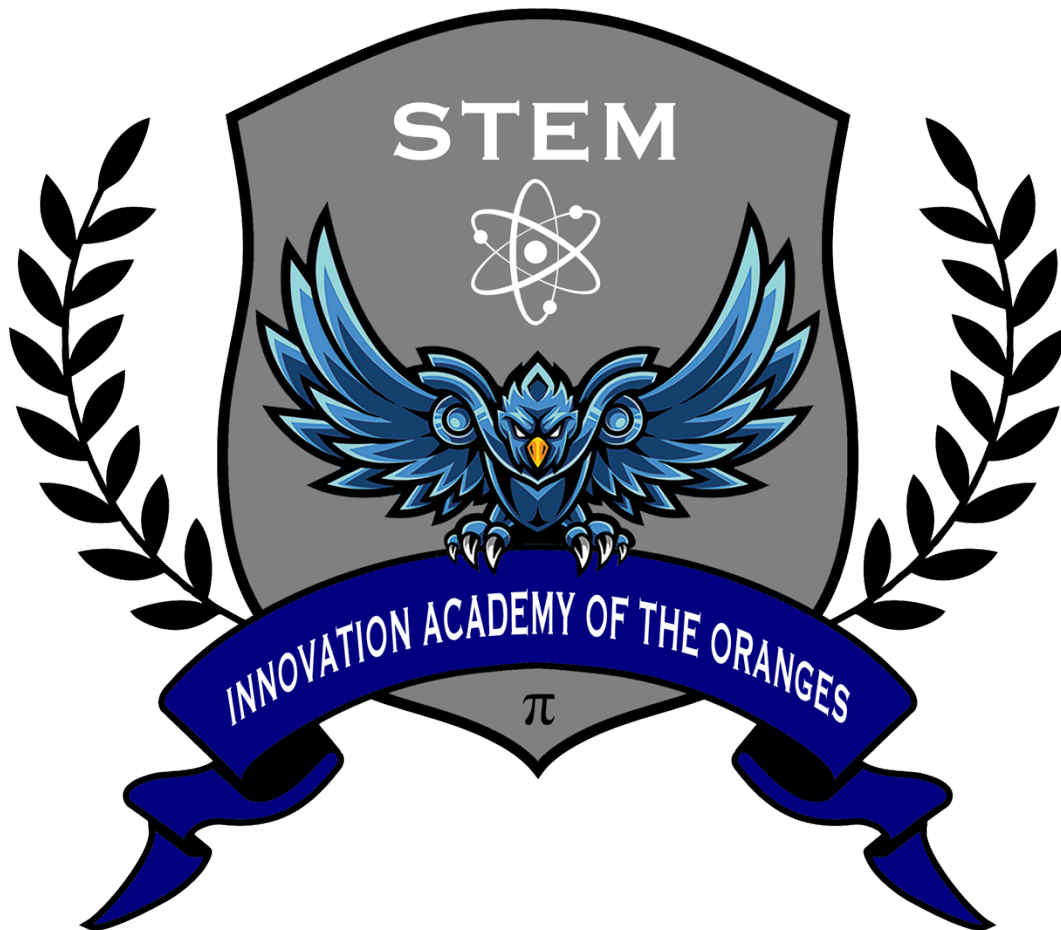


# STEM Innovation Academy *of the Oranges*



STEM Innovation Academy of the Oranges  
SCIENCE TECHNOLOGY ENGINEERING  
MATHEMATICS

## 2020 - 2021 Staff Handbook

# ORANGE TOWNSHIP BOARD OF EDUCATION

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April Stokes, *Park Avenue School*

Noel Cruz, *Dean of Students, Lincoln Avenue School*

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Tia Burnett, *Testing*

Meng Li Chi Liu, *Math (9-12)*

Donna Sinisgalli, Ed.D., *Visual & Performing Arts*

Linda Epps, *Social Studies 5-12/Technology Coordinators*

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Adriana Hernandez, *ELA (K-2) & Media Specialist*

David Aytas, *STEM Focus (8-12)*

Jahmel Drakeford, *CTE (K-12) & Health & Physical Education (K-7)*

Henie Parillon, *Science (K-12)*

Rosa Lazzizzera, *ELA (3-7) & Media Specialist*

Daniel Ramirez, *Math (5-8)*

Kurt Mathews, *(8-12) ELA & Media Specialist*

Caroline Onyesonwu, *Bilingual/ESL & World Languages*

Frank Tafur, *Guidance*

Amina Mateen, *Special Services*

**"GOOD TO GREAT"**



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LAW ENFORCEMENT UNIT	





**Orange Township Public Schools**  
STEM Innovation Academy of the  
Oranges  
**Salvatore Lima, Jr., Principal**



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

Devonii Reid, Ed.D., Assistant Principal

August 24, 2020

Dear STEM Innovation Academy Staff,

We want to welcome each of you back for a new and exciting year at our STEM Innovation Academy of the Oranges. This includes a special welcome to our new faculty members that will be joining our family this year. We are honored to be associated with such a talented group of faculty, staff, and students.

This staff handbook has been prepared for the purpose of keeping faculty and staff members informed concerning administrative procedures and assignments at STEM Academy. Realizing that there are unique and unpredictable situations associated with life in a public school, we encourage you to contact our office staff for answers that may not be addressed within these pages. Please familiarize yourself with the information as it will be of great benefit to you. We look forward to a successful and productive school year.

We hope you and your family have enjoyed the summer break, while remaining healthy and safe. While this time of year is traditionally filled with excitement for the start of a new school year, it is understandable that there may be some mixed emotions, with some anxiety over the uncertainty of our return to school. We understand and respect the wide range of emotions involved in examining the prospects of a new school year in the modern COVID-19 era. With that being said, we are committed to facing these challenges and doing our very best to ensure that all of our students continue to receive the highest quality education possible.





**Orange Township Public Schools**  
 STEM Innovation Academy of the  
 Oranges  
**Salvatore Lima, Jr., Principal**



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

Devonii Reid, Ed.D., Assistant Principal

The Board of Education has approved the implementation of “Plan B” from the District [Reopening Plan](#) located on the district website. The structure is as follows:

**Phase 1 – 100% Virtual Learning: September 8<sup>th</sup> – October 2<sup>nd</sup>**

- All students will attend school virtually
- Classes will be from 8:20 - 12:30
- Advisories, office hours, and other assignments may be assigned between 12:30 – 4

**Phase 2 – Remote Synchronous: October 5<sup>th</sup> – November 25<sup>th</sup>**

- All students will attend school virtually
- Classes will be from 8:20 - 12:30
- Wednesdays will be used for project based, asynchronous work
- Advisories, office hours, and other assignments may be assigned between 12:30 – 4

**Phase 3 - Soft launch: November 30<sup>th</sup> – December 23<sup>rd</sup>**

- At-Risk students will return to school on an abbreviated schedule
- Identified freshmen and sophomores will attend on Mondays and Tuesdays
- Identified juniors and seniors will attend on Thursdays and Fridays
- Remaining students will join the live classes, which will be live streamed, virtually

**Phase 4 - Full Reentry: January 4<sup>th</sup> – Close of the school year**

- All students will return to school on an abbreviated and staggered schedule

While things may seem different with new procedures in place for everyone’s safety, the STEM Innovation Academy of the Oranges will remain both rigorous and engaging. The safety and wellbeing of our students and staff is our top priority. The STEM Team has worked diligently on redesigning our school to meet the recommended CDC standards for school safety. There have been multiple provisions made which will be shared as we move closer to the Soft Launch Phase of the District’s Reopening Plan.

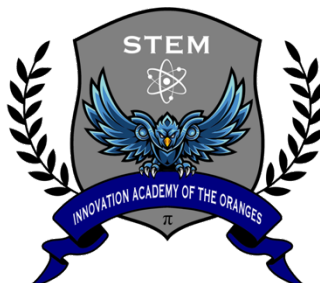
Sincerely,

*Salvatore Lima Jr*

Salvatore Lima Jr.  
 Principal

*Dr. Devonii L. Reid*

Devonii L. Reid, Ed.D.  
 Assistant Principal



## THE ORANGE BOARD OF EDUCATION VISION AND MISSION STATEMENT

### **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.



## STEM INNOVATION ACADEMY OF THE ORANGES VISION AND MISSION STATEMENT

### Vision & Mission Statement

The long-range vision for The STEM Innovation Academy of the Oranges (the Academy) is to create a model for STEM education that unites public and private sector to provide better options for our students and that strengthens the continuum from high school to college to careers. The Academy will provide a fully integrated STEM education model using engineering design, mathematical analysis, and scientific investigation to leverage the natural connections between STEM subjects while offering multiple pathways to post-secondary study.

Its mission is to provide students, underrepresented in STEM college majors and careers, with a personalized pathway towards mastery of the skills and knowledge that they will need to make the transition from education to college and industry. The STEM Innovation Academy of the Oranges considers college admission, and completion, the goal for all students.

[Review our Strategic Plan Here](#)

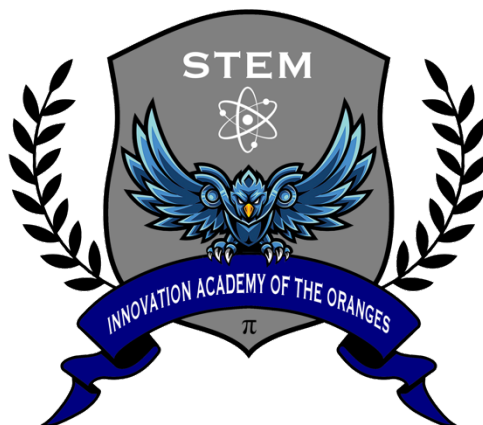
### School Narrative

The STEM INNOVATION ACADEMY of the ORANGES encompasses the dualities of rigor and collaborative working relationships, results and respect.

We have one common intellectual mission--to ready students for college success via exposure to DEEPER LEARNING ENVIRONMENTS (project based, highly personalized, blended learning experiences) that are strategically focused on the individual needs of ALL students. This focus is supported by the belief in ALL students' abilities and is reflective of high expectations.

This allows us to strike a seamless balance between striving and supporting-- demanding performance with purpose; systematically engaging students as scientists, authors, creators, inventors, collaborators and problem solvers.

This is a complex shift in mindset in which the STEM INNOVATION ACADEMY community embraces, takes ownership of, and subscribes.





## SCHOOL/STAFF POLICY & PROCEDURES

### Pupil Attendance (Domain 4B):

- a. Record class student attendance in Genesis within the first 20 minutes of every block.
- b. Fill out an Attendance Referral Form for students with excessive unexcused absences, tardiness, or suspicions that the student may live out of the district. Attendance Referral Forms are to be provided to Ms. Denis, ext. 1502.
- c. If a student is absent for three or more consecutive days, make a referral to Mr. Johnson the guidance counselor.
- d. Encourage good attendance from the first day of school. Have a class incentive. Call parents and keep a log of your contact with them. Teachers are always the first line of contact with parents. It only becomes an attendance office task when teachers have documented proof of exhausting all efforts to reach parents.

### Pupil Arrival & Dismissal (Policy 3280 & 3281/2C, 2D, & 4F):

- a. During Phases 1-3, students should sign into homeroom at 8:20 AM. Classes will follow a half day schedule and end at 12:30 PM. 12:40 – 4:00PM will be utilized for office hours, advisories, scholars, professional development, and planning.
- b. Students are not to come to school before 7:30am unless they have a zero period class. Please reinforce this rule.
- c. All students arriving to school from 7:30am – 8:15am are to remain in the student cafeteria until 8:15am release to first block.
- d. Students should not be in the classrooms unsupervised prior to 8:20am. Any student in need of obtaining access to the building outside the student's café, prior to 8:20am, must have a pass from a teacher, counselor, or an administrator.
- e. Late students should not be allowed to enter the classroom without a tardy slip.
- f. Student dismissal is at 3:30pm. **Do not release students prior to 3:30pm.**

### Communication

- a. Announcement/Daily Bulletin - The announcements will be delivered daily. Teachers should give any announcement to the main office the day before.
- b. Faculty and staff should refrain from asking that special announcements be made during instructional time. The office will not interrupt with the intercom except in the case of emergencies and special occasions. Administration approval is mandatory.
- c. Confidentiality - Comment and discussion regarding student personalities and records should only be discussed with appropriate people in the education setting. Student behavior problems should not be part of public discussions. Professional discretion and courtesy should be used in discussing all staff and district concerns.
- d. Mailboxes - mailboxes are located in the main office. Please check your mailbox in the morning and before leaving for the day. Please do not send students to pick up your mail, as the mailboxes contain confidential information.
- e. Telephones – Please use your prep period to make and receive phone calls. Teachers will not be called from class to receive phone calls unless it is an emergency. Otherwise, a message will be sent to you.
- f. Email - Each teacher has email capabilities. Please review the instructions and check email regularly throughout the day. **In an effort to reduce announcements during instructional time, emails will be sent out with information for staff. It is a professional responsibility to ensure that messages are reviewed and returned consistently and in a prompt manner.**



## Student Supervision and Discipline (Policy 5560 & 5600 & Domain 4B):

- a. Classroom rules and goals should be clearly posted along with rewards and consequences.
- b. Complete a discipline referral and enter discipline information into Genesis.
- c. Corporal Punishment is against the law – Administrative Code 18A: 61

### **18A: 61 Corporal punishment of pupils**

No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution; But any such person may, within the scope of his employment, use and apply such amounts of force as is reasonable and necessary:

1. To quell a disturbance, threatening physical injury to others;
  2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
  3. For the purpose of self-defense; and
  4. For the protection of persons or property; and such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intent of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or educational institution shall be void.
- d. Utilize MTSS strategies for classroom management and discipline in an effort to reduce office discipline referrals for minor infractions.
  - e. Teachers are responsible for their own lunchtime and after school detentions. Saturday Detention will be held by the school but should be issued as a last resort and is only issued by an administrator.
  - f. A *DISCIPLINE REFERRAL FORM* **MUST** be completed and sent with the student to the office. Extra forms can be found in the Main Office.
  - g. Students should NEVER be found standing or sitting unsupervised in the hallway.
  - h. Requests for the school Security Guard should be limited to emergencies only.
  - i. Keep a parent/guardian log for all contacts.
  - j. Classes are to be escorted to all assemblies and programs in a quiet and orderly manner.

### Bullying

Refer to Orange Board of Education – Bulletin #20

### Lunch Applications:

- a. Lunch Applications are due to **Ms. Romaine Denis** in the main office during the first month of school. 100% student participation is mandatory. Be proactive in getting students/parents to return them.
- b. Make sure the child's name, grade, and room # are correct.



### Field Trips (Policy 2340/Domain 1AE, 4B, 4C & 4D):

Field trips and activities are scheduled to be an extension of the school curriculum. All students must ride the school bus. Adults may be asked to assist the field trip if extra supervision is necessary. Final decision concerning adult participation on field trips and activities will be made by the principal. Parents or relatives who assist are expected to follow the direction of the teacher and follow all school rules. Please have all groups stay together with the teacher. All adults are to be a model for the students. All adults must stay with their assigned group on the field trip.

Students should be aware that field trips are an extension of school and therefore all rules apply. There is a great deal of responsibility on the teacher involved with a field trip. If you are concerned about a student attending a field trip, please discuss the matter with the principal. Please be conscious of your responsibilities for supervision on the trip, including the bus.

- a. Field Trip Request Forms must be submitted through My Learning Plan at **least one to two months** prior to the trip, as well as keeping with the timeline set for the monthly Board of Education Meeting, **No exceptions! Late or emergency forms for special performances will NOT be accepted**
- b. If your Field Trip requires transportation, a form for Sussex must be faxed for a transportation quote.
- c. Fill out the Field Trip Request Forms, a requisition for the dollar amount needed for admissions for students and chaperones, a requisition for the transportation Sussex has quoted, and a Lunch Request Form from Chartwell. Submit completed forms to Ms. Denis who will review for accuracy, place account codes and then she will forward to Mr. Lima for approval.
- d. One chaperone is required for every ten students. 10:1.
- e. Each chaperone is also required to leave cell phone #s and medical requirements with Main Office Personnel.
- f. Ensure accurate attendance is taken and provided to the Office before leaving for the trip.

### Fundraisers

- a. All fundraising **MUST** be approved by Administration and the OBE.
- b. Be sure to submit an itemized financial report to Mr. Lima immediately after the fundraiser has been completed.

All money must be deposited into the STEM Innovation Academy General Account within 24 hours.



## Fire, Emergency, and Security Drills

(.J.S.18A:41 1 Fire, school security drills pursuant to C. App.A: 9-86

- a. The law requires a drill to be held twice each month, one fire and one security drill (to be determined by administration – see STEM’s Emergency Management Plan for further guidance)
- b. Be sure to review all drill procedures with all students at the beginning of the school year and on a monthly basis after that. All classrooms must practice evacuation! It is important that you stress to students. No running during the evacuation.
- c. Post evacuation instructions in your classrooms.
- d. Be sure to take attendance cards or a class list with parent contacts before leaving the classroom, this includes special teachers.
- e. Evacuate as quickly as possible.
- f. **Drills may come without warning or prior notice to staff. Drills, such as Active Shooter and Lockdowns, may have components that simulate an actual event in coordination with the Orange Police and/or Fire Departments. It is imperative that you remain calm and assist students during these drills.**
- g. **Treat every drill as an emergency. All staff members are required to exit the building when the fire alarm sounds. It is against the law to remain in the building.**

## Extra-Curricular Activities

### **SPIRIT WEEK/PEP RALLIES**

We will be holding seasonal spirit weeks, pep rallies, and other events throughout the year to ensure we find ways to engage students in social activities and to build upon our school culture. Student and staff participation is imperative to ensuring the success of the events in both the planning and implementation phases. An avenue for suggestions, volunteer sign-ups, and participation will be disseminated throughout the year and are always welcome. Please feel free to email Mr. Lima ([limasalv@orange.k12.nj.us](mailto:limasalv@orange.k12.nj.us)) at any time with suggestions.

Each teacher should make an effort to attend some of each type of extracurricular activity that takes place in our school system. Teachers are admitted free to all school activities, provided they show their school ID.

- a. All school rules and regulations and penalties apply to school activities.
- b. Students who ride the bus to an activity must also ride the bus back to school.
- c. It will not be permissible for students to take privately owned vehicles to attend an activity in which they participate.
- d. Sponsors should remain at school after meetings, performances, or the return of activity buses until all students/participants you are responsible for have been picked up by the parent/guardian, or designee.

Teachers are reminded that students working on various projects or attending organizational meetings should not be left unsupervised. Teachers must stay with students until all students have left.

Sponsorships Responsibilities: All extra and co-curricular activities shall be done through the Assistant Principal.



### DCF/Substance Abuse:

- Complete a DCF form if you suspect abuse or informed about abuse. IT IS THE LAW!

Division of Children and Family  
(855) 463 – 6323

- Notify Administration if you are making a call to DCF

### Nurse Referrals:

Ms. Chizoma Uwakwe  
(973) 677 – 4000, Ext: 1602  
[UwakweCh@orange.k12.nj.us](mailto:UwakweCh@orange.k12.nj.us)

- a. If a student needs to go to the nurse, please fill out a referral form.
- b. If there is any kind of medical situation with a student or adult that requires immediate medical attention, notify nurse and then the main office immediately. They will then call emergency responders if necessary.
- c. Any and all accidents must be reported to the nurse and building administration.
- d. If you suspect a vision or hearing problem, refer the student to the nurse.

### Staff Arrival and Departure (Domain 4B)

Staff hours are **8:05 A.M. – 4:00 P.M.** - All staff members are expected to be here, on time, every day. **All staff members are expected to be in the building at 8:05am and at their respective teaching station. Please greet students at your door no later than 8:15am.**

**Staff must code in by 8:05am utilizing the biometrics machine located by the main office, side door by the back entrance.** All time will be monitored by the Human Resources department at the district level. Failure to comply to all district attendance policies may result in loss of pay.

Please greet students as they enter your classroom and stand at the doorway so that you can supervise the classroom and hallway. **Staff members may leave the building at 4:00p.m/3:30pm., unless they are supervising a group of students (tutoring, detentions, or clubs).**

Staff members are on duty all day and should leave school only in case of necessity after gaining approval from administration. If it is necessary to leave before 4:00p.m/3:30pm., the principal must approve, and you must use the Biometrics system to sign out.

In the event of a personal injury on school grounds, obtain an accident report from the School Nurse, and fill it out immediately. Also Mr. Lima must be informed immediately. Be sure to list any and all witnesses to the accident.

Please complete the Staff Emergency Contact Information Survey sent via Google prior to September 18, 2020. (see appendix) All completed forms should be submitted to the main office.



### Staff Attendance (Domain 4B)

Consistent daily attendance is one of the most important instructional strategies at your disposal. Research draws a direct correlation between student achievement and teacher absenteeism; therefore, your presence is critical. For this reason, your absence needs to be communicated with the building principal, or immediate department supervisor, either by email or phone, in addition to calling your absence into the Source4Teachers system.

Teachers should not be absent without proper notification. To secure a substitute teacher, contact Source4Teachers via online and/or phone. You will need your pin number to access the program. You should have received a copy of instructions for Source4Teachers, along with your pin number, upon employment. The web address is: [www.Source4teachers.com](http://www.Source4teachers.com). The number to call in an absence is: 856-482-0300 EXT 2200

**Please familiarize yourself with district policies.**

**In an effort to facilitate order in your classroom during your absence be sure to furnish the substitute with clear and definite assignments.**

### Reports (Domain 4B)

Accident Reports: Teachers involved or witnessing any accident in which a student is injured are to fill out the appropriate accident report that is available in the office.

Progress Reports: A progress report will be sent for all students. This report will be generated through the on-line grading system. Dates will be provided in the Appendix. **Please make sure all grades are up to date.** Parents and guardians are encouraged to contact the teacher should they have any questions. When sending deficient grades home, please be sure to explain why the grade is low, i.e., missing work, low scores, etc. A parent should never be surprised that the D or F is coming home. Be sure to keep in constant communication with parents. All staff should be able to explain to any administrator why a student is failing and have adequate material to present.



## Substitute Plans

Five days of substitute plans **MUST** be submitted to your respective administrator for approval no later than **Friday, September 18, 2020. NO EXCEPTIONS.** It is mandatory that substitute plans are replenished upon return to work.

Your substitute plans will be held in the Main Office and maintained by the administrative secretary, and **MUST** contain the following:

- Seating chart/class roster
- Routines and student roles (if applicable)
- Your daily schedule
- Activities that engage students, can be done independently or small groups, and align with your current unit plan
- Location of books/ Materials needed
- General expectations and classroom norms
- Name and room number of a colleague who might help a substitute teacher
- If videos or links will be left to follow on the smartboard, be sure to message Mr. Lima so that a staff member may facilitate use of the equipment.

## Reporting Student Attendance

Attendance records are to be kept accurately in Genesis. Your obligation is to report your absent students within the first twenty (20) minutes of each block. Students arriving late to school must report to the Cafeteria for a grab and go breakfast. Upon returning to the classroom, they should have a tardy slip or late to school slip.

Students are not allowed to enter official attendance into Genesis. Accurate attendance is the responsibility of the teacher; this is especially important in relation to the school's attendance policy of denying credit for absences in excess of seven per semester. Taking inaccurate attendance can have adverse effects on students and the school. Should a student enter late, it is the teacher's responsibility to adjust the attendance in Genesis accordingly.

When a student shows excessive absences or exhibits a pattern of chronic absences please contact Mr. Johnson. These actions will be taken at the following benchmarks of absenteeism:

- 3 Days of absence - Letter from the attendance office
- 6 Days of absence - 2nd Letter from attendance office
- 9 Days of absence - Parent meeting with administration



### Faculty Meetings/Committee Meetings (Domain 4D):

- a. **Faculty meetings will be held three Mondays of each month.** Faculty meeting days should be set aside for school based and district sponsored meetings and professional development opportunities. The fourth Monday between the hours of 2:20 and 4:00 may also be used for a meeting; however, the stipend will apply.
- b. All certified employees must attend. These meetings will be devoted to implementing professional practices in our school. The faculty meeting will take place on Mondays from 2:20pm – 4:00pm **utilizing Zoom as our virtual meeting platform. Information will be sent out prior to each meeting.**
- c. Certified Staff Members are required to attend staff meetings and join district or building level committees as outlined by the Principal.
- d. Please follow the monthly agenda provided by building or district level administration. A sign in sheet and a bulleted summary of the discussion should be (electronically) **submitted within 48 hours** of the meeting to principal, assistant principal and director.

### Meeting Discussion Norms (To be applied during all virtual meetings)

- Assume good intentions
- Monitor your airtime! Be succinct, concrete, and explicit when speaking
- Refrain from using cell phones or computers for checking email or sending text messages except during breaks. If there is a need to do anything on your phone, please step out of the administrative meeting.
- Keep what occurs during administrative meeting confidential
- Listen to understand, and ask if you don't understand
- Wait until the person speaking is finished before talking
- No personal attacks on anyone. Don't take comments personally

### Open House & Evening Events (Domain 4C & 4F):

- a. Back to School Night will be held **October 1, 2020 from 6pm to 8pm.** All staff are required to be in attendance. Make an effort to personally invite parents/guardians through a phone call or a written communication.
- b. Discuss curricula, grading, homework, policies, etc.
- c. Please provide a time convenient for parents/guardians to reach you (**Prep schedule, morning, afternoon, etc.**) in your course syllabus.
- d. All certificated staff must actively participate at a minimum of **five evening** functions/meetings. Back to School Night (Oct. 1) and Parent Conferences.

Optional events include: (1) PTA sponsored event/meeting, (2) Parent fair or conference (September, November, March, May) and/or (3) School sponsored or Student Council sponsored event (competitions.). Please obtain an Event Sign in sheets from the main office to keep record of all events attended. **You will be asked to provide documentation of your minimum five nights at your summative conference. Only records obtained from the Event Sign-In sheet may be considered.**





## Lesson Plans (Policy 3270/Domains 1A – 1E):

- a. Lesson plans, from all certificated staff are due every Friday, beginning on **Friday, September 11, 2020 by 4 pm**. Lesson plans **MUST** be linked to Genesis and placed in your respective Google Folder, no exceptions. It is your professional obligation to submit lesson plans weekly, and on time. Disciplinary action will be taken in the event staff members do not comply with this district policy.
- b. Your plans should include a minimum of 6 items:
  - 1) New Jersey State Learning Standards for your discipline.
  - 2) Assessment modalities and how the results will be captured and how will students be involved in the evaluation of their performance as well as their peers?
  - 3) Lesson Objective: include condition, expected outcome and measure of achievement
  - 4) Differentiation: application of intervention (who will receive [identify by initials] tier 2 and tier 3 interventions)
  - 5) Instructional Strategy: research proven strategies informed by data from prior assessment data
  - 6) Learner Activity: promotes critical thinking, student engagement, reflection and assessment
- c. A digital or hard copy of your lesson plan **MUST** be accessible throughout the school day.

**\*\*\*Please note this information regarding plans is subject to change by building level and/or district level administration. All classroom lessons should follow the pacing guide. Textbooks and other instructional materials are supplemental to the curriculum and should be used accordingly.**

## Policy for Homework:

### **Orange Board of Education – Bulletin #12**

- a. Students are expected to complete all of their homework. If students do not complete homework, please place a call to the parent. Please be sure that you have talked directly to the parent or received a note/email back from the parent. Do not assume that the parent has heard the phone message or read the note/e-mail you sent home. Do not randomly assign homework - make sure it is meaningful and has a purpose.
- b. Homework and classwork are not optional – students should complete homework even if it means reassignment in advisory, lunch detention, mandated office hours, or morning tutorials. Students should also be responsible for tracking their own progress through Genesis and individual portfolios.
- c. Late policy: Students will be given five days with a daily 5 point penalty.

## Make Up Work

Please assist students in gathering any work missed due to absences. Making assignments available electronically is both efficient and convenient. Missed work must be made up within a reasonable amount of time depending upon the length and cause of the absence. **With the appropriate documentation, students will be afforded two days to make up work for each day that they were absent.**



### **Preparation Periods, Common Planning Time (CPT) (Domains 1A – 1F, 4D, 4E)**

Preparation Periods: Preparation periods are to be used to prepare PD and data analysis, coordinate lesson plans, common planning, contact parents, and conduct professional business related to the operation of your classroom. Teachers are NOT allowed to leave the building during PREP periods to run personal errands and/or conduct business of personal nature. **This should be similarly adhered to during virtual instruction. Staff members should be assessable throughout the day via Zoom at a moment's notice.**

Staff members are not only expected to be present at the meetings but to be active participants as well with being prepared for the meeting with requested items, data information, and other areas of documentation needed to facilitate the meetings. The following areas should be discussed, and minutes of each meeting must be documented

- a. Cell phones and electronic devices should be silenced during meetings. This is not the time for social networking or personal phone calls.
- b. CPT is predicated on instruction and should not be used for “housekeeping” events.
- c. Everyone will be the note taker for at least one month (4 weeks) of CPT/SLC meetings.
- d. Minutes and sign in sheets should be sent to all PLC members and administration within 48 hours of the meeting via the Google Team Drive in appropriately labeled folder.

**\*\*In the event a meeting is not held due to a special event or schedule change, it must be noted in the minutes for record keeping purposes. \*\***

### **Data Analysis (Domains 4B & 4D):**

All of us must make greater use of the data available on our students. A priority for the 20-21 School Year will be to analyze and document student data usage in order to assist the instructional program at all grade levels. Data will help us to develop relationships with our students as well as help us to understand their individual needs. Data also informs our instructional practices by presenting information demonstrating the performance of our students and hence our performance in instructing them well. Data walls should be present in the classroom or outside to show academic growth and progress with students and to support the instructional practices that are occurring within the classroom.

- It is expected that data submission dates will be adhered to in a timely fashion and that data supports the “why” and “how” of the lessons being taught. Data must be discussed during Professional Learning Community meetings (PLCs) and documented in the minutes. Evidence of data analysis being used to improve student achievement will also be discussed and documented.



## Types of data

- a. **Outcome Data:** Describes how a student or group of students is doing at a particular point in time. Communicates the degree to which a student or group of students has acquired specified knowledge, skills, and attitudes and are measurable.  
Examples: labs, presentations, teacher made tests, report cards, projects, performance tasks, state level test surveys, informal observations, unit/chapter exams, NJSLA, etc.
- b. **Demographic Data:** Helps the staff to understand the students and their unique needs; provides vital information regarding the students, their families, and their community and identifies factors that must be considered in instructional decision making.  
Examples: Language proficiency, attendance, age, preschool experience, family configuration, socioeconomic status, gender, ethnicity/race.
- c. **Process Data:** Includes information related to the school and/or district's efforts to promote a high level of student achievement; helps the staff make effective instructional decisions; and refers to variable of which the staff has some degree of control.  
Examples: Instructional time, textbooks, resources, curriculum organization, schedules, expectations, staff attendance, expertise, classroom organization, classroom management, special support services, safety nets, etc.

## Grading/Gradebooks/Assessments (Policy 2624):

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Grade books and cumulative folders are permanent records. Daily absentee forms and report cards are semi-permanent records and are used for the current year only. Lesson plans and dailymemos are work records and have a value only during the current year and are discarded at the end of the year.

An excellent school has accurate and carefully composed records and reports. All school personnel are expected to do their part in accuracy and composition

- a. All teachers should keep an accurate record of each student's progress during the school year. Each teacher is responsible for placing grades in the electronic grade book through Genesis. Since we have an electronic grade book system, which includes parent access, it is imperative that you keep current on your grading and keep it updated. **Grades should be updated AT LEAST once per week. Your failure to do so will be reflected in your Performance Based Teacher Evaluation.**
- b. Report cards will be generated through the gradebook feature in Genesis. Semester grades should reflect the overall grade a student has earned for the semester. The Guidance office personnel will print and mail the report card to the student's home.
- c. **Students and Parents should not be surprised when they receive quarter / semester grades. Please keep them informed and up to date about progress or lack thereof. If "extra credit" projects are used, this opportunity should be extended to every student, not just to those who may wish to make up for a poor test score or project.**
- d. Grades are used for the purpose of communicating student progress towards mastering curricular standards. Therefore, items that skew this information by artificially inflating or deflating grades should not be included. There should be no "extra credit" or points given for behavioral elements such as attendance, bringing supplies, participation, etc. It is the goal of STEM Innovation Academy to reflect in the grading portion of the grade book those things that are directly related to academic achievement.



## STEM Grading Scale & Category Percentages:

A: 100-90% B: 89-80% C: 79%-70% D: 69-65% F: 64-0%

Provide students with assignments from all categories over the course of each marking period. Below are the five weighted categories for assignments, with the minimum number to be assigned per marking period.

- Authentic Assessments (25% of total grade): 4 per Marking Period
- Tests (3 teacher made + 1 Benchmark) (25% of total grade): 4 per Marking Period
- Quizzes (20% of total grade): 4 per Marking Period
- Homework Assignments (10% of total grade): 8 per Marking Period
- Classwork Assignments (20% of total grade): 8 per Marking Period

## STEM HIGH SCHOOL Graduation Requirements

Students, as indicated in Board of Education Policy 5460, will receive a high school diploma based on the following graduation requirements:

Courses	Effective School Year 2017-2018
English	20 credits
Mathematics	25 credits
Science	15 credits
Social Studies	15 credits
Physical Education	16 credits
Health and Safety Education	4 credits
Visual and Performing Arts	5 credits
World Languages	10 credits
Financial, Economics, Business and Entrepreneurial Literacy	2.5 credits
21st Century Life & Careers or Career Technical Education	5 credits
Electives	15 credits

1. Fulfillment of the 125 credit program requirements (Option I);
2. Option II – in whole or in part with the 125-credit program listed above;
3. Proficiency in both ELA and Mathematics by meeting one of the aforementioned criteria
4. Attainment of Board of Education attendance requirements

All other requirements as established by the Orange Board of Education Policy 5460, Graduation Requirements.



**Orange Township Public School District  
2020-2021  
Interim & Marking Period Report Card  
Grade Posting Window Schedule  
as of June 10, 2020**

<b>Reporting Period</b>	<b>Marking Period End Date</b>	<b>Posting Window Opened</b>	<b>Posting Window Closed</b>	<b>Distribution</b>
<i>Interim Report Card 1</i>	<i>Thursday 10/8/20</i>	<i>Thursday 10/1/20</i>	<i>Thursday 10/15/20 4:00pm</i>	<i>Friday 10/16/20 End of Day</i>
<b>MP1 Report Card</b>	<b>Friday 11/13/20</b>	<b>Wednesday 11/4/20</b>	<b>Friday 11/20/20 4:00pm</b>	<b>Conferences</b> <b>(PreK-7) 11/23/20 5:30-7:30</b> <b>(8-12) 11/24/20 5:30-7:30</b>
<i>Interim Report Card 2</i>	<i>Friday 12/18/20</i>	<i>Friday 12/11/20</i>	<i>Tuesday 12/22/20 4:00pm</i>	<i>Wednesday 12/23/20 End of Day</i>
<b>MP2 Report Card</b>	<b>Friday 1/29/21</b>	<b>Friday 1/22/21</b>	<b>Friday 2/5/21 4:00pm</b>	<b>Conferences</b> <b>(PreK-7) 2/8/21 5:30-7:30</b> <b>(PreK-7) 2/9/21 1:15-4:00</b> <b>(8-12) 2/10/21 1:15-4:00</b> <b>(8-12) 2/11/21 5:30-7:30</b>
<i>Interim Report Card 3</i>	<i>Wednesday 3/10/21</i>	<i>Wednesday 3/3/21</i>	<i>Wednesday 3/17/21 4:00pm</i>	<i>Thursday 3/18/21 End of Day</i>
<b>MP3 Report Card</b>	<b>Monday 4/19/21</b>	<b>Monday 4/12/21</b>	<b>Monday 4/26/21 4:00pm</b>	<b>Tuesday 4/27/21 End of Day</b>
<i>Interim Report Card 4</i>	<i>Thursday 5/20/21</i>	<i>Thursday 5/13/21</i>	<i>Thursday 5/27/21 4:00pm</i>	<i>Friday 5/28/21 End of Day</i>
<b>MP4 Report Card</b>	<b>Tuesday 6/22/21</b>	<b>Tuesday 6/15/21</b>	<b>Wednesday 6/23/21 3:00pm</b>	<b>Thursday 6/24/21 12:30 PM</b>

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



# Orange Township Public Schools

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



## *Lesson Plan and Substitute Plan Submission Dates School Year 2020-2021*

<b>Lesson Plans</b>	<b>Sub Plans</b>
September 11, 18, 25	September 15, 2020
October 2, 9, 16, 23, 30 - (30 <sup>th</sup> will include Nov. 2 – Nov. 13)	October 13, 2020
November 13, 20, (will cover 11/23- 12/4)	November 10, 2020
December 4, 11, 18, (will cover 12/21 – 1/8/2020)	December 8, 2020
January 8, 15, 22, 29	January 5, 2021
February 5, 12, (will cover 2/22 – 2/26)	February 9, 2021
March 5, 12, 19, 26	March 9, 2021
April 1, 9, 24 (will cover 4/12 – 4/16, 16, 23, 30)	April 13, 2021
May 7, 14, 21, 28	May 11, 2021
June 4, 11, 12, 18, 19	June , 2021

### ***Lesson Plan/Sub Plans Due Dates***

-All instructional staff must turn in lesson plans on the dates indicated for a bi-weekly cycle.

-Once a month- sub plans must be updated to reflect current instructional practices. A submission of three days of substitute lesson plans are required by school throughout the district. Our number one goal is to ensure that instructional pedagogy and practice continues when teaching staff is absent. **Lesson plans are due on Fridays across all schools within the district.**

- April 1, 2021 is a Thursday

## Orange Board of Education – Bulletin #4

### Correspondence/Communication (Domain 4C):

- a. Address all correspondence as follows:  
STEM Innovation Academy of the Oranges 445 Scotland Road  
South Orange, New Jersey 07079
- b. An administrator **MUST** approve all correspondence sent out to parents, guardians, central office staff, or any other district contacts.
- c. **All correspondence must go out on school letterhead.** The body of all documents should be emailed to Ms. Denis with a request to place the content on school letterhead. She will then forward a PDF of the document to the requestor.
- d. Please be mindful of emails you send within the district. Please adhere to the specific guidelines set forth by the technology department. Please remember to proofread all correspondence. It is not an acceptable practice to initiate an email with an administrator outside of the STEM Academy without copying your building principal and assistant principal.
- e. Check your mailboxes before school, at lunchtime, and after school for messages or notices that need to be sent home.
- f. **It is imperative that staff check their email before, during, and after school. Almost all communication from administration and staff will be in the form of an email. We are going to try to be paperless! We will provide non-instructional updates and quasi-urgent “need to know” messages via SMS**
- g. All Certified Staff is responsible for keeping a parent log. This log is meant to confirm parental contact throughout the entire school year and serves as a tool for both a student’s positive school progress and issues that may arise with discipline and more importantly academics.

### Requisitions:

Requisitions/Purchase Orders are to be used to purchase classroom related items. Teachers must submit a “Requisition” for approval. Preferred requisitions are typed from the Requisition spreadsheet furnished by the office. The requisition should be complete: accurate name and address of vendor, individual costs, and total cost. This requisition is to be given to the grantor of approval to make the purchase. It will then be forwarded to Ms. Denis for approval. Unapproved orders are the responsibility of the person ordering not the school. The requisition must be accompanied by a quote unless otherwise stated.

Once order arrives:

- a. Check your orders to make sure they are complete.
- b. Please contact the vendor immediately if any order is incomplete.
- c. If your order is complete, sign off on the packing slip indicating same and give the slip to **Ms. Denis** in the main office so the vendor can be paid.

### Workshops/Conferences (Domain 4D):

- a. No staff member is to attend a workshop with a cost factor involved without prior approval from Mr. Lima.
- b. Forms (My Learning Plan) for out-of-district workshops/conferences **MUST** be submitted at least 30 days in advance. Workshops will not be approved if submitted after the deadline.
- c. Conferences/Workshops that require an overnight stay cost will not be accepted, as per the district. Conference attendees are required to pay lodging costs on their own, if required.



### Classroom Environment (Domain 2A, 2E):

When staff members note that equipment/building is damaged, either by intention or accident, they shall communicate the damage to the office. It is the duty of the staff members to supervise students so that damage to the school building, furniture, equipment, or other school property does not occur.

Teachers are responsible for the appearance of their classroom and to see that the room is properly ventilated and lighted. Special needs may occur that require maintenance or custodial assistance. In such cases, you must report your maintenance request to the main office. Teachers should close and lock all windows and doors when leaving for the day as well as turn off all lights.

\*Please note: Plug-in air fresheners, candles, and/or candle warmers are NOT allowed in the building, per the district insurance carrier.

- a. **Please greet students as they enter your classroom. Stand at your doors so that you can supervise the classroom and guide student into the classroom and out of the hallway.**
- b. Classrooms should be set up to maximize student interactions and instruction.
- c. Classroom displays should reflect content being taught in class and the NJSLs.
- d. **Classrooms MUST have current student work visible.** Work MUST be updated within 2 weeks. Displays should include student work – writing samples – scored with rubric, book reports, tests, etc.
- e. All classrooms should be clutter free.
- f. All classrooms must establish daily routines.
- g. Lesson objectives must be reviewed with students prior to instruction beginning. It is required that all objectives and standards be posted on the whiteboard, smart board, poster board, etc.
- h. Daily agendas should be posted daily and should be a part of the classroom routine. Daily agendas should not take more than 10 minutes to complete and go over.
- i. **All classrooms MUST have current student data visible. Data MUST be updated every month.**
- j. All classroom libraries must be accessible to students.
- k. Remember, when you are organized, the students are organized!
- l. Classroom teachers must be prepared with lesson material and content at all times. Prior to students arriving in the morning, classrooms should be ready for instruction. Valuable time is wasted when you are not prepared or late for your job assignment!
- m. Stress no paper on the classroom floors or in the hallways.
- n. Stress no graffiti inside or outside the school building.
- o. Stress that uniforms are to be worn daily. Shirrtails MUST be tucked in.
- p. Portfolios must be accessible at all times and updated periodically.

### Supervision of Students:

NEVER leave your class unattended – in the hallway, in the classroom, in the cafeteria, on field trips, until another staff member has arrived or is present. Use the buddy system with a teacher in your hallway for emergencies only!





## General Staff Information:

### **Main Office:**

- **The Main Office copier is only for main office business.** Please use the copier in the faculty lounge. Large amount or bulk copying should be sent to the OHS Print Shop. If one of the copiers breaks while you are using it, please notify the Main Office, as well as the technology coordinator, Mr. Akkus, immediately for servicing. Remember to be mindful of other staff members.
- Mailboxes should be checked frequently throughout the school day. **Students are NOT permitted to check teacher mailboxes.**
- Submit all school related items to be faxed to the Main Office.
- Submit all intercom announcements to Ms. Denis, in the main office, at least one day in advance.
- The telephone in the Main Office may be used to contact parents and guardians.

### **Substance Abuse:**

Staff referrals should be addressed to the Nurse's Office.

### **Smoking:**

Smoking is strictly prohibited on school grounds. It is against the law to smoke on school grounds!

### **Cell Phones:**

The utilization of cell phones during instructional classroom time is not acceptable. Cell phones should not be visible during instructional time but stored. If you need to make a phone call, it should be done in the morning, at lunchtime, during your prep time, or afterschool. Please do not use class time to call parents. You are taking away valuable learning from the students not involved in inappropriate behavior.

### **Assemblies**

Assemblies are a regularly scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide one of the few opportunities in school for students to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. It is the individual teacher's responsibility to instruct students that all talking, whispering, whistling, stamping of feet and booing are discourteous. Teachers are to escort their individual classes to the assembly site. All teachers should be seated with their classes and help with the supervision of all students. Teachers should check role at each assembly and upon returning to the classroom (when possible)

### **Bulletin Boards**

Each hall/department has a designated bulletin board. A schedule containing the bulletin assignments will be distributed to staff. Please reference the bulletin number posted on each bulletin along with the schedule to identify your assignment.

### **Cafeteria**

Breakfast and lunch are served in our cafeteria. Upon entering the building in the morning, students should go directly to the commons/cafe for breakfast.



## Lunch

The efficiency of our lunchroom schedule depends on following a strict schedule. Please do not alter the time schedule, as it will affect everyone. Please be sure that your class understands what lunch they are assigned to.

## Classroom Management

Classroom management is the key to having few discipline issues! Effectively managing your classroom is an essential part of maintaining control and discipline. An effective teacher manages a classroom. An ineffective teacher disciplines a classroom. The number one problem in the classroom is not discipline; it is the lack of procedures and routines. Classroom management deals with the procedures that you must establish at the beginning of the school year. Students must know how you want them to begin the day: get a Chromebook, Do Now, turn in assignments, etc. Procedures must be rehearsed over and over again until the students do them automatically. When this happens, you have a routine. **This will be even more apparent and important in the virtual space. BE SURE TO ESTABLISH A ROUTINE OF EXPECTATIONS AND BEHAVIORS.**

## Classroom norms

Each teacher should develop norms for their classroom, which shall be posted in your **Google Classroom** visible to all who enter. The norms shall speak to the routines and expectations that the teacher has of the students. The teacher shall have a progressive discipline plan to employ when students are not observing the established norms. The plan must include varying degrees of responses to the undesired behavior(s). **When all alternatives have been exhausted in the classroom**, the teacher should ask an administrator for help. Before a child is sent to the assistant principal for constant misbehavior, classroom teachers should have contacted parents, informing them of any behavior concern. Egregious violations may be referred directly to the assistant principal.

**During synchronous instruction, students should be muted and unmuted when they raise their hand. Video sharing should be encouraged, but not mandated. It is important to have a constant pulse of the student's engagement, which will be difficult without seeing the student. It is highly recommended to survey the students regularly through the utilization of the "nonverbal feedback" option in Zoom. To enable this, you have to log into Zoom on a web browser. From there, click on "My Account" then "Settings." Scroll down until you reach the section titled "In Meeting (Basic)" and make sure the option for "Nonverbal Feedback" is enabled. This will allow students to signal you to slow down, ask to go to the bathroom (break icon), clap when a student gets something correct, like/dislike, and answer yes or no to questions through the Participants window. THIS SHOULD BE UTILIZED DURING EVERY CLASS and will be instrumental in establishing an effective online class.**

From the beginning, know what you are going to do every minute of the day, quarter, semester, and year and do it! The key to maintaining classroom control is respect. Being consistent in your decisions and actions will greatly help your ability to earn the respect of your students. Students must be shown respect and you must expect it back from them.



Minor conduct issues are best handled by the teacher. If trivial items are referred to the principal, the teacher's effectiveness for problems of a more serious nature will be lessened and the students will soon become aware of the ineffectiveness of the classroom teacher. If a situation arises where a child needs to be removed from the classroom; call security for assistance. Students should not be "kicked out" of the classroom. Situations of this sort are to be discussed with the principal and then a course of action will be set up. If you do this without consulting the principal, you are putting yourself at risk, as you are responsible for your students.

Your response to misconduct should consider all factors and be specific to the incident. Please remember to talk with a student individually, instead of humiliating them in front of the entire class. Engage the school counselor to facilitate a restorative justice circle.

All classroom teachers are expected to show respect to all students. Fairness should be practiced. Children should be taught and shown how to take responsibility for the choices that they make. One of the biggest mistakes a teacher can make is getting into a power struggle with a student. Do Not Engage! Simply state what it is you want the child to do, then walk away. After a fair amount of time, go back to the student and repeat your expectation. If it is possible to give a choice, do that. That will help the student maintain some form of control over the situation. For example: "I need you to work on your spelling." "I can see that you are still not working on your spelling. You can choose to work on it now, or at tutoring. It is your choice."

Throughout this entire process, parent communication is a must! No misconduct report should come to the office without the teacher first having contacted the parent. The only exception to this rule is violence, sexual misconduct, or other severe misbehavior. Use your common sense and remember, every time you send a student to the principal; it could lessen your effectiveness in the student's eyes.

It is the intention of administration to support every staff member. Make sure that he/she can support the decisions you make by following the philosophy, policies, and procedures of the school/district.

### **Copyrighted Material**

It is the intent of the board to delineate, enforce and abide by the provisions of current copyright laws as they affect the school district and its employees. Copyrighted materials, whether printed or not, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been obtained. The board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of board policy. They do so at their own risk and assume all responsibility.

### **Detentions**

After school and Saturday detentions may be used in response to repeated misconduct. Lunch and Daily detention are administered by the individual teacher.

### **Field Trips**

**Field trips will all be virtual this year. You are encouraged to find virtual field trips for your students.** All field trip requests must be entered into My Learning Plan. If a check is needed, please see Ms. Denis, in the main office, for a requisition number. All field trips require a 30 day notice if they incur a cost.



## Guidance Services

**Mr. Jamaal Johnson**  
**Guidance Counselor**

**(973) 677-4000 Ext:1560**  
**johnsoja@orange.k12.nj.us**

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, information about various colleges, technical and vocational schools, job training programs, help with home, school, and social concerns. The student determines directions and goals in counseling. With the counselor, a student may discuss and explore freely and in confidence any problem or feelings that are personally important. During counseling, these concerns may be talked through and examined, alternatives explored, and decisions made about future courses of action. Should the student find that special and/or additional assistance of some sort is needed; the counselor will assist in finding such help as may be needed. Parents are encouraged to talk to a counselor about any area of concern related to their children and the school.

Should you have concern about any of your students, check with the counselor. Together, you can form a plan to best serve the needs of the student.

In addition, faculty should be familiar with the following:

- Referrals
- Crisis/Special Problems Intervention - If a teacher senses that a student is having problems beyond which the teacher can address, the teacher should communicate their concerns to a counselor for evaluation. (Examples of such problems may be divorce, possible abuse, a death in the family, possible destructive behavior, and conflicts with other students.)
- Special Education
- A student unsuccessful in the academic and social adjustment to the regular classroom may be referred to the guidance center. In prospective special education cases, a teacher should fill out the proper form for more adequate evaluation of the student's placement.
- Parent Communication and Conferences
- Teachers should make contact with parents on a regular individual basis. Contacts should be logged in Genesis. As a general rule: all parents should be contacted at least once per quarter. This contact should be through e-mail, conference, or phone call. Always strive for positive parent contact.
- Parent Volunteers and Visitors
- Guests are welcome in our school building. In order for these guests to be received properly, the office should be notified in advance. All guests are required to sign in the office and receive a visitor's pass before reporting to the classroom. When a parent/guardian comes into the office to visit the teacher, we will use the following guidelines:
  1. They need to have scheduled an appointment. If they have not, they will be asked to make one and come back at that time.
  2. Parents will not be allowed to come to your room unannounced.
  3. Parents will not be allowed in your room during the instructional day without prior authorization.



4. If a parent comes in before school without an appointment, they can meet with you (if you give us permission), but they will need to meet with you in the office and the meeting will need to be finished by 8:15.
5. If a parent comes to your room unannounced, alert the office immediately for support and follow up to schedule a time with the parent.

### **Hall Passes**

Hall passes should be provided by the teacher. They should be used by all students when not in the classroom. Faculty should continually monitor the use of passes from their classes and students in the hall. Do not give students passes during **RED ZONE** times. **RED ZONE times are the first 10 minutes and last 10 minutes of a block.**

### **Health Services**

The office of the school nurse is located on the upper level near the gymnasium. Cumulative health records are maintained for all students, which include their immunizations, history of diseases, and results of testing at school, physical examination results and other health information. Students sent to the nurse should have a pass from the classroom teacher. If emergency care is needed, report over the phone to the office, or send a student for help. It is better to err on the side of caution than to not take action. Accident Report Forms are available in the nurse's office and should be promptly returned. In addition, faculty must be familiar with the **Bodily Fluids Policy**. Student medications should be taken in the nurse's office or in the presence of a nurse.

### **Keys**

Teachers will be supplied with keys to their rooms and storage areas as needed and as available. Master keys will only be supplied to personnel in regular need of such keys. All keys will be accounted for and turned in at the end of the school year. Loaning keys to students is strongly discouraged.

### **Media Center**

This area is used by staff and classes assigned via the master schedule. All are to respect the space. **No food or beverages** should be brought into the room. Students should not write on the desks or carpet.

### **Maintenance**

Should you have a maintenance issue (repairs, plumbing, tile, A/C, etc.), please report to Ms. Denis via email and copy administration.

- Our insurance provider requires that we only use district approved cleaning supplies in the classroom. Do not use any outside chemicals. If you need supplies to clean, please ask the custodial staff for supplies.
- In addition, you are under no circumstance to stand on a chair. If you need something done that is above your reach, please call a custodian for assistance.

### **Master Calendar of Events**

A master calendar of events is managed through Dr. Reid's office. All dates should be emailed to Dr. Reid and Mr. Lima for approval. The calendar will be viewable online.



### **Staff/Student Injury**

Anytime anyone is injured, the office should be notified, as well as the nurse. Do not move the injured person if the injury seems severe. Accident Report Forms are available in the Nurse's Office and should be completed as promptly as possible. It is better to err on the side of caution instead of getting a phone call from a parent. Contact the nurse if you have any doubt! **Please refer to Report in the Staff Policy Section.**

### **Student Handbook**

It is your responsibility to become familiar with the information in the Student Handbook. Classroom practices should follow the information contained in the handbook.

### **Suspensions**

Although rare, students may be suspended from school with approval from the Principal. If this is the case, teachers are required to gather all assignments that the student is required to take and submit them to the school office. Students will be required to complete all assignments for a grade. Certain assignments will have to be modified due to the change in the student's environment.

### **Technology**

It is your responsibility to review and follow district guidelines set forth in the district technology agreement.

Mr. Akkus will be our Technology Coordinator and he can support you with items including, but not limited to, website management, software updates, network issues, technological needs, troubleshooting, and other support for platforms and Google Suite. His email is AkkusGok@orange.k12.nj.us.

### **Textbooks**

Teachers will receive enough copies of textbooks for their students. An inventory lists for each class should be maintained so that an accurate record of books can be kept. Names of students, book numbers and condition of books are to be noted on these lists.

Make sure that each book has a number and a nameplate on the inside front cover. Students should be told to write their name on the nameplate.

Fines should be entered in Genesis. Students are expected to pay for lost or severely damaged books at the end of the school year or upon leaving STEM Innovation Academy.

### **Teacher Professionalism**

Staff members are to be faithful and prompt in attendance, support and enforce board and building regulations, turn in reports on time, attend meetings as scheduled by the administration, look out for the safety and welfare of all students, dress professionally, refrain from using language, gestures, and mannerisms that are profane, and use the faculty lounge for its intended purpose.

### **Dress**

The school district believes that student dress affects student behavior and as such thinks that teacher dress affects students. Teachers are expected to dress professionally as befits their teaching activity. Be a model for our students in displaying professional attire.



The Orange community of educators is committed to upholding and modeling high standards of learning and comportment. As part of that charge, staff members of the School District of the Orange pursuant to N.J.S.A. 18A:11-1 AND N.J.S.A. 18A:27-4, shall be neatly attired and groomed while discharging their professional responsibilities to the school district. **The dress code shall be in full force whenever school is in session. THIS INCLUDES VIRTUAL INSTRUCTION.** Staff members at work at other times (e.g., in-service days, summer) shall be permitted to dress in a more relaxed fashion.

Grooming and attire shall meet the following criteria during school hours:

- Females shall wear skirts, slacks, or dresses with appropriate non-revealing tops such as blouses, turtlenecks, crewnecks or golf shirts. Leggings are appropriate for women when covered by a dress or skirt of appropriate length.
- Males shall wear slacks with collared shirts, turtlenecks or sweaters. Suits or sport jackets with ties are encouraged, but not required.

Grooming and attire not acceptable during school hours:

- See-through tops, halter tops, midriff/crop tops, low cut tops, tank tops not covered by another garment or transparent slacks
- Excessively short or tight-fitting clothing
- Jeans made of denim
- T-shirts
- Sundresses without appropriate shoulder coverage
- Any dress, jewelry or grooming which would attract undue attention
- Beach wear such as beach jackets, beach cover-ups, rubber or plastic flip flops, or sliders.
- Shorts or Bermuda shorts
- Sneakers, tennis shoes, warm-up suits or sweat suits unless worn during physical education or special activities. This exception does not apply to full- day teachers of health education.

### **Special Rules**

- **Severe Weather Conditions:** Dress standards may be modified by the principal to permit more casual attire on days of delayed opening due to inclement weather. This modification recognizes that staff members may have to shovel snow, etc. in order to arrive at work in a timely manner. Standards may also be modified in times of excessive heat.
- **Dress Down Days™:** As scheduled and approved by the school principal in keeping with a theme day or activity program. More casual attire may be worn by staff.

### **Behavior**

Classroom behavior by teacher should be an example of teaching by example. Proper language, gestures, emotional control and mannerisms should be a role model for students.

### **Confidentiality**

Professional communication of educators requires no discussion of individual students and their problems in non-professional situations. The teacher's lounge and public places are inappropriate locations for these discussions.



## **Controversial Issues**

Free discussion of controversial issues—political economic, social— shall be encouraged in the classroom whenever appropriate for the level of the group and relevant to the course being taught issues may be considered controversial which arouse strong reaction based on either personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. It is essential that pupils be taught to distinguish fact from opinion, proof of allegation, and logical substance from assertion.

In addition, pupils should be taught to recognize each other's right to form an opinion on controversial issues and should be assured of their own right to do so without jeopardizing their relationship with the teacher or the school. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils and the goal and objectives of the district. The handling of discussions on controversial questions, which arise unexpectedly, shall be the responsibility of the teacher, and shall be free-from the assumption that there is one correct answer which should emerge from a discussion and which should be taught authoritatively to the pupils. Further, no political activity should be organized by staff members, parent(s) or legal guardian(s) involving pupils in campaigning for individual candidates or specific political issues other than those learning activities, which would constitute a balanced experience within the classroom. Pupils shall be taught to recognize each other's right to form an opinion on controversial issues and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school. The principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

## Teacher Evaluation (The Framework for Teachers)

The purpose of teacher evaluation is improvement of instruction. Formal performance-based evaluation will be conducted as per school board policy. Administrators will conduct informal teacher evaluations on a continuous basis. Supervision will be conducted in a constructive, candid, fair, and realistic manner.

Student Growth Objectives (SGO) will be developed in collaboration with administration and certificated staff, and submitted by staff no later than October 15, 2020 for review. SGOs will be finalized by an administrator by October 31, 2020. Once SGOs have been reviewed and finalized, each certified staff member must display them accordingly within their classroom for frequent review.





Achieve NJ 1617 New Jersey Educator's Evaluation and Support System Changes

Teacher Status	Minimum Observations (at least 20 minutes each)
Non-tenured	3
Tenured	2
Corrective Action Plan	Plus One

Please visit <http://www.state.nj.us/education/AchieveNJ/resources/2016Beyond.pdf> for more information.



# APPENDIX



**EMPLOYEE EMERGENCY CONTACT FORM**

Name \_\_\_\_\_ Department \_\_\_\_\_

**Personal Contact Info:**

Home Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Home Telephone # \_\_\_\_\_ Cell # \_\_\_\_\_

**Emergency Contact Info:**

(1) Name \_\_\_\_\_ Relationship \_\_\_\_\_

Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_ Home # \_\_\_\_\_ Cell # \_\_\_\_\_

Work Telephone # \_\_\_\_\_ Employer \_\_\_\_\_

(2) Name \_\_\_\_\_ Relationship \_\_\_\_\_

Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_ Home # \_\_\_\_\_ Cell # \_\_\_\_\_

Work Telephone # \_\_\_\_\_ Employer \_\_\_\_\_

**Medical Info/Contact Info:**

Please list any medical problems: \*

\_\_\_\_\_ \*

List of medications you are taking: \*

\_\_\_\_\_ \*

In case of extreme emergency, which hospital do you prefer? \_\_\_\_\_

Doctor Name \_\_\_\_\_ Phone # \_\_\_\_\_

I have voluntarily provided the above contact information and authorize Orange Public Schools and its representatives to contact any of the above on my behalf in the event of an



emergency.

- I choose not to furnish any emergency contact information to Orange Public Schools at this time.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_





## BULLETIN # 1

### Student Growth Objective (SGOs)

With the signing of TEACHNJ on August 6, 2012, the evaluation of teachers and certificated staff members in New Jersey must include multiple measures of student growth. (NJDOE, 2013) In New Jersey's evaluation system, AchieveNJ, learning goals for students must be set by teachers and certified staff members. The attainment of student growth objectives (SGOs) will become part of the summative evaluations. A teacher develops SGOs in consultation with his/her supervisor and principal. The principal makes the final determination about the SGO. All teachers who receive an SGP score must set between 1 and 2 SGOs, and the district-wide number will be determined by the superintendent. Superintendent Fitzhugh has determined that all teachers and certificated staff members have two (2) SGOs, except ELA grades 4-8 and mathematics teachers in grades 4-7 who have twenty (20) or more students. Teachers with a guaranteed SGP may have one (1) SGO.

An SGO is a long-term academic goal that teachers set for students and must be:

- Specific and measurable
- Aligned to a significant number of standards Based on available prior student learning data
- A measure of a significant number of students have learned in a significant period of time
- Ambitious and achievable
- An SGO is a personnel document that is directly tied to one's evaluation.

\*\*\*SGOs must be aligned to the NJCCCS or CCSS and measure student achievement and/or growth. Steps to Developing, Monitoring, and Evaluating an SGO

1. Choose and develop quality assessments (Examples: District assessments, portfolios, student project based assessments, science notebooks, performances, skills demonstrations)
2. Determine starting points—SGOs must be set based on available student learning data. (Examples: Results from beginning-of-course diagnostic tests or performance tasks; results from prior-year tests that assess knowledge and skills that are pre-requisites to the current subject/grade; results from tests in other subjects that assess pre-requisite knowledge and skills for that class)
3. Set ambitious and achievable growth objectives: The Orange School District strongly suggests setting tiered student growth objectives because different targets are set for different groups of students, according to their starting points.
4. Track progress and refine instruction: In the classroom, tracking goals means monitoring student performance through some sort of assessment. These assessments could be benchmark assessments or components in a portfolio. During the middle of the school year or course, the principal or designee must meet to evaluate the progress the students are making towards the target goals.



5. Review results and score: Prior to the end of April for all non-tenured certificated staff members and prior to May 15 for all tenured certificated staff members, results of the assessments used for SGOs will be compiled by the staff member. The evaluator will use them to formulate a rating.

## Understand Take Action

1. SGOs are learning goals for key concepts and skills that students can be expected to master in a course based on an approximate sense of where they start.
  - Base learning goals on what you want students to know and do by the end of the SGO period. Get a rough sense of where students begin by using multiple measures of student prior learning. Use pre-assessments only when appropriate.
2. SGO quality is critically dependent on summative assessment\* quality.
  - Increase the quality of the SGO summative assessments and develop common assessments where possible.
3. SGOs should be a true reflection of the daily practice of effective teachers and of the curriculum and students an educator teaches.
  - Align critical standards, effective instruction, and high quality assessment in SGOs.
  - Incorporate a significant number of students and portion of curriculum within the SGO(s). Set differentiated learning goals for students based on their starting points.
4. SGOs should be collaborative – teacher-driven, administrator-supported, and student-centered (as stated in code 6A:10-4.2 (e) 3).
  - Even though administrators are responsible for approving and scoring SGOs, they should encourage teachers to take ownership of the SGO process as a powerful way to improve teacher practice and student achievement.

\*Such assessments include portfolios, performance assessments, benchmark assessments, finals (modified as needed), program-based assessments, standardized tests (e.g. AP), and others.

Please visit <http://www.nj.gov/education/AchieveNJ/teacher/objectives.shtml> for in-depth explanations and forms.

### SGO Development Emphasis Shifts

- SGO's must be embedded into everyday instruction
- Pre-assessment(s) are multiple measures (assessing previously learned items) All with the purpose of establishing each students starting point.
- High priority standards should be utilized based upon data. Assessment should be district approved.
- SGO's are General in nature including the majority of students.



## SGO Rules of Engagement

1. SGO is a Growth Tool not Mastery Instrument.
2. SGO is about moving every student to another point, not the class to a certain level (Tiering)
3. SGO's are to be written based on standards (high priority)
4. SGO's are to cover a significant number of students, standards over a significant period of the school year.
5. SGO calibration process is critical – tiering provides the instruction flexibility.
6. SGO tiers include students, target scores, or proficiency levels.
7. SGO can be skills based rubrics which are beneficial to certain classes and courses.
8. SGO assessments maybe multiple assessments over the course of the year (ensure that the assessment is appropriate for all students.
9. SGO progress and growth should be monitored throughout the year.
10. SGO is an individual evaluation instrument housed in the central office personnel file
11. SGO dates are Oct 31st– midyear review January 15 , final April 27th
12. SGO outliers: See DEAC member
13. SGO is staff collaboration of discussions, standards, assessments and collaboration.

Adopted from Presentation Mr. Paul Palek





**BULLETIN #11**

**Homework**

Policy # 2330

Homework contributes to building responsibility, self-discipline and lifelong learning habits. Time spent on homework directly influences student’s ability to meet the academic demands of the class, district, and state.

- Homework can be short term or long term (i.e., projects)
- Homework must be posted on Schoolwires Web pages or Genesis
- Parents must have viewing access to assignments as well as grades on the parent Portal
- If homework is assigned that requires access to technology, the school must post availability options.  
(Before school access, after school access, public library, or methods of acquiring internet access)
- Differentiation in homework, i.e. amount and degree of difficulty should be based on the ability and the need of each student.
- Collaborative team projects and real world authentic project must be an integral component of homework.
- Students who attend Scholars are responsible for homework the day of scholars as well as any long term scholars assignments.

\*Homework Timeline Guide: Recommended times (however this may differentiate by students)

- Kindergarten: 20 minutes
- Grades 1-2: 30 minutes
- Grades 3-4: 45 minutes
- Grades 5-6: 60 minutes
- Grades 7-12: 90-120 minutes

\*Homework is usually 4 days per week Monday-Thursday, however long term projects may be developed for weekends or / as holiday homework assignments.

- Reading Homework (addition to times above)
- Pre K-to Grade 3: 20 minutes per night
- Grades 4-7: 30 minutes per night
- Grades 8-12: 45 minutes per night

\*\*Reading is not optional it is a part of the homework





Guidelines must be determined by each school that clearly articulates procedures for missed homework during absences or other acceptable reasons.

**\*\*Teachers must send home past make-up requirements for homework.**

Parents should be encouraged to support successful completion of homework by:

- Encouraging child/ren to make the work a priority.
- Setting aside a quiet study area and regular time.
- Signing all assignments as a verification of the partnership. Homework should be discussed during parent conferences.





## BULLETIN #19

If a student is being considered under I&RS due to academic, behavior, or health reasons:

- Teacher, counselor, administrator, parent, or SLC completes referral.
- Referral form should be thoroughly completed including names and dates in the intervention section.
- In addition, the description of the problem should be measurable and observable, not subjective.
- Failure to not complete the steps in the intervention section and/or provide an adequate description of the problem will result in a return of the referral.
- Referral must be submitted directly to the I&RS chairperson—do not place in counselor’s mailbox or hand deliver referral.

### **The chairperson reviews the referral for consideration.**

- Incomplete forms will be returned to the initiator for revisions.

### **The chairperson assigns a case manager from the I&RS to the referred student.**

- The assignment is based on a predetermined revolving basis.
- All I&RS members are case managers.

### **The case manager sends the nurse the Health Report.**

- The form should be completed by the nurse and returned to the case manager within 5 school days.

### **The case manager reviews the student’s Developmental Record (DR) and Genesis data.**

- Test scores and grades are prepared by the case manager for presentation at the team meeting, including assessment scores, grades, discipline records, and attendance records.

### **The case manager sends all teachers the I&RS Teacher Collection For**

- Teachers should complete the checklist and return it to the case manager within 5 school days.
- The case manager reviews all the data and prepares it for presentation at the committee meeting.



**The case manager contacts the parent/guardian(s) of the referred student.**

- Describe the nature of the referral and ask for the parent/guardian's input.
- Invite them to the I&RS meeting.
- The parents do not have to be present at the meeting, but it is recommended.

**The case manager has a role with the student.**

- The case manager, if at all possible, observes the student in the class of the referring teacher.
- Additionally, the case manager should meet with the student and interview him/her.
- There is a self-assessment in the I&RS packet for the students to complete.

**The case manager contacts the chairperson to have the student placed on the I&RS agenda.**

- Meeting should take place within 2 weeks of receiving the initial referral.
- Teachers should be given at least 1 weeks' notice of meeting.

**I&RS Team meet.**

- The team will meet to develop an effective plan focusing on 2 to 3 strategies, based on the information provided by the case manager.
- The parent and student may be present.

**The case manager prepares Action Plan.**

- The case manager will write the plan and present it to the team members for their signature and approval.
- The case manager will submit the student's completed file to the appropriate administrator prior to distributing action plans.
- Action plans will be signed and dated by the chairperson.
- After the chairperson reviews the file, teachers will be given a copy of the student Action Plan within 5 school days of the initial meeting.
- **The action plan's goals must be attainable and incremental.** A student who has never turned in homework should not be expected to have 100% completion in one week.
- **Action plans should not contain more than 3-4 actions.**

**The case manager schedules a follow up meeting.**

- A follow up meeting will be scheduled for 6-8 weeks after the initial meeting to monitor the student's progress.
- Revisions should be made to the plan.



***I&RS members:***

Administrative representative  
Guidance counselor(s)  
School social worker  
School nurse  
Child Study Team members  
ELA teacher/coach  
Mathematics teacher/coach

**Meeting Schedule:**

Once per week or once every other week on a set schedule. For example: Every Tuesday from 10:00-11:00 or every other Wednesday from 9:00-11:00. The meetings must be at a time and date when the child study team is available and when the general education teachers/coaches are available.





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## BULLETIN #20

The following procedure for reporting HIB incidents is to be put into place for the 2020-21 school year.

### **Staff Responsibilities**

- All acts of HIB must be reported verbally to the principal, or the principal's designee, on the same day the school employee or contracted service provider witnessed or received reliable information regarding the alleged incident.
- The principal must notify the parents or guardians of students involved in the alleged incident.
- An investigation must be initiated by the principal or the principal's designee within one (1) school day of the reported allegations. The investigation should be conducted by the anti-bullying specialist.
- All acts of harassment, intimidation, or bullying must be submitted in writing to the principal within two (2) days from the time of submission of the alleged incident.
- All acts of harassment, intimidation, or bully and findings must be implemented into the school's data reporting system (Genesis) identifying the final results of investigation.
- The investigation must be completed within ten (10) school days from the date of the written report of the incident. If additional information is pending after the ten (10) day period, the original report can be amended by the anti-bullying specialist to reflect the additional information related to the investigation.
- All cases and results that are determined a HIB case must be reported to the superintendent of schools within (2) days of the completion of the investigation. Based on the decision of the superintendent of schools, he/she may decide to provide intervention services, implement training programs to decrease harassment, intimidation or bullying and to ensure a positive school climate, impose discipline, or suggest counseling as a result of the findings of the investigation, or recommend other appropriate action.



- The board of education must receive results of each investigation no later than the date of the board of education’s next meeting following the completion of the investigation, inclusive of all information on any services, trainings established, discipline imposed, or any other action taken or recommended by the superintendent.
- Parents or guardians of the students who are involved in the investigation are entitled to receive pertinent information regarding the investigation, including the nature of the investigation, whether the district determined HIB findings or not, parents should receive information regarding the HIB findings in writing within five (5) school days following the board of education meeting.
- A parent or guardian has the right to request a hearing before, after receiving the results of the board of education reported HIB findings within ten (10) days of the request. A closed executive board meeting will be held for the hearing to ensure confidentiality of the students involved in the HIB case. The board may request to hear from the school-anti bullying specialist regarding the incident, recommend discipline or services, and implement additional programs to reduce further incidents.
- At the subsequent board of education meeting following its receipt of the report, the board shall issue a final decision in writing to affirm, reject, or modify prior decision of the superintendent. The board’s decision may be appealed to the Commissioner of Education, no later than ninety (90) days after the reporting of the board’s decision.
- A parent, student, guardian, or organization may file a complaint with the Division of Civil Rights within 180 days of the occurrence of any incident of HIB based on the membership in a protected group as enumerated in the “Law Against Discrimination,” P.L. 1945, c. 169 (c10:5-1 et seq.)

### **Key Actions for Stake Holders**

1. Each school is responsible to develop a School Safety Team. School safety teams should include:
  - anti-bullying specialist
  - administrator
  - teacher
  - parent
2. Each team should:
  - Collaborate with the anti-bullying coordinator in data collection, to identify and address specific patterns of harassment, intimidation, or bullying of students, and implement programs needed to prevent HIB incidents.
  - Model specific ways to promote a safe and positive school climate and culture.
  - Educate all stakeholders, including students, teachers, administrative staff, and parents, on strategies and methods to prevent and address harassment, intimidation, or bullying of students; inclusive of students’ assemblies, faculty and parent meetings.



### **Individual Schools Must:**

- Provide ongoing HIB training for all faculty members during school year.
- Conduct two (2) school wide assemblies to address harassment, intimidation, and bullying through positive prevention programs.
- Participate in week of respect and school violence awareness.
- Provide staff with two-hour mandatory training on suicide prevention.
- Develop school wide character education program that addresses how to prevent harassment, intimidation and bullying.
- Submit a monthly report on all HIB investigations and findings to the District Anti-Bullying Coordinator and Superintendent.
- Submit a monthly report on all HIB trainings and school wide programs to the District Anti-Bullying Coordinator and Superintendent.

### **INSTRUCTION AND WEEK OF RESEPECT**

- The week beginning with the first Monday in October of each year is designated as a “Week of Respect” in the State of New Jersey for the year 2020: **October 5th-9<sup>th</sup>**
- Violence Awareness Week **October 12<sup>th</sup>-16<sup>th</sup>**
- School districts must observe the week by providing age appropriate instruction focusing on preventing HIB.
- Throughout the school year the school district must provide age appropriate instruction and programs on the prevention of HIB in accordance with the core curriculum content standard.

### **Discussions with Students**

- School must develop a process for discussing the districts HIB policy with students.



**ORANGE TOWNSHIP PUBLIC SCHOOLS  
ADMINISTRATION BUILDING  
451 Lincoln Avenue Orange,  
New Jersey 07050  
Tel: (973) 677-4000 Fax: (973) 677-2518**

**Annual Integrated Pest Management Notice For  
School Year 2020 - 2021**

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Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. **The Orange Township Board of Education Public Schools District** has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for **The Orange Township Board of Education Public Schools District** is: Name of IPM Coordinator: **Edwin Vasquez**, Supervisor of Security  
Business Phone number: (973) 677-4000  
Business Address: 451 Lincoln Ave. Orange, N.J. 07050

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan **The Orange Township Board of Education Public Schools District** may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following items must be included with this annual notice:

- A copy of the school or school district's IPM policy.
- A list of pesticides that are in use or that have been used in the past 12 months on school property.

Insect Monitors, Glue Boards, Maxforce Gel, Nightwatch Monitors for bedbugs

This form is in the student handbook for the student, parents, guardian, and the Staff members of Orange Township Board of Education Public School District.

ORANGE TOWNSHIP PUBLIC SCHOOLS







**Orange Township Public Schools**  
STEM Innovation Academy of the  
Oranges  
**Salvatore Lima, Jr., Principal**



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

Devonii L. Reid, Ed.D., Assistant Principal

**MEMO**

To: All Instructional Staff  
From : STEM Administrators  
Date: August 14, 2020

Subject: Gradebook Guidelines

As we begin this school year, please ensure that you are adhering to the Genesis Gradebook Guidelines put in place for assignment categories for each marking period:

- 4- Authentic Assessments (25% of total grade)
- 4- Tests (3 teacher made + 1 Benchmark) (25% of total grade)
- 4- Quizzes (20% of total grade)
- 8 – Homework Assignments (10% of total grade)
- 8-Classwork Assignments (20% of total grade)

If your gradebook does not reflect the MINIMUM, it is recommended that you make the necessary changes.

