

Orange Early Childhood Center

Staff Handbook

2021-2022

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



Home of the Might Owls, Wise Beyond Our Years!

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

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“GOOD TO GREAT”

Revised: 8/17/21

The Orange Board of Education

Vision Statement

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

Mission Statement

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

Good to Great!

Orange Early Childhood Center

Vision Statement

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

Mission Statement

The Orange Early Childhood Center is committed to providing opportunities for growth and development by using a holistic approach that embraces and honors all cultural values and beliefs in a diverse learning environment. We pledge to prepare all students for lifelong learning and responsible citizenship by advocating through an anti-bias/anti-racist lens for our students, families, staff, and community.

Shared Beliefs

- All members of our school community (staff, students, and families) will have an equal opportunity to develop personally through a quality, inclusive preschool educational experience.
- All members of our school community will experience a quality educational environment that fosters an inclusive, anti-bias/anti-racist space, which promotes and supports cognitive, social, and emotional growth.
- All children come to school with individuality, cultural identities, and something to share. It is the responsibility of caring adults to value, acknowledge and support children while nurturing them in a warm and respectful quality learning environment.
- We believe in a developmental approach to preschool education, supported by a research-based curriculum that is comprehensive and culturally relevant. This provides the students with equitable opportunities to demonstrate self-awareness and empathy towards others.



Orange Early Childhood Center Faculty & Staff

Staff	Position	Location
Dr. Jacquelyn Blanton	Executive Director of Early Learning	Central Office
Emily Bischoff	Vice Principal	18
Chavous Hatchell	Fiscal Specialist	19
Gloria Guzzo	Administrative Assistant	Main Office
Rasheeda Cobb	Security	Lobby
Ghislene Dorvil	Custodian	OECC
 		
Jeanette Velez	Preschool Teacher	21
Tiffany Stevens	Preschool Teacher	20
Camia Bell-Summer	Preschool Teacher	14
Kimberly Carrara	Preschool Teacher	13
Wilvana Mesidor-Vincent	Preschool Teacher	28
Tara Fernandez	Preschool Teacher	15
Lydia Rivera-Melendez	Preschool Teacher	11
Carol Gough-DaSilva	Preschool Teacher	16
 		
Paola Romero	Paraprofessional	21
Rosalie Lopez	Paraprofessional	20
Cynthia Nina	Paraprofessional	14
Kelli Scott	Paraprofessional	13
Semoni Jackson	Paraprofessional	28
Danita Puryear	Paraprofessional	15
Jermaine Battle	Paraprofessional	11
Maryellen Berberich	Paraprofessional	16
 		
Stephanie Smith	Prep Teacher	OECC
Leslie Letnom	Prep Teacher	OECC
Paola Gavilanez	Inclusion Teacher	22
Maria DeFalco	School Nurse	26
Iris Ramos	Community & Parent Involvement Specialist	23
Barbara Berger	PIRS & Social Worker	25B
Janice Torres	PIRS	25B
Melissa Strelec	PIRS	25B
Maria Adame	PIRS	25B
Amy Burns	Instructional Coach	25B
Abisola Oshuntolu	Instructional Coach	25B

A Word from the Executive Director of Early Childhood



“Education is not preparation for life: Education is life itself” John Dewey

A teacher’s moment-by-moment actions and interactions with children are the most powerful determinant of learning outcomes and development. Curriculum is very important, but what the teacher does is paramount.

Copple and Bredekamp explains that “Nurturing relationships are vital in fostering high self-esteem and a strong sense of self-efficacy, capacity in resolving interpersonal conflicts cooperatively, and the sociability to connect with others and form friendships. Further, by providing positive models and the security and confidence to try new experiences and attempt new skills, such relationships support children’s learning and the acquisition of numerous capabilities.” (Developmentally Appropriate Practice 3rd Edition)

Teaching is not a right it is a privilege. Gratitude, appreciation and sensitivity for the role as an educator will truly help to make a difference in the lives of our students and families.

Creating an environment that is safe for all students to learn, explore, create, inquire, and practice will give them the tools they need to soar and to flourish beyond what anyone can imagine!

Charged with the awesome task of educating the youngest learners in the district, this handbook is a collection of expectations for staff and should be reviewed periodically throughout the year because we are all responsible for the growth and development of all our students.

There is an old Chinese saying..... “Your future at 80 was decided when you were three.”

Here is to building a great future together!

Respectfully,

Jacquelyn Blanton

Jacquelyn Blanton, Ed.D.

A Word from the Vice Principal of Orange Early Childhood Center

“The ability to read, write, and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table – all of that starts with education” -Michelle Obama

It is a strong belief of mine that each student and teacher are an integral part of the community, they are accountable members of the school and must understand the responsibility that comes with that. I am determined to create an environment where a community of leaders and teachers who learn and grow from each other. Our goal working in education is to make sure each student becomes a productive citizen in our world and reaches their full potential by fostering a community of teachers who build each other up and work as a team to meet all academic expectations as well as the social-emotional learning needs.

When we set high expectations for learning in a nurturing, positive environment, children thrive and feel successful. Together we can ensure that every student is provided the highest quality education possible in a safe and supportive learning environment. We are so lucky to be given the privilege to work with Orange Public School’s earliest learners and working together as a team with our staff, parents, and community students achieve their very best.

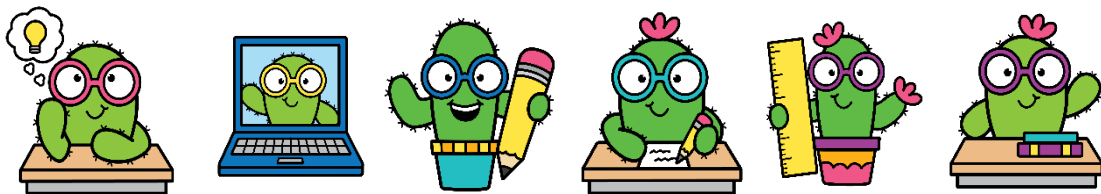
Please use this handbook to guide yourself through the school year for expectations, reviewing it periodically, making sure we are giving our early learners the best education.

I cannot wait to celebrate all our professional, personal and student successes this school year!

Respectfully,

Emily Bischoff

Emily Bischoff
Assistant Principal



Preschool Goals 2021-2022

Goal #1:

By June 2022 75% (90 of 120) of preschool students will move at least one level in 4 different areas in the Language, Literacy, and Communication (LLC) domain on the Child Observation Record. The areas include:

- Listening/comprehension
- Speaking/vocabulary
- Phonological awareness
- Alphabetic knowledge
- Reading
- Book enjoyment and knowledge
- Writing

Goal #2:

By June 2022 75% (90 of 120) of the preschool students will move at least one level in 4 different areas in the Social and Emotional domain on the Child Observation Record. The areas include:

- Emotion (labeling and expressing)
- Community
- Participation in class
- Building relationships with adults
- Building relationships with other children
- Conflict resolution



NOTE: This staff handbook is a reference guide that outlines expectations for a successful school year. All staff members are responsible for the content in this handbook and must follow all district policies and procedures presented within. The material covered within this staff handbook is intended as a method of communicating to staff regarding general district information, rules, and regulations and is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement. Material contained herein may; therefore, be superseded by such Board policy, administrative regulation, negotiated agreement, or changes in state or federal law. Therefore, any information contained in this faculty handbook is subject to unilateral revision or elimination, from time to time. Faculty will be notified of these changes in a timely manner.

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Curriculum & Instruction

The High Scope Curriculum

Our instructional design is anchored in developmentally appropriate practices for early learning and reflects the High Scope Curriculum model. High Scope supports children’s learning from ages 3–5 years and is based on 58 key developmental indicators (KDIs), which are aligned with the New Jersey Preschool Teaching and Learning State Standards.



In the High Scope Preschool Curriculum, learning is focused on the following eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies

Learning in these eight areas is guided by 58 key developmental indicators (KDIs). Each KDI identifies an important learning goal for young children. We recognize that the normal pace of children’s development and learning varies widely across these eight categories and the KDIs reflect that continuum of widely held expectations. Our curriculum is designed to help teachers appropriately scaffold learning for every child across all areas.

The High Scope Key Developmental Indicators:

- Provide teachers with a child development “filter” for observing and choosing appropriate interactions and activities
- Help teachers interpret what young children say and do along a developmental continuum
- Enable teachers to maintain reasonable expectations for young children
- Reinforce children’s play as the primary mechanism for learning
- Allow teachers to be more knowledgeable and intentional in their daily planning for individual children and the class

High Scope Numbers Plus– Preschool Mathematics Curriculum

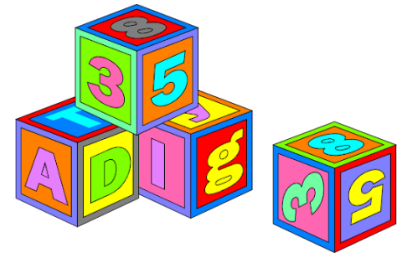
The Numbers Plus Preschool Mathematics Curriculum is a comprehensive set of detailed plans for small and large group activities, with ideas for extending mathematics learning throughout the program day.

By actively engaging young children with materials and ideas, Number Plus builds on the latest knowledge from research and practice about early mathematics learning and how adults support it.

Numbers Plus is sequenced with activities that have a built in progression so children of different developmental and ability levels can participate together and have a positive and meaningful learning experience.

Numbers Plus has five areas of concentration:

1. Numbers and Operations – understanding whole numbers, number words and symbols, counting, comparing, ordering, etc.
2. Geometry – identifying shapes and describing spatial awareness
3. Measurement – measuring objects and using measurements to compare objects
4. Algebra – identifying patterns and relationships
5. Data Analysis – formulating answers by collecting, organizing and analyzing data



High Scope Growing Readers Early Literacy Curriculum

Growing Readers Early Literacy Curriculum for its focused approach to literacy instruction. This curriculum has four key principles for early literacy instruction:

1. Comprehension
2. Phonological Awareness
3. Alphabetic Principle
4. Concepts about Print

This focused approach to literacy development in young children focuses on these four aspects of early literacy because of the strong evidence that young children’s knowledge of these concepts is a solid predictor of their reading achievement in later years.

The Four Areas of Concentration

1. Comprehension – vocabulary building, prediction, connection, and retelling
2. Phonological Awareness – rhyming, alliteration (beginning phoneme substitution), and segmentation
3. Alphabetic Principle – name recognition, name writing, letter recognition, and letter-sound correspondence
4. Concepts about Print – identifying book parts, orienting books for reading, distinguishing between pictures and words, and understanding the direction of text

Growing Readers is designed to be used in early childhood programs and it is structured around three basic elements:

1. Small group literacy activities at 3 developmental levels
2. New and classic children’s books
3. Common classroom materials

Together, these three components provide the tools for systematically and specifically supporting the growth of language and literacy in preschool and kindergarten classrooms.

Instruction

Play-based, child-centered, and grounded in research, we focus on active learning. In our classrooms, children are guided to explore, interact, and exercise their creative imagination through purposeful play. OECC’s well-prepared teachers support and extend each child’s learning based on their developmental levels, so children are eager to learn. We value a hands-on approach, learning by using all of their senses, practicing skills in a non-threatening way, exploring, creating, asking questions and beginning to figure the world out.

Teachers must share the unit of study with the families as well as the goals and weekly topics that will be covered so that families will have an idea of what the children will be learning about for 4-6 weeks. This will give families the opportunity to have input and to meaningfully be involved in the preparation and

implementation of the study. Teacher may use the virtual platforms to host family meetings when a new study is introduced to give families the opportunity to prepare, ask questions and to meaningfully be involved in the planning process.

Units of Study

Units of Study are used to delve deeper into the content of the studies. They are vital to developing children's vocabulary banks and to fostering language skills. Teachers use the Units of Study to assist with creativity and exploration and to provide real and meaningful opportunities for the children to practice foundation skills in a fun, developmentally appropriate and supportive way.

Social and Emotional Learning

Integrated into the High Scope curriculum is Social emotional learning (SEL). SEL is critical in engaging students, supporting adults, building relationships, and creating a foundation for academic learning. To this end, OECC has planned around the well-being of staff to ensure that they may support the social and emotional well-being and learning needs of their students and families. Supporting students and staff in feeling safe, connected, and hopeful are priorities for the 2020-2021 school year. The CASEL competencies (as identified by the NJDOE-ECE) and Positive Behavior Support (PBS) will serve as the foundation for our SEL curriculum component. Our support staff and instructional staff will work collaboratively with teachers to provide support to children and families.

The five CASEL core competencies include:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationships Skills
- Responsible Decision Making



Positive Behavior Support (Domain 2)

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

The Pyramid Model

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

Tiers of the Pyramid Model:

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

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

OECC has two qualified social workers who can support the needs of our children, families and staff as we reenter our school. They are prepared to provide opportunities for connection and reflection among students, families, and staff. It is critical that we make time for these conversations and ensure that all voices are heard. SEL will be a priority of our school and will permeate in all areas of our program.

- Integrating SEL in teaching practices (i.e. solution cards, social stories, above the line, bucket fillers, emotional/feeling charts, etc.)
- Utilizing trauma-informed practices
- Identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges.



Report Card Schedule

Orange Township Public School District
2021-2022
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of August 2, 2022

Reporting Period	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Thursday 10/7/21	Thursday 9/30/21	Wednesday 10/13/21 4:00pm	Thursday 10/14/21 End of Day
MP1 Report Card	Friday 11/12/21	Friday 11/5/21	Friday 11/19/21 4:00pm	Conferences (PreK-7) 11/22/21 5:30-7:30 (8-12) 11/23/21 5:30-7:30
Interim Report Card 2	Thursday 12/16/21	Tuesday 12/7/21	Wednesday 12/22/21 4:00pm	Thursday 12/23/21 End of Day
MP2 Report Card	Thursday 1/27/22	Thursday 1/20/22	Friday 2/4/22 4:00pm	Conferences (PreK-7) 2/7/22 5:30-7:30 (PreK-7) 2/8/22 1:15-4:00 (8-12) 2/9/22 1:15-4:00 (8-12) 2/10/22 5:30-7:30
Interim Report Card 3	Tuesday 3/8/22	Monday 2/28/22	Wednesday 3/15/22 4:00pm	Thursday 3/16/22 End of Day
MP3 Report Card	Monday 4/11/22	Monday 4/4/22	Wednesday 4/13/22 4:00pm	Thursday 4/14/22 End of Day
Interim Report Card 4	Friday 5/20/22	Wednesday 5/11/22	Thursday 5/26/22 4:00pm	Friday 5/27/22 End of Day
MP4 Report Card	Wednesday 6/22/22	Wednesday 6/15/22	Thursday 6/23/22 3:00pm	Friday 6/24/22 12:30 PM

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

Lesson Plans



Orange Township Public Schools

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



Lesson Plan and Substitute Plan Submission Dates School Year 2021-2022

Lesson Plans	Sub Plans
September 3, 10, 17, 24	September 14, 2021
October 1, 8, 15, 22, 29 (29 th will include Nov. 1 – Nov. 12)	October 12, 2021
November 12, 19 (19 th will cover 11/22-- 12/3)	November 9, 2021
December 3, 10, 17 (17 th will cover 12/20 – 1/7/2022)	December 7, 2021
January 7, 14, 21, 28	January 4, 2022
February 4, 18 (18 th will cover 2/28 – 3/4)	February 8, 2022
March 4, 11, 18, 25	March 8, 2022
April 1, 8, 14 (14 th will cover 4/25 - 4/29), 29	April 12, 2022
May 6, 13, 20, 27	May 10, 2022
June 3, 10, 17	June 7, 2022

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 14, 2022 is a Thursday

Outside Time

- Outside time is important for the development of fine and gross motor skills.
- We will only have two classrooms on the playground at a time.
- The OECC custodian will disinfect playground equipment and other shared equipment between uses.
- Students must wear comfortable clothing and safe footwear to school so they can participate in the various activities outside without needing to change.
- Everyone will always wash hands immediately after outdoor playtime.
- Staff will coordinate activities for organized play with small groups of children to run, play catch, ride trikes, etc.

Assessment Portfolio/Folders (Policy 2624 - Domains 2E, 3D, 4A, & 4B)

Teachers will use data to inform planning, monitor progress, and assist parents in reinforcing learning at home. Student outcomes will also be used to inform professional learning. The Child Observation Record (COR) will be the primary tool for assessing children whether in class or during remote learning.

Based on objective anecdotal notes about children, recorded over time by an observer, each COR item is scored using an eight-level scale ranging from 0 (lowest) to 7 (highest). Instructional staff must observe children throughout the daily routine and take notes as children are engaged in the process. Notes are entered in the COR data base and scored on a weekly basis. Instructional staff use assessment data to inform their instruction for individual children. There are three COR periods in a school year. After each period teachers and coaches must complete a report on the progress of the children in all areas of development and create a plan for children who are experiencing challenges.

The COR assesses early young children in eight content areas:

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

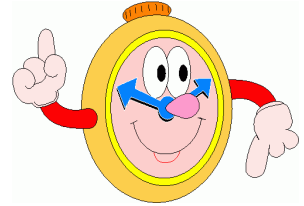
Student Work Folders and Portfolios

- Individual student work folders must be maintained. These folders must include student work collected during the year. They must be available during parent/teacher conferences and for scheduled PIRS meetings if a request for assistance is needed for students who may be experiencing academic or behavioral challenges. A sample of these folders will be requested for administrative review periodically throughout the school year and must be made available upon request.
- Portfolios are created from the students' work folders. Every student moving on to kindergarten the following school year must have a Portfolio. Teachers must take required work samples from the students' work folder to compile the portfolio.

Attendance (Domain 4B)

Staff Attendance

- All staff need to sign-in by 8:20 a.m. and sign out at the end of the day.
- All staff must complete the COVID-19 Health Questionnaire before entering the building.
- All staff will sign in/out at the security desk and record their temperature each day.
- Be on time to prepare yourself and the learning environment for our students.
- Students who have not been picked up by 3:20 p.m. must be brought to the security desk after contacting the family. Teachers, Paraprofessionals, and Support Staff may leave when ALL professional responsibilities have been met.
- All staff enter an absence and provide the reason for your absence before 6:00 a.m. of the day of your absence.
- Personal days must be requested in writing (hard copy or email) at least 48 hours prior to the absence.



Student Attendance:

- Teachers are required to take attendance using Attendance Cards.
- Teachers must enter attendance into Genesis by 9AM daily.
- Electronic attendance and attendance cards are legal documents, therefore, teachers should maintain cards in a secure place and record attendance daily. The attendance cards must accompany you during all fire drills and evacuations.

Books (Domain 4B)

Each staff member is responsible for the books and resources in his/her class/office that were purchased by the district. Staff must maintain accurate records of books/resources and must notify the office of lost, damaged or stolen books/resources as well as keeping an accurate record of items given to students, families or colleagues. This will allow for accurate inventory to be taken at the close of the year.

Bulletin Boards (Hallways/Classrooms) (Domain 2E)

Give proper attention to maintaining attractive bulletin boards that are content appropriate and demonstrates the rigor of the learning and teaching in the classroom. Students may assist with bulletin boards. The work of students should be displayed neatly.



It is expected that bulletin boards will be changed on a regular basis. Make sure materials are hung in a neat manner and that they are properly secured (not falling down). This is a direct reflection of the professionalism of our school and the quality of service we provide to students, families, and the community. **Bulletin Boards speak volumes about who you are, we are as a school, and who the students are. Bulletin Boards are learning boards.**

The expectation for Support staff is that all bulletin boards will be neat, informative, and changed or refreshed periodically throughout the school year. The boards must reflect the mission, vision and philosophy of the district and the school.

Classroom/Office Environment (Domains 2A - 2E)

Your classroom/office must always reflect an organized, safe, clean and stimulating learning environment.

Each classroom will reveal:

- Clearly defined and organized space for student materials (i.e. coats, backpacks, books). **Floor space must be clear of objects that could cause injury.**
- Learning centers and materials clearly labeled and resourced appropriately.
- Updated bulletin boards that are attractively displaying student work with the following information (**Title** for the display, **Standards and KDIs** and a brief **Blurb** of the work being displayed). *Only authentic student work should be placed on bulletin boards.* Ditto worksheets are **not** acceptable.
- Charts that are neatly created, attractively displayed, and most importantly, reflect the learning taking place in the classroom as a means to support student learning.
- A safe learning environment free of any hazards. Anything that is unsafe must be reported to the principal immediately.

Cleaning of Rooms (Domain 2C & 2E)

Custodians have the immediate and direct responsibility for the care and maintenance of the building and grounds. However, it is expected that all staff and students cooperate in keeping our school clean. Everyone is expected to establish good classroom/office cleaning habits from the beginning of the school day. Before leaving for the day all classrooms and offices should be in good order. Also, it is the expectation to extend classroom cleanliness to halls, stairways, bathrooms and school grounds.

Remember, students are not allowed to go to the bathroom by themselves; they must always be supervised by an adult.

COVID-19 Hygiene Measures and Procedures

There will be signs for social distancing and proper handwashing throughout the building.

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

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

1. **Handwashing:** As soon as students arrive to the classroom, they will wash their hands properly. Hands will also be washed throughout the day and more frequently with soap and water for at least 20 seconds. Hand sanitizer will be used when soap and water is not available. Sanitizing stations are located throughout our school.
2. **Sanitizing/Disinfecting:** All hard surfaces will be wiped down throughout the day, before and after use as well as at the end of each day. Any toys that go into a child's mouth will be put into the disinfecting process as usual. All surfaces and toys will be sprayed at the end of the day. All sensory bins, soft toys, pillows, dress-up clothes will be put away during this phase of opening.
3. **Mask wearing:** children will be expected to wear a mask when they enter/exit the building, when using the bathroom (only classrooms that do not have a bathroom), while walking in the hallways, on the playground and when they cannot practice social distancing. While in their own classroom – they may

remove the mask and place it in their personal book bag. Staff are expected to wear a face covering throughout the day (with breaks) unless health reasons prohibit the wearing of a face covering. The district will purchase a face shield for all staff.

4. **Plexiglas shields:** shields will be provided for secretaries and security guards. Each student in the district will have a trifold type desk shield.
5. **Social distancing:** Each class is considered a “family.” Each “family” will socially distance from other “families” to ensure safety. Children will not need to wear a mask when they are in their “home” (classroom). Children are prohibited from wearing a mask during naptime.
6. **Potty Training:** A school district with a state funded preschool program cannot mandate that preschool students be potty trained prior to program enrollment (this includes preschool contracted providers and Head Start). The only requirements for enrollment in a state funded preschool program are age and residency within the school district. Eligible children cannot be denied enrollment into the preschool program, nor can they be removed from the program due to the lack of potty-training skills. Teachers and support staff will utilize all safety precautions when changing children. Due to the pandemic, extra precaution will be taken as teachers will be provided with a face shield, disposal gloves, and disposal gowns to protect their clothing. Children must wear a mask while being changed. Teachers will dispose of the gloves and gowns after changing each child and will wash their hands properly and thoroughly.

School Cleaning Practices (COVID-19)

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

- Examples of frequently touched areas in schools:
 - Classroom desks and chairs
 - Classroom sink handles
 - Countertops
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains
 - School bus seats and windows
 - Sign in/out materials (e.g. pens, paper)

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

- Regarding bathrooms:
 - OECC will avoid crowds in the bathrooms by limiting the number of students who can enter at a time.
 - OECC has open trash cans to avoid children touching the lids
 - Doors are open to avoid touching handles
- Classrooms have EPA-registered disposable wipes for teachers and staff to wipe down commonly used surfaces before use (e.g., keyboards, tables, etc.).

- OECC has a process and schedule for the routine cleaning and disinfecting of furniture. The OECC building will be cleaned and disinfected after a person has been identified as COVID-19 positive.

Classroom Management (Domain 2C & 2D)

Classroom management is an essential element in every classroom. Students must know the expectations for the classroom as well as the daily routine. Procedures must be practiced **repeatedly** until the students do them automatically which will establish a routine.

Procedures/rules/agreement charts must be visible in the classroom and they must be referred to by **students and teachers** throughout the day. The step-by-step instructional charts provide a visual reminder so that the students will learn exactly what is expected of them.

The key to maintaining classroom control is respect: respect given to the students and respect from the students.

The expectation is that all teachers, paraprofessionals, and support staff will follow the High/Scope Conflict Resolution Steps to assist with problem solving. A more detailed explanation of the steps can be found in the Teacher's Manual.

Minor discipline cases are best handled by the teacher. If minor issues are referred to the principal or school counselor, then the teacher's effectiveness for problems of a more serious nature will be lessened and students soon become aware of the ineffectiveness of the classroom teacher. If there is a situation where a child needs to be removed from the classroom, call the school counselor first for assistance. If the situation warrants, the school counselor will discuss the issue with the principal and appropriate staff members so that a course of action can be established.

If a teacher gets to a point where he/she and/or the student need a break, the teacher may plan to take the student to a buddy room. A buddy room is another teacher's classroom (the teacher must agree to be a buddy). In that classroom, there should be a place for the child to cool off. If, upon returning to the classroom, the misbehavior continues, the staff member must contact the school counselor.

Discipline is not a group matter. An entire classroom should not be punished for the misdeeds of a few. Please remember to talk with a student individually, as an audience may be humiliating for the student and escalate the situation.

All staff should show respect to all students. Fairness should be practiced. Students should be taught and shown how to take responsibility for the choices that they make. Staff members should not engage in power struggles with a student. Simply state what it is you want the student to do, then walk away. After a fair amount of time, go back to the student and repeat your expectation. Give students choices whenever possible to maintain shared control.

Please remember that parent communication is a must. Teachers/School Counselor must communicate their concerns with the parents/guardians and the communication must be documented. When speaking with parents about student concerns/issues, it is highly recommended to begin the conversation with something positive about the student, followed by clear and specific concerns/issues and examples. It is also recommended that teachers do not give parents/guardians negative reports every day as this may cause them to shut down and become non-responsive.

The 1st time a parent/guardian is hearing from you should always be for a positive reason.

Personal Belongings

While in this phase of operation, children may not bring in any personal belongings aside from what is approved. No toys or personal items from home will be permitted at this time.

Bedding will be sent home on the last day of each week, and it is mandatory that bedding be laundered before returning the next week. Bedding will be stored in large plastic bags for health and safety reasons.

Code of Conduct (Domain 2C & 2D)

The development of student self-discipline is, of course, the ultimate aim. Building student character is a continuous process. We want all students to behave appropriately in whatever situation that they may find themselves in. This includes, but is not limited to, the respect for personal, private and public property as well as respect for self and the rights of others. It is the responsibility of every staff member and parent/guardian to develop these goals for good attitude and appropriate conduct in our students.

The teacher must act as a model, both precept and by example. Discipline should be firm, fair and consistent. Further, it is every teacher's responsibility to take necessary steps in order to maintain a safe, pleasant, and positive school environment, at all times with all students. This is further delineated in Board Policy #3280 and should be referred to by all staff. Students are expected to behave and conduct themselves within the parameters of safe and acceptable social behavior, including the use of proper language during the entire school day.

There is no place in the classroom for ridicule or sarcasm by students or adults. Similarly, there is no place for loud, threatening or harsh voices, and no excuse for threats of unreasonable punishment.

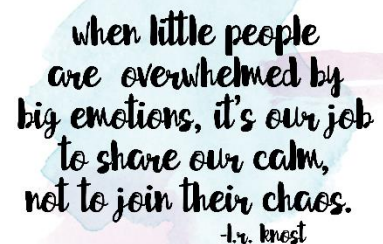
Good judgment on the part of the teacher and placing minor infractions in perspective can add to the effectiveness of classroom organization and will minimize major interruptions in the educational program. It should be understood, however, that no teacher will tolerate serious incidents of misconduct. Administration highly supports staff in the maintenance of a classroom atmosphere, which is conducive to learning. Please contact Administration if involvement is needed in areas of major misconduct.

Corporal punishment is not allowed under any circumstances.

Student Behavior (Policy 5560 & 5600 & Domain 4B)

A Student Behavior Form must be completed on students who must be removed from the classroom for disciplinary reasons. Reminder – this should occur only *after* the staff member has made an adequate attempt to resolve the situation under his/her supervision. A copy of the form should be given to the school counselor as well as the principal; the original should be maintained by the teacher. Should the student need to be removed, the form must be completed with the following information **and** within 24 hours:

- Date and time of incident
- Description of incident to include what steps were taken by the staff member to resolve the situation and what actions the student engaged in with the steps taken
- Person(s) involved
- Name of adult(s) witness to the incident



when little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.
-L.V. Knight

Acts of physical aggression towards a staff member by a student: (Policy 5612)

1. The principal will be called immediately.
2. The principal will interview the teacher and student to gather facts of the incident to include:
 - a. Date and time of incident
 - b. Description of incident
 - c. Person(s) involved
 - d. Name of adult(s) or student(s) witness to the incident
3. The principal will meet with the teacher and student separately or as deemed appropriate.
4. The staff member will be seen by the school nurse to assess injury, if any.
5. The principal will also advise the staff member to provide a written statement regarding the incident.
6. The superintendent's office will be called if appropriate.
7. The parent/guardian will be called by the school counselor or principal.
8. A conference with the parent or guardian will include the following:
 - a. Review of written statement
 - b. Recommendation(s) for action by the principal to the parent/guardian and teacher.
 - c. Written report to the Superintendent.
 - d. Enforcement and follow-up.



NO STUDENT CAN BE SUSPENDED OR EXPELLED FROM PRESCHOOL!



If there is an allegation of student abuse by a staff member, the following will take place:

- The principal will interview the student to gather all information concerning the alleged abuse. The student will be sent to the nurse to assess for injury (if any).
- The staff member will be made aware of the allegation, advised to contact the building representative, and interviewed by the principal with union representation if desired.
- Based on the findings, the principal will make a report to DCPD (Department of Child Protection and Permanency)
- The superintendent's office will be notified and a written incident report will be completed and submitted inclusive of the principal's actions based on the findings presented.

If a staff member has reasonable concerns that a student is being abused, the following will take place:

- Under NJ Law, that person is required to report the incident to DCPD (Department of Child Protection and Permanency at 1-877-652-2873)
- The principal must be notified immediately
- The student will be seen by the nurse to assess for injury (if any)
- School counselor may be notified by the principal

Common Planning Time (CPT) Meetings (Domains 1A – 1F, 4D, 4E)

Within the schedules there is an allotted time to have Common Planning Time meetings. The expectation is that all members of that team are required to meet. Staff members are expected to be active participants by being prepared for the meetings with requested items, data information, and other forms of documentation needed to facilitate the meetings. The following areas should be discussed and minutes of each meeting must be documented and submitted to Administration within 2 working days of the meetings:

1. Meetings will start on time. Please ensure to sign in when you arrive.
2. Cell phones and electronic devices should be silenced during meetings. This is not the time for social networking or personal phone calls.
3. Everyone will be the note taker for at least one month (4 weeks) of CPT meetings.
4. Minutes need to be sent via email to all members of the meetings including administration within 2 working days of the meeting being held. (Google Docs or OneDrive can be the electronic platform for recording minutes and content area information.)

Student initials should be used in the meeting minutes, not full names of students.

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 (Domains1A – 1E, Domains4B, & 4D)

All of us must make greater use of the data available to us on our students. 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 that demonstrates 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.



1. 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.

Example: COR Data

2. 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: Attendance, age, pre-school experience, family configuration, socio-economic status, gender, ethnicity/race.

3. 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, books, resources, curriculum organization, schedules, expectations, staff attendance, expertise, classroom organization, classroom management, support services, safety nets, etc.

4. Analyzing Data

Continuing in September, data will be analyzed and documented to assist the drive of instruction. It is expected that data submission dates will be adhered to in a timely fashion. Data must be discussed during Common Planning Times (CPT) and documented in the CPT minutes. Evidence of data analysis being used to improve student achievement will also be discussed during staff meetings. It is ***everyone's responsibility*** to collect and analyze data.

Student Arrival and Departure

Arrival:

- Parents/guardians are not permitted in the classrooms at this time.

- Sign in sheets will be posted outside of the classrooms for signing in and out daily (parents/guardians MUST write a working phone number everyday).
- Teachers must welcome children into the classroom and follow the morning routine.
- Students cannot be sent to their classroom unsupervised. **Teachers must be present in their classrooms at all times when children are present.**
- Teachers must ensure that families provide a working telephone number for emergencies.
- Children who arrived by a transport service must be signed in as well by the driver or the aide.

Departure:

- Children must be signed out by an authorized person only.
- The sign out sheets will be located outside of the classroom.
- Teachers must prepare children for departure when the authorized person arrives to sign them out.

Distribution of Flyers and All Other Correspondence (Domain 4C)

No printed material may be distributed to students in the classroom or on school grounds unless it has been submitted to the principal and permission has been given to do so. If there are any questions regarding the nature of the material to be distributed, particularly if it is teacher-made and not in direct relation to the classroom curriculum, check with the principal before distributing.

From time to time, teachers will be distributing flyers to students to be taken home. Flyers and notices are to be distributed on the day they are given unless otherwise stated. Be sure to check your mailbox each morning and prior to dismissal to allow for timely distribution of materials.

All outside agencies' flyers must be approved by the Superintendent's office.

Doctor's Excuses and Notes (Domain 4B)

The school, along with the parent/guardian, has a major responsibility in ensuring the health and welfare of all students.

If a student has a note from a doctor concerning an illness or requesting no physical exercise, send the doctor's memo and the child to the nurses' office immediately. The Nurse will notify all teachers of students with health concerns, particularly: asthma, heart condition, epilepsy, bladder issues, food allergies, etc.

Advise the parent/guardian to contact the school if his/her child is going to be absent or late.

Admission/Exclusion Due to Symptoms Of Illness

- Children who are obviously ill with fever, diarrhea, vomiting, green-runny nose, puss/oozing eyes, disease or condition (i.e.- ringworm, head lice, chicken pox, measles, mumps, pink eye, fever over 100 degrees, etc.) will not be admitted to the program. It is a danger to other children and staff members at our school. If families have any doubts about their child's health, they must call 973-677-4000 ext. 1906 to speak with the school nurse. If children appear to be sick or has any of the above symptoms while at school, the school nurse will notify the family immediately, and it is necessary that the child be picked up within one hour of notification.
- The child will be permitted to return when his/her temperature is normal for 24 hours without aid of fever-reducing medication. Children must have any prescribed medication, such as antibiotics, in his/her system for at least 24 hours before returning. In the event that a child is sent home with one

of the above health concerns, he/she will not be permitted back to school without a doctor's note. The doctor's note must be written on their letterhead and read that the child can return to school because what they have is no longer contagious.

- Permission for a child to be administered medicine in the school must be approved by the physician and completing a medication form. Medications for maintenance will be administered throughout the day as required. The medication must be given to school nurse in its original bottle, which contains the pharmacist's directions. The medication log must be signed by the parent at this time and will be kept on file. Children will be given their medication according to the prescription specifications only.
- We ask that all family members and staff inform us of any potential exposure immediately. A potential exposure means being in close contact (within 6 feet) of an individual with confirmed or suspected COVID-19 for at least 10 minutes. The timeframe for having contact with an individual includes the period of 48 hours before the individual became symptomatic.
- We will safely and respectfully isolate children who show symptoms related to COVID-19 in our established isolated space (near the nurse's office). Students will remain in isolation with continued supervision and care until picked up by an authorized adult.

Symptoms of COVID-19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19: Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- A fever of 100° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Dress Code (Policy 3216/ Domain 4F)

All staff are expected to follow the district's dress code in all phases of reentry, which is Board Policy #3216 which includes:

- A. Females may wear skirts, slacks, blouses or sweaters, dresses, or slack suits. No designer jeans.
- B. Males shall wear dress or similarly tailored sport shirts. Dress or sport jackets with ties are strongly encouraged, but not required. Turtleneck shirts and sweaters are permitted. All shirts worn by male teachers must have a collar, and they should wear trousers.
- C. All staff members shall maintain clean and well-groomed hairstyles.

Please note that the following grooming exceptions **are not acceptable** during school hours:

1. Torn or dirty clothing.
2. See-through blouses.
3. Excessively tight-fitting clothing.
4. Dungarees or jeans made of denim (corduroy is permitted).
5. Jogging suits (for Dance or Physical Education only).
6. Any dress or grooming which would attract undue attention, create disruption or would be potentially unsanitary or dangerous.
7. Beach wear (plastic thongs, beach jackets, swimwear, etc.)
8. Shorts. ("Shorts" shall mean Bermuda, cut-offs, hot pants, culottes that look like shorts, athletic shorts, or swimsuits.) Dresses and skirts shall be knee length or longer.
9. Hats in the classroom. ("Hats" shall not include headwear of religious significance such as yarmulkes or hijab.)
10. No flip flops or sneakers without a medical reason.
11. No leggings, pants made of spandex material, or low-rider pants.

I will monitor the dress code throughout the entire school year.

Dress Down Days (Policy 3216/ Domain 4F)

- Throughout the year, there will be occasions where staff will have the opportunity to participate in Dress Down Days. The expectation is that the staff continues to dress in a professional manner and adhere to the guidelines in the district policy #3216. (See above.) The only exception is #4 in which staff will be permitted to wear jeans on Dress Down Days.
- If you have to think twice about the appropriateness of wearing it to work, then it would be best not to do so.

Evening Events

All certificated staff must actively participate at a minimum of **five-night** functions/meetings-Back to School Night and Parent Conferences are required. Sign in sheets will be available for all staff.

Back to School Night- September 29, 2021

Fall Parent/Teacher Conferences- November 22

Winter Parent/Teacher Conferences- February 9 (daytime conferences) & 10 (evening conferences)



Extension Activities (Homework) (Policy 2330)

Although Policy 2330 refers to the district Homework policy, it can be used as a guide to provide appropriate homework for preschool students. Teachers should assign homework or extension activities appropriate to the age and ability level of the students in their class to support the learning that goes on in the classroom and to increase student achievement. Homework activities must be posted on SchoolWires website for parent and student access and updated on a consistent basis. (NOTE: homework must be indicated on the teacher’s lesson plans).

Field Trips (Policy 2340/Domain 1A-E, 4B, 4C & 4D)

There will be no field trips of any kind at this time. We will plan school-wide virtual field trip/special guests as the year goes on.



Parties and Celebrations

We will celebrate our children's birthdays in the classroom as this is a special event for our children; however, visitors will not be allowed in the classroom, and we will celebrate without outside food, snacks, cakes, or other treats.

Staff Lunch

Instructional and Support Staff have a **30-minute** lunch every day. Eating lunch during instructional time is not permitted. Water in closed, plastic containers is permitted as needed during instructional time. Glass is not permitted due to safety issues. Eating food or snacks during instructional time is not permitted.

Student Meals

Children will have their meals family style each day. They will eat in their classrooms at tables with as much space as possible between them.

Food Allergies

We are a peanut-free facility; please do not plan cooking projects that contain peanuts. All allergies must be posted in the classroom.

Harassment, Intimidation, & Bullying (Policy 5512.01)

- Staff are expected to follow all state/district guidelines regarding the HIB procedures and process when reporting suspected HIB incidents.
- District policies are located at the district website: www.orange.k12.nj.us

Mail, Memos, and E-Mail (Domain 4d & 4F)

Please be sure to check your email and mailbox at least two times a day. Messages, which require immediate action, are often placed in your mailbox. School mailboxes must be cleared out every day. **All memos and handouts must be distributed to students in a timely fashion.**

The Orange Public Schools email system may serve as a convenient and powerful tool when communicating with the families of our students. Please be advised that the school e-mail system is subject to the State of New Jersey Open Public Records Act. Government records must be readily accessible for inspection, copying, or examination by its citizens, with certain exceptions, for the protection of the public interest. With this in mind it is advised that the following guidelines be adhered to when communicating with parents via email:

- Refrain from communicating sensitive or confidential information via e-mail. This type of information should only be shared in a parent conference. Examples include but are not limited to student COR/ESI-R scores, disciplinary information, medical records, etc.
- E-mail is not an acceptable substitute for instances that require written permission (Ex: Field Trips, Early Dismissal Requests, etc.)
- All communication via district e-mail shall be for school related purposes only. Please refrain from using District e-mails for any and all personal use. (ex: morning message, morning laughs, chain notes, party invites, except that of the Sunshine Committee)
- The use of the district e-mail system to engage in any communications that violate federal, state, local, or district code, policy or regulation is strictly prohibited.

Please note that this section of the staff handbook does not supersede any district policies as they pertain to acceptable use

Length of Day

- Working hours are 8:15 am to 3:20 pm (or until all professional obligations have been met).
- Paraprofessionals are required to attend staff meetings and professional development sessions according to the new contract
- All counselors and CST members are required to remain 15 minutes beyond teacher contractual dismissal time per the contract

Phone Usage (Policy 3321/Domain 4F)

- Instructional staff will not be called from class to answer telephone calls unless there is an emergency.
- Cellular Phones—Staff are prohibited from accepting or making calls from their cellular phones during instructional time. **Bluetooth devices or anything similar cannot be worn in the classroom.** Further guidance on this area can be found in the Board Policy #3321.
- Visiting Social media sites during instructional time is also prohibited.



Public Relations (Domain 4)

Notes/telephone calls to parents should reflect good common sense and information conveyed in a highly professional manner. Teachers should send positive notes/telephone calls and not only those that convey negative messages. **This should be kept in your parent communication log.** Presenting a positive image and attitude about the school atmosphere is a priority and should be demonstrated as part of a professional responsibility to the community and children.

Purchase Orders (Domain 4)

For materials and supplies received, please be sure to provide all packing slips to Mrs. Guzzo in the Main Office within 1 week and clearly identify if all items have been received so accounts can be paid accordingly. If the packing slips are not submitted so the accounts can be paid according to the Business Office policies and procedures, the staff member may have to absorb the amount of the Purchase Order.

Referrals to the Nurse (Domain 4)

All accidents and illnesses must be reported to the nurse if she/he is in the building. If the nurse is not in the building, such cases should be reported to the office. In addition, all accidents and illnesses must be reported on forms to be provided by the nurse.

Request for Supplies (Domain 4)

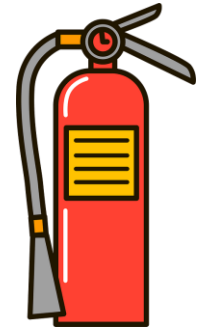
Email requests should be given to administration or the teacher coach for additional supplies throughout the school year. Office supplies and materials must be school related and classroom supplies and materials must be used by students or purchased for students to enhance their academic program. Be mindful that **buying supplies on your own will not be reimbursed by the district.**

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

Fire Drills

- ✓ Fire alarm will sound.
- ✓ Children must be escorted quickly out of the building in a quiet and orderly manner.
- ✓ Teachers must have their classroom attendance cards and sign in/out books with them.

- ✓ Close classroom doors after the class leave the room.
- ✓ All classes are to proceed outside of the building with the teacher to the designated area.
- ✓ The teacher must always remain with the class and check class attendance.
- ✓ Children are to bend over and walk quickly in all smoky areas and walk upright in all non-smoky areas.
- ✓ Teachers are to instruct children that are not in their class (bathroom, office, etc.) to go to the nearest class and proceed with them until the safety drill is over.
- ✓ Fire drill instructions/procedures must be posted in every classroom.



Lockdown Drill

- ✓ During a Lockdown, classroom doors are to be closed and locked.
- ✓ Lights are to be turned off.
- ✓ Students and staff are to move to an inside wall area away from windows/doors and not visible to anyone.
- ✓ The Lockdown will continue until an announcement is made indicating that it is complete or with further safety instructions.

Active Shooter Drill

An active shooter situation involves one or more individuals' intent on causing physical harm who are believed to be armed, has used, or has threatened to use a weapon to inflict serious bodily injury or death on other person(s) and/or continues to do so while having unrestricted access to additional victims.

In response to an active shooter, the building may be placed under lockdown or an evacuation may be ordered but not usually.

Once a building is in lockdown the law enforcement incident commander will determine whether to order a law enforcement-supervised evacuation or leave it in lockdown mode.

Evacuation Drill

Evacuations could address Bomb Threat scenarios as well as others, which would require the following procedures to be instituted:

- ✓ The need for all occupants of a school building to orderly and safely evacuate.
- ✓ The need to evacuate to different assembly locations depending on the situation.
- ✓ Emergency responders should be notified so that they are aware of the situation and may take appropriate action.

Staff Observations & Evaluation (Domain 4)

In a collaborative effort with staff, the school and district administration will evaluate school personnel in the performance of their assigned duties. The evaluation of personnel will be throughout the year. Formal/informal conferences will follow observations/evaluations. Classroom observations are conducted to assist in the improvement of instruction and are performed in accordance with district guidelines, board policies, and Achieve NJ Law. Staff are expected to complete the necessary components of pre-observation, reflection, post-observations, artifacts, etc. within the timeframes given.

Staff Meetings & Professional Development (Domain 4D)

Staff meetings and district in-service days will occur throughout the school year each month. Teachers are expected to attend all school/district meetings to which they are assigned. The district in-service calendar

should be consulted. Please be reminded that your professional day is over when all professional responsibilities are met. Staff are expected to accumulate professional development hours in accordance with AchieveNJ Law. Professional Development Plans (PDPs) are to be developed, entered into MyLearningPlan, and followed accordingly.

Stipend Time Sheets (Domain 4F)

Stipend time sheets are to be submitted as requested by the Principal based upon the dates given. Staff members do not deliver their own time sheets to the Board Office. Time sheets not submitted on may result in delayed payments or non-payment due to budgetary guidelines. Time sheets must include the following or **they will be returned to the staff member**, which may result in a delay from payroll.

- Date
- Name
- Position being held for stipend
- Budget code number
- Board approval date
- Total number of hours worked
- Summary of duties performed
- Signatures as indicated on timesheet
- Copy of the Board Agenda page that indicates stipend approval

Committees (Domain 4D & 4E)

OECC believes that staff input, and assistance is vital. Therefore, all staff can serve on at least one approved committee. Investing time to support the students and the community is an important part of professional responsibility. Staff may volunteer for a committee that is of interest to them. The Principal reserves the right to request the expertise of certain staff on specific committees. Sign in sheets and minutes from the committee meetings must be submitted to the principal 48 hours after a meeting.



Substitute Teachers

Teachers must call the Substitute Service by 6:00 am on the day of an absence (ESS.com). Failure to report an absence may result in the docking of pay. Substitute lesson plans are the professional responsibility of all teachers. Lesson plans must be visible for the substitute to easily locate upon entering the classroom. Lessons must have materials available for the Substitute to use for the day.

The following information should always be available for substitutes:

- Student attendance cards
- Name tags with student names
- Name and location of a nearby staff member who could answer questions/concerns
- Daily schedule
- Fire Drill and Lock Down procedures
- Emergency cards and dismissal procedures to include who picks up students

Any concerns regarding the substitute should be directed to Administration who will follow up with ESS-K-12 Education Staffing and Management Solution. Positive comments should be shared as well.

Suspected Child Abuse

If you suspect Child Abuse towards one of your students, you have an obligation to report it to DCPD at 877-NJ-ABUSE. (877-652-2873). Inform the principal that a call has been made. When in doubt, make the call!

Supervision of Children (Domain 4)

A teacher must act as a reasonable, prudent person at all times, otherwise she/he may be judged guilty of negligence. The following can serve as a guide to ensure that you protect yourself:

- ❖ Do not leave your class at any time, always have someone cover for you
- ❖ Do not leave your class unsupervised anywhere, particularly in potentially dangerous areas such as the outside play area
- ❖ Do not allow any student to be separated from your sight, such as in the classroom or hall for discipline reasons or outside for special projects, etc.
- ❖ Do not permit a child to leave school without office clearance, except at regular dismissal time. Students should be released to the approved parent/guardian.
- ❖ Be on time and take seriously your supervision of the playground or sidewalks and halls, etc.
- ❖ Bottom Line: Students should **NEVER** be left unattended

The Principal's office should be not viewed as the discipline center of the school but rather as a supportive service to teachers in a continuation of their effort to provide guidance to students. Once a child is involved with the Principal, the work begun by the teacher can be expanded with further guidance sessions, conferences, involvement of other support services, schedule changes and stringent strategies designed to develop positive character traits.

Teachers must keep anecdotal records in a notebook for children who continually exhibit disruptive behaviors. Documentation must be provided for referrals to the PIRS team to assist with the creation of an action plan. **NO CHILD is to be sent home by the teacher.**

It is expected that the teacher will take the time to listen, to arbitrate and to help the child mature socially. Be consistent in holding firm to your stated expectations. If a student, despite your utmost efforts, continuously disrupts the learning atmosphere of your room, do not hesitate to contact the school counselor and/or the principal for assistance. Remember ~ good planning and teaching techniques are the best deterrents to potential discipline problems.

Visitors

Visits by Administrators

- Administrative walk-throughs of the building will occur on a daily basis.
- Instructional foci will be determined by staff discussions, SGO's, and other data sources based upon Quarterly Reports.

All students should be progressing, no matter what their performance level is in September.

Visits by Colleagues (Domains 4D & 4E)

- Any observation of colleague's teaching practice is welcomed and Administration will facilitate any coverage needed for staff members to do so. (However, this practice will be limited this year due to COVID.)
- Social visits with colleagues are not permitted during student instructional time.

Visits by Parents/Guardians

- Parent/Guardian visits will be prohibited at this time.
- In case of an emergency, all visitors must sign in, must wear a mask, and will be issued a pass from Security.

- The main office will contact the staff member directly to determine your availability to meet with a parent/guardian. If you must meet with a family member, please be sure to have a mask on and practice social distancing.
- Classroom meetings are prohibited at this time. Staff members should not meet any parent that was not brought to their attention by the main office. If this situation does occur, the staff member can schedule an appointment or call the main office for administration or security for assistance. Afterwards, the staff member needs to report this information to the school Safety Team or Administration for it to be addressed.

Webpages

All teaching staff are expected to maintain their staff webpage with the following requirements:

- ✓ Opening page of introduction with contact information
- ✓ Homework activities
- ✓ Parent resources
- ✓ Happenings within the classroom or content area
- ✓ Monthly newsletter

This is your communication to the parents and the community. Use it to your advantage to share webpages, information, and educational activities for the students. Technology support is provided for any staff that needs support with maintaining their webpage. Posting any student information must follow the district’s Acceptable Use Policy (AUP). See Administration before posting student photos, work, and names.

District Help Desk Support System (for Technology)

All users will be required to create a ticket prior to receiving Technical Support.

A link to the system is provided on the districts Home Page under “**For Staff**” > “**Help Desk Support**”.
<https://orangeboardofeducation.samanage.com/>

Once you submit your ticket it will instantly be added to the Support Que, and you will be able to track its progress in real time. You will also receive email notifications once you submit your Ticket, and throughout the support duration.

The System is linked to your Office 365 account for Easy Login.

Law Enforcement Unit

OECC has a Law Enforcement Unit which indicates that there are surveillance cameras throughout the school. Surveillance tapes may be utilized as evidence for incidences that may occur which may cause disruption or disorder to the school. The unit will be responsible for the storage of the tapes and ensuring confidentiality.

Staff Safety

Prevent Slips, Trips and Falls

Wear good support shoes at all times	Be alert while getting “in” and “out” of your car (report parking lot hazards)
All containers with liquids (tea, coffee, soda, juice, water, etc.) must have a lid to prevent spills	Clean up a spill if it is within your means or contact the custodian if not
Use handrails on stairs and never run up or down the stairs – also refrain from texting,	Do not carry anything in both hands going up/down a flight of stairs

reading or talking on the phone while using the stairs	
Do not stand on desks, tables or chairs for anything – use a foot-stool or contact a custodian for assistance	Do not hang anything from the ceiling
Only hang items on the wall as high as you can reach with both feet on the ground	Pay attention to where you are walking – avoid texting, reading and talking on the phone while walking

Practice Proper Lifting

Seek help to lift heavy items – if you have to lift objects, bend at your knees	When you turn your body, always step in the direction you face to avoid twisting your back – your maximum turn should be 90 degrees
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Classroom/Office Safety Tips

Keep walkways clear and items securely stored on shelves – clutter free is the best	Keep cords on the floor covered and secured from trip hazards
Design work areas to avoid awkward sitting postures and twist movements	Report poor floor condition (i.e. torn carpet, missing or cracked tiles, spills, etc.)

Winter Weather Safety

Be extra careful when snow & ice are on the ground – especially for ice as sometimes it cannot be seen	Walk with slow, short steps when walking on ice (if you cannot avoid it)
Wear sunglasses in icy weather to help see the ground better	Wear proper footwear in the snow/ice (flat, rubber bottom support boots are best)

Transportation Requests

- Transportation requests are the responsibility of Executive Director Mrs. Shelly Harper.
- The Board of Education approved a partnership between Essex Regional Education Services Commission for transportation.
- Request must be made three-weeks in advance.
- However, an administrator should only send transportation requests to Mrs. Harper.

Self-Care for Adults

Self-care habits help us stay healthy and at the top of our game. Because self-care and mental health are connected, neglecting one can have a negative impact on the other. Sometimes, stress or burnout may become severe enough that you cannot overcome it on your own. In this case, one of the best self-care steps you can take is seek counseling or another form of professional help. A professional can help you figure out how to practice self-care in manageable ways.

The following are tips for self-care strategies:

Mindful Teachers Blog: <http://www.mindfulteachers.org/>.

Headspace (Free Subscriptions for Educators):
<https://www.headspace.com/educators>

Why Teacher Self-Care Matters:
<https://www.waterford.org/education/teacher-self-care-activities/>

50 Self-Care and Workplace Wellness Ideas for You, Your Team, and Your Company:
<https://www.inhersight.com/blog/insight-commentary/self-care-and-workplace-wellness-ideas? n=137072925>

Why Self Care Can Help You Manage Stress: <https://www.verywellmind.com/importance-of-self-care-for-health-stress-management-3144704>

Mental Health: <https://www.activeminds.org/about-mental-health/self-care/>

Self-Care Resources for Teachers: <https://www.familyengagementcollaborative.com/self-care-resources-for-teachers.html>

The following are tips for mindfulness strategies:

Full Body Scan Acceptance of Self: <https://youtu.be/QS2yDmWk0vs>

Mindfulness and Reducing Winter Anxiety: <https://youtu.be/1eaEIge5vdk>

Mindfulness- Meditation for Health and Healing: <https://youtu.be/14PrBZ8oUXs>

Mental Health Tips: <https://youtu.be/fk9K3m-aQec>



COVID Addendum

In case of an emergency school closing that can only be determined by the Governor of the State of New Jersey, the OECC will following the COVID Protocols as outlined in the section below:

Remote Learning

OECC will use google classroom/zoom to provide instructions for lessons/activities, to model lessons/activities, to conduct assessments, and to answer questions. Class Dojo will be used to share information, lessons, resources, and for one-on-one communication between families and the school. The portfolio feature of the Class Dojo will be used for communication and assessment documentation. OECC will have five days of synchronous and asynchronous learning. One of the keys to ensure effective online learning is active participation. To provide online active learning, the following two learning modalities will be used:

1. Synchronous online learning which is a more structured learning strategy, where the activities/lessons are scheduled at specific times and in live virtual classroom settings. In this way, students benefit from real time interactions
2. Asynchronous online learning does not provide live classes, students are working on activities and lessons independently and at their own pace.

Hybrid or Remote Option

If the district has to institute a hybrid or remote option (per the Governor's orders ONLY), synchronous; live instruction will be at the apex of the model. Additionally, we will continue to utilize Zoom and/or Meet to promote real time instruction for students across the school district. Students will be engaged in the core subjects as well as elective classes accordingly in the synchronous fashion. Office hours will be utilized to promote sound individualized approaches to teaching and learning. Schedules will be made available accordingly should an emergency closure have to take place.

Schedule of Instruction

Time	Activity	Type of Learning
8:30 am - 9:00 am	Breakfast time preparation/set up for the start of the school day (be sure that all technology is charged up and that materials and supplies for the day are ready in advance)	
9:00 am - 10:00 am	Greeting Time – live instruction Message Time – live instruction Read Aloud – live instruction (story, discussion, questions) (children will have a 5 min brain break)	Synchronous (live instruction)
10:00 am - 11:00 am	Outside Time/Work Time (flexibility): Children can work independently on assigned tasks Children can engage in hands on activities and creative arts (i.e. painting, finger painting, drawing, playdough, collaging) Children can develop their large muscles by going outside or to the park to run, jump, play ball, ride a tricycle, etc. Children can engage in mindfulness strategies, yoga, and stress release activities	Asynchronous (independent learning)
11:00 am - 12:00 pm	Large Group Time: music and movement, songs, nursery rhymes, dance, etc.	Synchronous (live instruction)

	Small Group Time (teacher and para will break up into two small instructional groups): Monday – English Language Arts (ELA) Tuesday – Math Thursday – Science Friday – Social Emotional Learning (SEL) (children will have a 5 min brain break)	
12:00 pm - 1:30 pm	Lunch/Nap Time for Children	
1:30 pm - 3:00 pm	Outside Time/Work Time (flexibility): Children can work independently on assigned tasks Children can engage in hands on activities and creative arts (i.e. painting, finger painting, drawing, playdough, collaging) Children can develop their large muscles by going outside or to the park to run, jump, play ball, ride a tricycle, etc. Children can engage in mindfulness strategies, yoga, and stress release activities Teachers are available to meet and to provide extra support to children as necessary	Asynchronous (independent learning)

Class Dojo

The following are the expectations for communication to families and remote learning:

- ClassDojo is checked twice a day for messages from parents: morning and afternoon. A response to parents is required within 24 hours.
- Lessons must be posted on ClassDojo daily.
- Announcements must be posted in a timely manner for families.
- Utilizing the portfolio aspect of ClassDojo for student work.
- Teachers and Paraprofessionals must work collaboratively with one another to ensure that postings are not too overwhelming for families and address the specific skills being taught for a specific unit.
- All posts adhere to professional standards (for example, proper grammar, dressed appropriately for videos/pictures, and materials are accessible to families if applicable).
- Review speech to text features before you post. Ensure what you say is what is written.

Implementing a Modified Version of High Scope Virtually

1. Greeting Time (GT) and Morning Message (MM) – teachers will record GT and MM for the children learning virtually who cannot meet at the designated time frames.
2. Small Group Time (SGT) – teachers will use our virtual platforms to provide instruction individually and in small groups. Teachers will provide live and prerecorded instruction were appropriate. Teachers will differentiate instruction and will observe and take anecdotal notes as necessary. Teachers and paraprofessionals will alternate conducting SGT. During SGT, teachers will engage children in read aloud activities, math activities, ELA activities, science activities, and SEL activities.
3. Large Group Time (LGT) – teachers will use our virtual platforms to provide instruction. Teachers will provide live and/or prerecorded instruction were appropriate. The type of large group time activities will be different from the large group activities conducted in class. Appropriate LGT activities virtually could focus on nursery rhymes, singing, games, etc.
4. Outside Time (OT) – teachers must encourage families to take children outside everyday (weather permitting) to develop their large muscles, hand-eye coordination, balance, etc.

5. Work Time (WT) – children will work independently on projects, creative arts, and various activities that build from SGT, and/or activities to further explore the current unit of study. Teachers must inform families of the required materials for the lessons/activities at least one week in advance. Families will be encouraged to send evidence (work samples or photos of the children working on the activities). In preparing activities, teachers must refrain from using food items as materials and must try to use materials that can be found around the house or that can be purchased from a Dollar Store. Children should be independently working with and exploring materials while family members observe and scaffold learning and interact where appropriate. Example of activities that can be done during this time include: counting with manipulatives, patterns, letter search, matching upper/lower case letters, counting and finding the corresponding numeral, writing first/last names, science projects and other projects of study, etc.

Photo/video release protocol for synchronous learning – Teachers must refrain from including children in videos/photos who do not have a signed authorization form.

Materials

During the first week in September- teachers will make remote learning packets for each child. The packets will remain on site in readiness should we close school at anytime. We want our families and staff to be prepared to switch to full remote learning should the need arise and to continue the learning process without a reduction in instructional time.

Remote Learning Packets will include the following:

1. Scissors
2. Clay
3. Counters
4. Crayons
5. Pencils
6. Markers
7. Paper (lined for our 4s)
8. Construction paper
9. Glue sticks
10. Index cards (pack of 100) for each child
11. Water color set
12. Pipe cleaners
13. Popsicle sticks
14. Yarn
15. Foam Pieces
16. Set of dice
17. Chalk
18. Eye droppers
19. My first Journal Book
20. Colored clothes pins
21. Deck of cards
22. Water color set
23. Chips (for counting)
24. Puzzles (families can get these from the dollar store or they can be made by teachers/families)
25. Clay dough
26. Collage materials

Social and Emotional Learning

Integrated into the High Scope curriculum is Social emotional learning (SEL). SEL is critical in engaging students, supporting adults, building relationships, and creating a foundation for academic learning. To this end, OECC has planned around the well-being of staff to ensure that they may support the social and emotional well-being and learning needs of their students and families. Supporting students and staff in feeling safe, connected, and hopeful are priorities for the 2020-2021 school year. The CASEL competencies (as identified by the NJDOE-ECE) and Positive Behavior Support (PBS) will serve as the foundation for our SEL curriculum component. Our support staff and instructional staff will work collaboratively with teachers to provide support to children and families. The five CASEL core competencies include:



- Self-Awareness
- Self-Management
- Social Awareness
- Relationships Skills
- Responsible Decision Making

Positive Behavior Support (Domain 2) - PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that have an impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

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

Tiers of the Pyramid Model:

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

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

OECC has two qualified social workers who can support the needs of our children, families and staff as we reenter our school. They are prepared to provide opportunities for connection and reflection among students, families, and staff. It is critical that we make time for these conversations and ensure that all voices are heard. SEL will be a priority of our school and will permeate in all areas of our program.

- Integrating SEL in teaching practices (i.e. solution cards, social stories, above the line, bucket fillers, emotional/feeling charts, etc.)
- Utilizing trauma-informed practices

- Identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges.

Instruction (Units Of Study)

The district will continue to utilize units of study and will plan appropriate units using the blending learning model of instruction. Teachers must share the unit of study with the families as well as the goals and weekly topics that will be covered so that families will have an idea of what the children will be learning about for 4-6 weeks. This will give families the opportunity to have input and to meaningfully be involved in the preparation and implementation of the study. Teacher may use the virtual platforms to host family meetings when a new study is introduced to give families the opportunity to prepare, ask questions and to meaningfully be involved in the planning process. In a much as possible, teachers must create projects for children to do independently (ensure that families have the required materials ahead of time) and must ensure that skills build on skills using the scope and sequence to avoid gaps in the children's development. The scope and sequence must be share with families as well so that everyone is on the same page.

Lesson Plans (Policy 3270/Domains 1a- 1e)

- Teachers will submit lesson plans weekly that will be adapted for remote learning and must follow an approved scope and sequence of development and the New Jersey Preschool Teaching and Learning Standards
- Effective instructional planning is essential to student learning. Lesson plans must incorporate the required curriculum and standards that must be taught and the plans allow you to maintain your focus and organization of the teaching and learning taking place in the classroom.
- Teachers will use Starfall and/or ABC Mouse for remote learning support. Both programs build foundational skills in a fun and interactive manner.
 - Children work independently to complete lessons/activities and are guided to move on to the next level at their own pace.
 - Starfall focuses on math, language arts and music.
 - ABC Mouse covers reading, math, science, arts and colors.



Illness While on the School Site

Children and staff with COVID-19 symptoms should be separated away from others until they can be sent home. All schools have been outfitted with an isolation room. Students who are sick and not already wearing a mask should be provided one to wear unless the student has a contraindication to doing so. If a mask is not tolerated by the ill student or staff member, other staff should be masked and follow maximum physical distancing guidelines (at least 6 feet away).

Ask ill student (or parent/guardian) and staff whether they have had potential exposure to COVID-19 in the past 14 days meeting the definition of a close contact. Individuals should be sent home and referred to a healthcare provider. Persons with COVID-19- compatible symptoms should undergo COVID-19 testing.

Schools with testing capacity should test ill students and staff, consistent with any federal and state requirements, including requirements regarding parental consent. Ill individuals who test positive should be reported to the Local Health Department (LHD) and contact tracing should begin. The district will handle all contact tracing as outlined in the Reopening of Schools Plan posted on the district website on June 15, 2021. Ill individuals that test negative should be referred to a healthcare provider, who may consider additional COVID-19 testing.

Standards for Health and Safety

Masks are required wherever social distancing cannot be accomplished

Access to PPE (Personal Protective Equipment), hand sanitizer, partitions (if applicable) etc. As you tour the schools, this has already been solidified. PPE is available to staff and students.

Daily Cleaning/sanitizing demands (We are keeping this mandate as we did in the Spring and Summer to ensure our continued health and safety.)

Educational Effectiveness while Social Distancing....

Masks

The following principles apply to the use of masks in schools:

- Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case.
- Information should be provided to staff and students on proper use, removal, and washing of masks.
- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers.
- Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.
- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

Hand Hygiene and Respiratory Etiquette

We will continue to teach and reinforce hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

We will inform students and staff to cover coughs and sneezes. Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately.

We will maintain adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no touch trash cans.

Hand hygiene should take place:

- Upon arrival at school.
- Before and after meals and snacks.
- After going to the bathroom.
- Before leaving for the day.
- After blowing nose, sneezing, or coughing into tissue.
- When hands are visibly soiled.
- Teachers/staff will assist/observe young children to ensure proper hand washing.

OECC Pandemic Response Team

Jacquelyn Blanton (ED of Early Learning)

Emily Bischoff (Assistant Principal)

Ghislene Dorvil (Custodian)

Rasheeda Cobb (Security Guard)

Tara Fernandez (Teacher)

Amy Burns (Instructional Coach)

Maria DeFalco (Nurse)

Paola Gavilanez (Inclusion Teacher)

Meeting Dates:

- 9/30
- 10/29
- 11/19
- 12/17
- 1/28
- 2/18
- 3/25
- 4/29
- 5/27
- 6/17



Orange Township Public School District – 2021-2022 Calendar
Gerald Fitzhugh II, Ed.D.
Superintendent of Schools
Revised 08102021



Tina Powell, Ed.D.
 Assistant Superintendent for Innovation

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

<p>1-3 Professional Dev. For Staff 6 Labor Day District Closed 7 First Day of School</p>	<table border="1"> <thead> <tr><th colspan="7">Staff 21 September 18 Students</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	Staff 21 September 18 Students							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<table border="1"> <thead> <tr><th colspan="7">Staff 15 February 15 Students</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Staff 15 February 15 Students							S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						<p>7 Parent Conf. PreK-7 - 5:30 pm-7:30pm 8 Parent Conf. 12:30 dismissal PreK-7 - 1:15 pm-4:00 pm 9 Parent Conf. 12:30 dismissal 8-12 grades 1:15 pm- 4:00 pm 10 Parent Conf. 8-12 5:30 pm – 7:30pm 21-25 District Closed Winter Break</p>							
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The calendar includes 188 contractual certificated staff days and 183 contractual contact student days. There are 3 snow days or emergency closing days built into this calendar. Should the District use more than 3 emergency closing days the days will be used at the discretion of the Superintendent of Schools

OEA Day 12:30 Dismiss Students △ Parent Conf Prek-7 12:30pm Dismissal Parent Conf. Gr. 8-12 12:30pm Dismissal District 12:30 pm Dismissal

SCHOOL		STAFF		SCHOOL HOURS		STUDENTS	
OHS	8:05 am	OPA	8:05 am	8:20 am – 3:25 pm	ZERO period & College Block will be 7:30 am – 8:15 am	ZERO period & College Block will be 7:30 am – 8:15 am	
STEM	8:20 am	Elementary	8:15 am	8:20 am – 3:30 pm			
Twilight Program	2:00 pm			8:30 am – 3:20 pm			
				2:30 pm – 8:00 pm			