschool children. We encourage our families who want to have their voices heard to inform your child's teacher or social worker that you are interested in participating in the council.

PreK-3 Transition Committee

The formation of the preschool-kindergarten transition committee came as a result of the Early Childhood Program and the district's elementary schools recognizing the importance of providing our preschoolers entering kindergarten with a seamless transition. This committee is comprised of representatives of all the elementary

schools, staff from the Early Childhood department, community stakeholders and parents. The events that will be planned will enhance the communication among all grade levels. The goal will be to strengthen the connection between home, school, and the community. If you are interested in participating in this committee, please speak with your child's teacher or the school's social worker.

Interim and Marking Period Grade Posting Window Schedule

Orange Township Public School District
2023-2024

Interim & Marking Period Report Card
Grade Posting Window Schedule
as of April 14, 2023

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Thursday 9/7/23	Friday 10/6/23	Friday 9/29/23	Tuesday 10/10/23 4:00pm	Thursday 10/12/23 End of Day
MP1 Report Card	Thursday 9/7/23	Tuesday 11/14/23	Monday 11/6/23	Friday 11/17/23 4:00pm	Conferences (PreK-7) 12/4/23 5:30-7:30 (8-12) 12/5/23 5:30-7:30
Interim Report Card 2	Wednesday 11/15/23	Friday 12/15/23	Wednesday 12/6/23	Wednesday 12/20/23 4:00pm	Friday 12/22/23 End of Day
MP2 Report Card	Wednesday 11/15/23	Wednesday 1/31/24	Wednesday 1/24/24	Friday 2/2/24 4:00pm	Wednesday 2/7/24 End of Day
Interim Report Card 3	Thursday 2/1/24	Wednesday 3/6/24	Wednesday 2/28/24	Friday 3/8/24 4:00pm	Conferences (PreK-7) 3/11/24 1:15-4:00 (PreK-7) 3/12/24 5:30-7:30 (8-12) 3/13/24 5:30-7:30 (8-12) 3/14/24 1:15-4:00
MP3 Report Card	Thursday 2/1/24	Friday 4/19/24	Monday 4/15/24	Wednesday 4/24/24 4:00pm	Friday, 4/26/24 End of Day
Interim Report Card 4	Monday 4/22/24	Monday 5/20/24	Monday 5/13/24	Wednesday 5/29/24 4:00pm	Friday 5/31/24 End of Day
MP4 Report Card	Monday 4/22/24	Thursday 6/20/24	Thursday 6/13/24	Wednesday 6/19/24 3:00pm	Wednesday 6/26/24 12:30 PM

Dates are subject to change at the discretion of the Superintendent of Schools

Closing

A strong home and school environment is essential when building a good environment for young children. We are committed to keeping you informed and involved in our preschool program. Clearly, ongoing communication and support from both families and staff make the connection between home and school a two-way street. Please share with us information about your child and report any changes especially during a major crisis. Anything you share with us will be held in confidence. We hope to nurture mutual trust and respect at every opportunity.

In addition, there will be plenty of opportunities for family involvement and we hope that you will take full advantage of what we offer.

We look forward to getting to know you and your family. Have a great school year!

Thank you,

Emily Shaltuper

Emily Shaltuper
Assistant Principal, OECC

SOCIAL MEDIA POLICY

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibility regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;

7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed

1. E-Mail Electronic Communications Between a Teaching Staff Member and a Student
 - a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A teaching staff member shall not provide their personal email address to any student. If a student sends an e-mail to a teaching staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the teaching staff member and the student.
 - c. A teaching staff member's school district email account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's email system.
2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student
 - a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.
- (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications Between Teaching Staff Members and Students
 - a. Text messaging communications between a teaching staff member and an individual student are prohibited.
- (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student
 - a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.

- b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
- c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts on Board adoption of this Policy.
- d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

[Optional]: District may select one of the following exemption options outlined in this Policy if a teaching staff member and student are relatives. The parent of a student and the teaching staff member requesting an exemption from the provisions of this Policy must submit a written request to the Principal of the student's school indicating the family relationship between the student and the teaching staff member. The Principal will provide written approval of the request to the teaching staff member and the student. If the Principal does not approve the request, the teaching staff member and the student must comply with all provisions of this Policy. The Principal's approval of a request for this exemption shall only be for the individual teaching staff member and student included in the request and for the school year in which the request is submitted.

- ✓ A Teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A 18A:36-40