



Staff Handbook 2022-2023

Administration

Patrick Yearwood, Jr., M.Ed., Principal
Dr. Christina Tighe, Assistant Principal
Aimie Smith, Assistant Principal
Noel Cruz, Dean of Students

ORANGE TOWNSHIP BOARD OF EDUCATION



Shawneque Johnson
President

Jeffrey Wingfield
Vice President

Members

Guadalupe Cabido
Sueann Gravesande

Samantha Crockett
Derrick Henry
Fatimah Turner, Ph.D.

David Armstrong
Siaka Sherif

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

ASSISTANT SUPERINTENDENT OF INNOVATION & SYSTEMS

Tina Powell, Ed.D.

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ASSISTANT BUSINESS ADMINISTRATOR/ASSISTANT BOARD SECRETARY

Lamont T. Zachary

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Shelly Harper, *Office of Special Education/Intervention*
Glasshebra Jones, *Office of Human Resources*

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Karen Harris, *Office of Humanities*
David Scutari, *Office of STEM-Focused Learning*

PRINCIPALS

Jason Belton, *Orange High School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Myron Hackett, Ed.D., *Park Avenue School*
Carrie Halstead, *Orange Preparatory Academy of Inquiry & Innovation*
Patrick Yearwood, *Lincoln Avenue School*

Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Karen Machuca, *Scholars Academy*
Dion Patterson, *Heywood Avenue School*
Robert Pettit, *Cleveland Street School (OLV)*
Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Erica Stewart, Ed.D., *Twilight Program*
Denise White, *Central Elementary School*

ASSISTANT PRINCIPALS/DEAN OF STUDENTS

Aimie McKenzie-Smith, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School*
Terance Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy of Inquiry & Innovation*
Kavita Cassimiro, *Orange High School*
Christina Tighe, Ed.D., *Lincoln Avenue School*
Daniele Washington, *Cleveland/Central Schools*
Michael Dixon, *Orange Preparatory Academy of Inquiry & Innovation*

Shannon Keogh, *Forest Street Community School*
Emily Shaltuper, *Orange Early Childhood Center*
Sandra Guerra, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*

Shadin Belal, Ed.D., *Orange High School*
April Stokes, *Park Avenue School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*
Yoniel Lopez, Ed.D., *Orange High School*

SUPERVISORS

Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Jonathan Clerie., *Visual & Performing Arts*
Marc Levenson, *Social Studies (K-12)*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
TBD, *STEM-Focused Learning (K-12)*
Marcey Thomas, *ELA (9-12)*

Henie Parillon, *Science (K-12)*
Delia Abreu, *ELA (3-8) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Nurka Nieves, Ed.D., *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education (8-12)*

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Orange Township Board of Education Vision and Mission Statement

Vision

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

- 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.



Lincoln Avenue School Vision & Mission Statement

Vision

Students will become facilitators of their own knowledge utilizing best practices through focused lessons aligned to the New Jersey Student Learning Standards that incorporate cooperative groups and engage in accountable talk. This process will enhance the teaching/learning experience for all stakeholders beyond the confinement of the classroom walls.

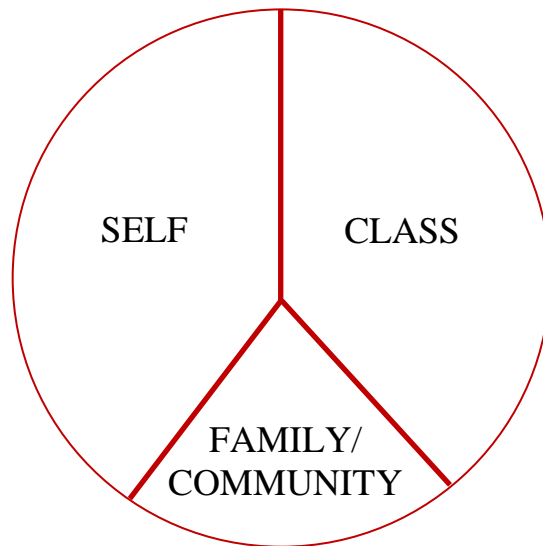
Mission

- We believe in the innate ability of students to grow intellectually and to develop positive character traits through robust learning experiences which consistently increase the level of instructional rigor.
- We believe that Lincoln Avenue administration, instructional and support staff possess the knowledge and skills to assist students in meeting the expectations of the Common Core State Standards.
- We believe that mutual trust, respect and open communication between staff and families are critical for maximizing student achievement.

Our Panther Promise



We take care of our...



I am worthy!
I am learning!
I am brave!
I am enough!

District Master Calendar

Orange Township Public School District – 2022-2023 Calendar
 Gerald Fitzhugh II, Ed.D.
 Superintendent of Schools
 Approved 2/8/2022



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

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



| 1 & 2 Professional Dev. For Staff Only 5 Labor Day District Closed 6 Professional Dev. For Staff only 7 First Day of School | Staff 21 SEPTEMBER 18 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | Staff 15 FEBRUARY 15 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | 20-24 District Closed Winter Break | | | | | | | |
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| 10 Professional Dev. Day District Closed for Students | Staff 21 OCTOBER 20 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | Staff 23 MARCH 22 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 13 Parent Conf. 8-12 5:30pm – 7:30pm 14 Parent Conf. 12:30 dismissal 8-12 Grades 1:15 pm- 4:00 pm 15 Parent Conf. 12:30 dismissal PreK - 7 - 1:15 pm-4:00 pm 16 Parent Conf. PreK-7 - 5:30 pm- 7:30pm 23 Professional Dev. Day District Closed for Students |
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| 10 & 11 District Closed NJEA Conv. 15 Parent Conf. PreK-7 5:30pm – 7:30pm 17 Parent Conf. 8-12 5:30pm – 7:30pm 23 District Closed 12:30 pm Dismissal 24 & 25 Thanksgiving Holiday District Closed | Staff 18 NOVEMBER 18 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | Staff 15 APRIL 15 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | 3 – 7 Spring Break District Closed |
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| 23 District Closed 12:30 pm Dismissal Holiday Break | Staff 17 DECEMBER 17 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Staff 22 MAY 22 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | 29 District Closed Memorial Day | | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2 District Closed 16 Martin Luther King Day – District Closed | Staff 20 JANUARY 20 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | Staff 16 JUNE 16 Students <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 1 OEA Day 12:30pm Dismissal for Students 19 District Closed Juneteenth 20-23 12:30pm Dismissal Students Only 23 Last Day of School for Students 23 Last Day of School for 10 Month Staff | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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The calendar includes 188 contractual certificated staff days and 183 contractual contact student days. There are 3 snow days or emergency closing days built into this calendar. Should the District use more than 3 emergency closing days the days will be used at the discretion of the Superintendent of Schools

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

District Closed for Staff and Students

Professional Development Staff Only

12:30 Dismissal Students Only

Make-Up Days: Should the district use more than 3 days of emergency closings, it will be at the discretion of the Superintendent to determine which days will be taken to make them up.

School Hours

| <u>Staff</u> | <u>Students</u> |
|--------------|-----------------|
| 8:20 – 3:10* | 8:30 – 3:00 |

* Please be reminded, your professional day is over when all professional responsibilities are met.

Accidents/Illness/Medical Services - Children

Any time a child is hurt, the school nurse is to be notified immediately. In her absence, the front office should be contacted. Be prepared to give the student's name and type of injury. Staff members should render only emergency first aid until the nurse or administrative staff instruct otherwise. Every effort should be made to calmly remove other students from the area. Staff will work with the nurse to complete any required reports related to the incident. Please remember that preventive measures are a part of the teacher's daily responsibilities. The school nurse is on hand to deal with emergencies and illnesses. She is also responsible for healthcare plans, medications, and health education. She will provide classrooms with first aid supplies. A referral slip should be completed and sent with any student referred to the nurse. Parents will be notified by the nurse when a student's condition is deemed serious enough for the child to be taken home, to a doctor, or to the hospital. Teachers are responsible for sending students requiring scheduled medications to the nurse at the correct time.

Accidents/Illness/Medical Services – School Personnel

School personnel are protected under the provisions of the Worker's Compensation Act. Any accident must be reported to the school nurse within the same day of the occurrence, so that the appropriate report can be completed and Worker's Comp can be contacted. There is a **5-day window** to file accident reports. An amended or supplementary report covering all fees paid and time lost can be added later. The school nurse is on hand for medical emergencies for staff. In the event of such an emergency, contact the nurse or office immediately. Be prepared to give the individual's name and type of injury, illness, etc. The nurse or administrative staff will provide you with further instructions. Should such an emergency take place in the presence of students, staff members are to keep students calm and remove them from the area. Administrative staff will make every effort to relieve instructional staff to return to their duties.

Announcements

Announcements must be written and turned into the main office by 3:30 PM for next day announcements. Announcements will be made in the morning and sometimes in the afternoon. **NOTE: *Email should not be used as a means for submitting announcements. Emails may not be checked prior to delivering the daily announcement.***

Attendance/Morning Routines

Staff Attendance:

All staff members must sign in/out via the biometric system daily and be ready for the start of the school day by 8:20am (as per contract). If you are unable to utilize the electronic system, you **MUST** sign-in at the **main office** and contact an administrator to have this corrected. If you have not signed in using the biometric system, you will be entered as absent for the day and will have to prove your attendance to human resources.

If you are going to be absent, including professional development days, you must contact the substitute service at Source4Teachers at 856-482-0300 or www.source4teachers.com/sams by **6:00am, no later than 7:15am**.

Taking Student Attendance:

- Attendance must be put in Genesis **DAILY** within the first 10 minutes of each class period. Non-Departmentalized classes only need to take attendance during period 1.
- Complete an Attendance Referral Form for students with excessive unexcused absences, tardiness, or suspicions that the student may live out of the district. Attendance Referral Forms are to be sent to Ms. Davis, Mr. Cruz, and the student's school counselor.
- Religious holidays: A child cannot be penalized for being absent for observing their faith.

Arrival/Dismissal:

- Students will arrive to school by no later than 8:30 and are expected to be picked up at the following locations:
 - Kindergarten - 3rd – Cafeteria
 - 4th -7th Grade – Gymnasium
- Instruction begins promptly at 8:30AM, no exceptions. Children need to be escorted to their designated classroom each day.
- All students in grades 1st through 3rd Grade will be dismissed via the courtyard by the cafeteria. Grades 4th & 5th will be dismissed via Main playground and grades 6th & 7th via courtyard by cafeteria through A-wing doors.
 - NOTE: Kindergarten students will be picked up at the following locations:
 - Garcia, Coward, and Larkin – Parents can pick up at their red doors
 - Williams & Albuquerque – Parents can pick up their students at the double red doors behind security. Students can line up outside and/or in the hallway.

Homeroom Procedures:

- Take attendance daily in Genesis.
- Establish homeroom routines from the first day of school.
- Morning exercises/problem of the day/do-nows should be posted and ready for students to begin working at 8:30 a.m. It is a good idea to get them ready before you leave each afternoon.
- Students should **NOT** be in the hallways or classrooms unsupervised.
- Breakfast will be served during period 1 each day. Cafeteria staff will come to each class to deliver the food as well as a tally sheet for the number of students being served. Cafeteria staff will return to collect these tally sheets.

Flag Salute/Panther Promise:

- All movement and activity must stop during the Pledge of Allegiance.

- Teachers, you **MUST** teach the students the Pledge of Allegiance and our Panther Promise. Instruct them to speak clearly, slowly, and distinctly.

Character Development

The development of student self-discipline is, of course, the ultimate aim. Building student character is a continuous process of acquired behavior acceptable for any situation in which one finds him/herself. 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 to develop these goals of 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 the necessary steps in order to maintain a safe, pleasant, and positive school environment at all times with all students. 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.

Students in the classroom should always be under the complete control of the teacher, there is no **place in the classroom for ridicule or sarcasm**. 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, placing minor infractions in perspective, can add to the effectiveness of classroom organization and will preclude major interruptions of the educational program. It should be understood, however, that no teacher will tolerate serious incidents of misconduct. Your administrative team highly supports the faculty in the maintenance of an effective and structured classroom atmosphere, which is conducive to learning. A disciplinary form should be completed and forwarded to the Dean of Students if involvement is needed in areas of major misconduct.

Cleaning of Rooms/Hallways

Custodians have the immediate responsibility for the care and maintenance of the building and grounds. Your cooperation, and that of the students, is absolutely necessary. Please make a real effort to establish good classroom cleaning habits from the beginning of the school day. Before any child leaves for the day, his/her desk and area of the room should be in good order. Also, do your best to extend classroom cleanliness to halls, stairways and school grounds.

Do not allow students to go to the bathroom with pencils, markers, etc. Students must be made aware of the importance of marks on hall bulletin boards, walls, etc.

Data Collection

All teachers are required to collect, analyze and use data to make instructional decisions for all students. Data trackers should be used during any meetings where instruction and student success is being discussed, lesson plan development, and student instructional modifications. Teachers must maintain a data wall that reflects students' growth.

Dress Code

Staff members are to dress in professional attire, regardless of weather conditions outside of the school building. Wearing items such as, but not limited to, jeans, flip-flops, and t-shirts are unacceptable attire. Physical Education and dance instructors may dress in job related attire. Outerwear (coats, jackets, hats, etc.) are not to be worn in school. Usage of classroom closets is mandatory.

Emergency Drills

Emergency drills are a serious and necessary exercise. State law requires that we hold emergency drills which may include fire drills, active shooter, bomb threat, evacuations and/or lockdown exercises. Upon hearing the signal, staff and students should not panic but should move swiftly, safely and in a quiet manner. Engaging in these exercises will help us to maintain a safe environment for all students and staff members in case of an emergency. All emergency drills should be taken in a serious manner and treated as if it were real.

Evaluations/Walkthroughs

Evaluations

The school administrators shall evaluate all school personnel in the performance of their assigned duties (district supervisors/directors may also perform evaluations). The evaluation of personnel will begin early in the year. As you know, we will use the Charlotte Danielson Framework for Teaching Observation Rubric and Frontline tools. Classroom observations are conducted to assist in the improvement of instruction.

| | |
|---|--|
| September 1 | Mentors must be selected for teachers hired with a Certificate of Eligibility (CE) or Advanced Standing Certificate of Eligibility (CEAS) or within fifteen (15) days of hire if hired after September 1 st |
| September 9 th | Draft CAPs must be completed for non-tenured staff with a Partially Effective or Ineffective rating on the SY 2021-2022 Summative Evaluation. CAPs will be reviewed; guidance will be provided if necessary. |
| September 16 th | PDPs must be completed for all struggling tenured and non-tenured staff (<i>If a teacher is on a CAP, a PDP is not required.</i>) PDPs must be developed no later than <u>30 days</u> after an employee's start date if hired after September 1 st |
| October 28 th | <ol style="list-style-type: none"> Observation I - All New -1st-year teachers and certified staff on a CAP must be observed SGOs must be completed and uploaded into Frontline – Professional Growth for certified staff |
| December 2 nd | Observation I is due for all <u>returning non-tenured certified staff</u> (Year 2, 3, 4) |
| January 2 nd -13 th | Observation II due for Non-Tenured certified staff |
| January 13 th | <ol style="list-style-type: none"> Mid-year CAPs with signatures must be submitted to Dr. Fitzhugh and Ms. Jones Observation I is due for Tenured certified staff SGO Mid-Year Review (Collection of Data & Artifacts) |
| February 7 th | Observation I for Non-certified staff (secretary, security, paraprofessional, and lunch aide) |
| February 15 th | Final Deadline for SGO adjustments (<i>Must be uploaded; this date cannot be extended</i>) |
| April 11 th | Observation III for Non-Tenured certified staff must be completed. |
| April 14 th | Final performance evaluations must be completed for Paraprofessionals and support staff who may be recommended for Non-Renewal (<i>Non-Renewals notification deadline May 15</i>) |
| April 14 th – 28 th | <p>Observation IV [CAP holders]</p> <p>Others - Begin to wrap up all observations – post-conference(s) and evaluation summaries. Signature required for certified non-tenured instructional and non-instructional staff</p> |
| April 25 th – April 29 th | Annual Evaluation (II) for <u>secretarial staff, security</u> and lunch aides must be completed. |
| April 28 th | SGOs must be finalized for Non-Tenured Teachers . |
| May 1 st -2 nd | Face-to-face Adverse Action meetings will be held with the Superintendent of Schools or designee and Executive Director of Human Resources. |
| May 3 rd – 4 th | Executive Director of Human Resources will notify non-tenured staff recommended of non-renewal or increment/increase withholding. |
| May 9 th | Superintendent informs the Board of staff recommended for any adverse action. |
| May 18 th | Board Donaldson Hearings commences |
| June 9 th | <p>Deadline for finalizing observations; sign off on annual evaluations for <i>all tenured certificated staff and non-certificated staff</i></p> <p><u>SGO Deadline must be finalized for Tenured Staff</u></p> |

REMINDERS

1. Observations **must** be a length of a whole period.
2. *The required observations for a tenured certified staff member are two (2).*
3. The number of observations for a non-tenured certified staff member is three (3).
4. **CORRECTIVE ACTION PLANS** - Staff on CAPs must have an additional observation, multiple observers, and the mid-year summative.
 - *A non-tenured teacher w/CAP must have four (4) observations in total*
 - *Tenured teachers on a CAP must have three (3) observations total.*

(Observations conducted before the implementation of a CAP will not be considered)
5. *Non-Certificated Staff must have two observations: a mid-year and a final using the evaluation rubric in Professional Growth.*
6. *If you know that a teacher will be taking an extended leave of absence, you must ensure that all observations are completed before departure, if feasible. You must submit a written explanation if you do not meet the requisite number of evaluations.*
 - **Non-instructional tenured staff members** (*Child Study Team, Occupational Therapists, SAC, Speech, Structured Learning Coordinator, Transitional Coordinator, School Counselors, School Social Workers and Nurses) **must have two observations.**
 - **Non-Instructional non-tenured staff members must have three observations. *Anyone on a CAP must have 4.**

NON-TENURED CERTIFICATED STAFF

ALL CAP HOLDERS MUST have one (1) additional Unannounced Observation.

| Number of Years | Mandatory Evaluation Type | Time-Period |
|-----------------|---|--|
| YEARS 1 AND 2 | 2 ANNOUNCED (1 st 2 Evaluations are mandated to be Announced) 1 UNANNOUNCED (The last evaluation is mandated unannounced) | MINIMUM OF 1 PERIOD (Not Block) 40 OR 45 MINUTES OR the entire length of a period |
| YEARS 3 AND 4 | 1 ANNOUNCED (1 st Evaluation is mandated to be announced) 2 UNANNOUNCED (The 2 nd and 3 rd Evaluations are mandated to be unannounced.) | MINIMUM OF 1 PERIOD (Not Block) 40 OR 45 MINUTES OR the entire length of a period |

TENURED CERTIFICATED STAFF

| Time Frame | Mandatory Evaluation Type | Time-Period |
|------------|--|--|
| Annually | 1 ANNOUNCED (1 st Evaluation is mandated to be announced) 1 UNANNOUNCED (2 nd Evaluation is mandated to be unannounced) | MINIMUM OF 1 PERIOD (Not Block) 40 OR 45 MINUTES OR the entire length of a period |

**This information is subject to change. Notification will be provided. 8.10.22*

BE ADVISED THAT ALL OBSERVATIONS MUST BE KEPT TO A MINIMUM OF THREE (3) WEEKS APART- NON-NEGOTIABLE ITEM

Walkthroughs

Walkthroughs of the building will be conducted by both the building administrators as well as district level administrators and will occur on a weekly basis using the district walkthrough tool. The administrative teams will be “inspecting what we expect”. All teachers should have schedules neatly posted outside of their doors. Small group instruction, engaging activities, and rigorous lessons, should be the norm for all classroom instruction. Resource & ESL teachers should be co-teaching and not functioning as assistants to the regular teacher. Particular attention should be given to those students who are identified as “At-Risk” in your classes. All students should be progressing, no matter what their performance level is in September.

Field Trips

All field trips are budgeted for 1 year in advance. Nonetheless, board approval must be given. Teachers should complete forms in Frontline as soon as possible, but not less than 2 months prior to the date of the trip. Teachers are asked to begin to plan out of town and local field trips at the beginning of the school year. Appropriate planning and follow up is expected. Be sure to adhere to all board of education policies/procedures.

If you are in charge of a field trip, we suggest that you follow the appropriate protocol for obtaining bus information several days prior to confirm your arrangements. Additionally, try to secure any needed checks at least one week in advance. As you know, there must be a 1 adult to 10 student ratio for all trips. Lastly, it is your responsibility to make arrangements with cafeteria personnel for lunches. Again, confirm your arrangements several days in advance and **KEEP COPIES OF ALL CORRESPONDENCES**, including your field trip request form from the Board of Education.

NOTE: Due to the lack of bussing this school year, the district will need at least 3 weeks advance notice to obtain a bus for field trips. Please complete the included form in the appendix to request a bus.

Day of Trip Procedures

1. Leave a list of students going on the trip including emergency #'s. This list must be submitted to the main office the morning of the trip.
2. Trip coordinator must take a headcount of each adult and all students on each bus. They also need an overall count.
3. If it is a large trip, we suggest numbering the buses and letting the classes know what bus they are on.
4. Unless Approval has been obtained, **all students should be in uniform.**
5. Trip coordinator should repeat the head count by bus and overall count prior to leaving the trip destination.
6. Students should not eat on the buses. Trip Coordinator should notify the school nurse at least 1 week in advance, if medical personnel are needed to accompany a student.
7. Trip Coordinator should have a First-Aid Kit with them.

Grading and Promotion

Grading

In accordance with the Orange Public School District Grading System:

- A minimum of 10 (ten) numerical grades per class or subject area should reflect student progress entered into our Genesis Student Information System over a nine-week period.
- Minimum of (5) numerical grades should reflect 5-8 (World Languages, Visual & Performing Arts, Technology, and Physical Education/Health).

K-4 World Language, Visual & Performing Arts, Technology, Physical Education/Health will be assessed according to the following scale:

- O - Outstanding
- S - Satisfactory
- NI - Needs Improvement

Grading Weights

- 25% of the grade consists of authentic assessments (portfolios, performance assessments, projects, 21st Century real world experiences)
- 20% of the grades consist of summative evaluations (tests, mid-terms, final, unit assessments...)
- 20% of the grade consists of class work (journals, logs, assignments, tasks, demonstrations, skill applications).
- 15% of the grade consists of class participation (questioning, discussion, problem solving, teamwork, and offering relevant comments).
- 10% of the grade consists of formative evaluations (quizzes, anecdotal notes...)
- 10% of the grade is homework (including long term projects i.e. essays, research, and 20 to 60 minute reading depending upon grade level)

Homework Policy

Homework is essential and not an option. The primary purpose of homework is to foster responsibility for the learning process. Homework is an extension of the learning that occurs in the classroom each day and reinforces what is taught. The objective of assigning homework is to:

- Provide for essential practice in skills
- Enrich and extend classroom experiences
- Build positive independent work and study habits
- Provide experiences in finding resources and gathering data
- Encourage the development of self-discipline and integrity

The amount of time children should spend on completing homework assignments may vary from grade to grade. For children in grades K-7, the following is a guide to the amount of time your students should be given daily homework assignments:

| Grade | Minimum Number of Minutes (per night, 5 days a week) |
|---|---|
| Kindergarten | 15 minutes |
| 1 st Grade | 30 minutes |
| 2 nd Grade | 40 minutes |
| 3 rd & 4 th Grade | 60 minutes |
| 5 th – 7 th Grade | 90 minutes |

In addition to homework, students should be encouraged to read for 30 minutes daily and access the iReady instructional path for 45 minutes a week. Recommend to your parents they can help by reading to their children and/or reading with their children. The time-spent reading to their child/children will be invaluable.

Intervention and Referral Services (I&RS)

Children who display serious deficiencies may require an intervention meeting with the Student and Staff Support Team (SSST). It is the teacher's responsibility to collect and provide the necessary documentation of support in order to properly address students' needs. The teacher provides the team leader with written notification of the intervention request.

Request for Assistance from Student Intervention Plan

(Submitted by the referring teacher and reviewed by the school counselor).

Additional data reviewed by the committee:

- ✓ Test scores
- ✓ Homework assignments
- ✓ Behavioral incidents reports
- ✓ Parent conference notes
- ✓ Grade level team meeting notes
- ✓ Intervention strategies implemented thus far

Interim & Marking Period Report Card Grade Posting Window Schedule

**Orange Township Public School District
2022-2023
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of July 13, 2022**

| Reporting Period | Marking Period End Date | Posting Window Opened | Posting Window Closed | Distribution |
|------------------------------|--------------------------------|------------------------------|--------------------------------------|--|
| <i>Interim Report Card 1</i> | <i>Friday 10/7/22</i> | <i>Friday 9/30/22</i> | <i>Tuesday 10/11/22 4:00pm</i> | <i>Thursday 10/13/22 End of Day</i> |
| MP1 Report Card | Monday 11/14/22 | Monday 11/7/22 | Monday 11/18/22 4:00pm | Conferences (PreK-7) 11/22/22 5:30-7:30 (8-12) 11/21/22 5:30-7:30 |
| <i>Interim Report Card 2</i> | <i>Friday 12/16/22</i> | <i>Wednesday 12/7/22</i> | <i>Wednesday 12/21/22 4:00pm</i> | <i>Friday 12/23/22 End of Day</i> |
| MP2 Report Card | Friday 1/27/23 | Friday 1/20/23 | Friday 2/3/23 4:00pm | <i>Tuesday 2/7/23 End of Day</i> |
| <i>Interim Report Card 3</i> | <i>Monday 3/6/23</i> | <i>Wednesday 3/1/23</i> | <i>Friday 3/10/23 4:00pm</i> | Conferences (8-12) 3/13/23 5:30-7:30 (8-12) 3/14/23 1:15-4:00 (PreK-7) 3/15/23 1:15-4:00 (PreK-7) 3/16/23 5:30-7:30 |
| MP3 Report Card | Monday 4/17/23 | Wednesday 4/12/23 | Wednesday 4/19/23 4:00pm | Friday 4/21/23 End of Day |
| <i>Interim Report Card 4</i> | <i>Friday 5/19/23</i> | <i>Thursday 5/11/23</i> | <i>Friday 5/26/23 4:00pm</i> | <i>Tuesday 5/30/23 End of Day</i> |
| MP4 Report Card | Tuesday 6/20/23 | Thursday 6/15/23 | Wednesday 6/21/23 3:00pm | Friday 6/23/23 12:30 PM |

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

Learning Boards

Learning boards must be standards based. Students' written work should be displayed along with a rubric. Teacher objective, rubric used and NJ SLS MUST be posted. Give proper attention to maintaining an attractive learning board. The work should be displayed neatly and orderly and demonstrate cognitively appropriate learning. It is an indication of what is occurring in your classroom. Students' work should contain feedback that further the students' learning and scored based on a Holistic Scoring Rubric. This is a direct reflection of the professionalism of our school and the quality of service we provide to students, families and the community. All learning boards must be updated no later than the first Friday of each month.

Lesson Plans & Substitute Plans

Maintaining effective lesson plans is important in:

- The organization of instruction and future planning
- Assisting in monitoring the curriculum
- Providing continuity of instruction during staff absences
- Lesson plans MUST be submitted weekly beginning, September 2, 2022

- Lesson plan requirements:
 - Lesson plans must be maintained in Genesis.
 - All plans are to include procedures, assessments, differentiation, and materials you plan to use.
 - The criteria for evaluation of the lesson must be stated. Include page number and exercises both in textbooks and in teacher's manual or an outline of points to be covered written clearly.
 - Homework is to be indicated at the end of the day's plan.
 - NJ Student Learning Standards must be utilized and noted in your lesson plan.
 - Learning goals for each lesson must be written on the board.

- Substitute/Emergency Plans must be maintained in Google Classroom. A minimum of three days of plans should always be kept in your file and must be updated monthly. Substitute plans must ensure the most current practices are evident as it relates to instructional pedagogy and practice. Students are to be engaging in learning and not taking part in activities that are not strengthening their academic minds.



Orange Township Public Schools
 Gerald Fitzhugh, II, Ed.D.
 Superintendent of Schools



Lesson Plan and Substitute Plan Submission Dates School Year 2022-2023

| Lesson Plans | Sub Plans |
|--|--------------------|
| September 2, 9, 16, 23, 30 | September 13, 2022 |
| October 7, 14, 21, 29 | October 12, 2022 |
| November 4th will cover 11/7-11/18, November 8th will cover 11/21-12/2 | November 9, 2022 |
| December 2, 9, 16 (December 16th will cover 12/19-1/6/2023) | December 7, 2022 |
| January 6, 13, 20, 27 | January 11, 2023 |
| February 3, 10, 17 (February 17 th will cover 2/27-3/3) | February 8, 2023 |
| March 3, 10, 17, 24, 31 (March 31 st will cover 4/10-4/14) | March 8, 2023 |
| April 21, 28 | April 12, 2023 |
| May 5, 12, 19, 26 | May 10, 2023 |
| June 2, 9, 16 | June 7, 2023 |
| | |

Lesson Plan/Sub Plans Due Dates

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

451 Lincoln Avenue • Orange, NJ 07050 • Phone: 973-677-4040 • Fax: 973-677-2518 • www.orange.k12.nj.us

**Denotes a thursday due date based on the Good Friday observance occurring the next day into spring break.*

Mail, Memos, and E-mail

All staff are required to check their e-mail for any memos daily. It is good practice to check your e-mail before 8:30AM, again at noon, and at the end of the school day. Mailboxes should always be checked first thing in the morning and prior to leaving for the day.

Parent/Guardian Communication

Student Lead Conferences (SLCs)

A student-led conference is a meeting with a student and his or her family and teachers during which the student shares his or her portfolio of work and discusses progress with family members. The student facilitates the meeting from start to finish. Student-led conferences can be implemented at all grade levels, K–12. SLCs are scheduled during the school year. This should be supplemented by other conferences as needed for individual students or classes and should be led by the students as well.

Teachers are expected to initiate contact with parents if students are experiencing difficulty. All forms of communication, both positive and negative, must be documented in Genesis within the notes section and made visible to administration, school counselors, and child student team. **Teachers must have a conference with parents of any student averaging a grade of 72% or below as stated in the Grading and Promotion Policy Bulletin #12 which can be found on the district website under curriculum and instruction.**

All parents are to be informed of the child's on-going functioning level (on grade level, above grade level or below grade level) and of the child's progress or lack of. Again, this should be recorded in your communication log. No report card is to be sent home until a face-to-face conference is held or unless release is granted by the Principal.

Teachers should make every effort to meet the minimum requirement rate of 90% parent participation during student lead conferences.

Additional Communication

Teachers are encouraged to send positive notes/telephone calls home and not only those that convey negative messages. Communication via the district email and/or Class Dojo is highly suggested when communicating with parents/guardians. Notes/telephone calls to parents must reflect good common sense and information conveyed in a highly professional manner.

Parent Teacher Organization (PTO)

“Nothing is more important to success in schools than the quality of relationships between and among students, staff, and parents.” – Dr. James P. Comer

Teachers please join and support the PTO (Parent Teacher Organization). There is a \$5.00 annual membership fee to join. This is your organization as well as the parents and your commitment and hard work is much needed in supporting the fundraising activities and other programs in our school. The PTO board is dedicated to serving and supporting the programs and activities that in turn, make it possible for us to provide additional field trips, special events and rewards/incentives for our children during the school year. Your ideas and help are needed.

School Visits and/or Visitors

To ensure the health and safety of our students and staff, all parent meetings will be held virtually to limit the number of in-person visitations to Lincoln Avenue School. Should an in-person meeting be necessary, an appointment must be scheduled, and all social distancing protocols need to be adhered to. ***Masks must always be worn upon entering the building.*** All IN-PERSON visitors must first sign in with the security desk and proceed to the main office for further instruction.

Smoking/Vaping

State law and district policy prohibits smoking or vaping on school property.

Staff Meetings & In-Service

Staff Meetings/In-Service

All staff members 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.

Faculty Meetings

Faculty meetings will be held three times a month on Mondays, unless otherwise indicated. These meetings will begin promptly at 3:10 All staff members are expected to attend each meeting, be on time, and ready to engage in learning. Should a staff member miss a meeting, they will be responsible to meet with an administrator, after school hours, to review the materials missed. Make-up meetings for those who missed a staff meeting will be held on a different day within a week of the staff meeting to ensure all pertinent information is received by all staff members.

Common Planning Meetings

Common planning meetings will be conducted weekly to review and discuss plans to improve the academic engagement and achievement of the students they serve. Common planning is scheduled to provide a structured time during the school day for teachers to share instructional challenges and best practices and to participate in embedded professional learning activities.

| TEAMS | TEAM MEMBERS | USE DATA TO: | INTERVENTIONS/RESPONSES |
|-------------------|--|--|--|
| Grade Level | All adults who work with students in a particular grade | Guide individualized instruction and set and monitor student achievement goals and practices | <ul style="list-style-type: none"> School or grade level interventions that touch all students (e.g., positive behavior and incentive systems DOJO celebrations, active instruction, extracurricular activities, individual and small group counseling) |
| Subject area | Teachers who teach the same subject | Guide instructional improvement, including differentiated instruction | <ul style="list-style-type: none"> Targeted interventions that address subgroups of students (Read180, Math 180, iRead) |
| Interdisciplinary | Teachers from different content areas, guidance counselors, and other support staff who share the same students during the course of a semester or school year | Identify, monitor and immediately respond to students who are not on target | <ul style="list-style-type: none"> Meet with students and family members to discuss strengths and identify challenges and develop an action plan couples with appropriate supports (I&RS) |



Orange Township Public Schools

Mr. Patrick Yearwood Jr.
Principal



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

Noel Cruz, Dean of Students

Aimie Smith, Assistant Principal

Christina Tighe, Ed.D. Assistant Principal

COMMON PLANNING DAY/TIMES

| GRADE BAND | GRADE LEVEL/CONTENT MEETING DAYS AND TIMES |
|---|---|
| KDG-1 | FRIDAY 12:15 – 1:35 |
| 2, 5 | THURSDAY 9:55-11:15 |
| 3-4 | WEDNESDAY 1:40-3:00 |
| 6-7 | TUESDAY/THURSDAY 8:30-9:50 |
| PHYS ED MEDIA ART VOCAL WORLD LANG INSTRUMENTAL TECH DANCE | MONDAY 11:15-12:15 |

Student Discipline

As teachers we know that a safe and orderly educational environment is vital to effectively and efficiently deliver high-quality instruction. Students who display problem behavior, break rules, or commit serious school offenses, can disrupt this environment and jeopardize the safety and learning of other students. Consequences such as removal from class, and in and out of school suspensions are often believed necessary to maintain school safety, serve as a deterrent to other students, and to teach students a lesson. **It may seem intuitive to simply remove a “problem student” yet, exclusionary punishment is linked to increased drop out rates, decreased academic achievement, poor school climate, and increased juvenile delinquency.**

Lincoln Avenue School will be using a restorative approach to discipline. The restorative approach to discipline is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehavior as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, restorative practices seek to address underlying issues of misbehavior and reintegrate students back into the school and classroom community.

Restorative practices are a framework and set of practices used for the *prevention* of rule breaking and as an *intervention* after a rule is broken. They can be informally infused in classrooms or formally and systematically implemented school wide. At the classroom level, teachers can focus on building a sense of community and fostering relationships to develop a shared sense of responsibility for the well-being of each group member.

The following are proactive practices in the classroom

- **“Fair processes”** such as establishing classroom rules and expectations as a group to engage in shared decision-making.
- Teach, model and practice **“affective statements/questions”** that explain/ask how others are impacted by the positive or negative behavior of an individual.
- Through the use of **“proactive or responsive circles”** in which the class comes together in a circle to discuss topics of concerns or problem solve.
- Inform parents and communicate with school staff the restorative approach to promote generalization.
- The use of **“student-led conferences”** to discuss academic and social progress.

Intervention Practices-School wide

- **Peer Mediation/Fairness Committee** - student-centered programs that hear “cases” on rule breaking or offenses during non-instructional time. This provides students the opportunity for peer mediation and a deeper understanding of conflict resolution.
- **Restorative/Family Conferences** - all stakeholders come together, including the one who committed the harm, to discuss the offense and the feelings of those involved, how to make things right and how to prevent a similar situation in the future. Depending on the severity of the offense, a trained facilitator may be required.
- **Restitution Planning/Restorative Agreements** - a plan of action to repair or “make right” the offense
- **Reintegration Following Exclusion** - holding a restorative meeting circle with all involved parties (parents, administrators, teachers, and students) to reintegrate the student back into the school community. This also may require a trained facilitator.

Restorative Practices within a MTSS framework

- Tier 1: Relationship and community building
- Tier 2: Responsive circles and peer mediation

- Tier 3: Restorative/family conferences

Discipline/Supervision Guidelines to adhere to

- Students should NOT be referred to the office unless the teacher has exhausted all avenues to address the disruptive behavior, as outlined on the PBSIS discipline referral form and restorative practice model.
- Only a student who has committed a MAJOR Infraction, which has been indicated on the Discipline Referral Form, will be addressed at the administrative level. All others will be sent back to class.
- Classroom rules should be visibly posted along with rewards and consequences. These rules and expectations should be developed collaboratively with your students at the beginning of the school year and used as reminders when infractions occur.
- Teachers are responsible for their own lunchtime or after school detention.
- DO NOT send students to the office for lunch detention.
- Students should never be found standing or sitting unsupervised in the hallway.
- Always inform parents one day in advance when you are keeping their children after school and inform your administrator. An open line of communication between the school and home are critical.
- Requests for the school security guard should be limited to emergencies only.
- Maintain detailed notes in Genesis when contacting parents.
- Classes are to be escorted to all specials, assemblies, and lunch in a respective and orderly manner. Never leave your class unattended until another staff member arrives and has taken responsibility for them.

The Dean of Students office should not be viewed as the discipline center of the school, but rather as a supportive service to teachers in a continuation of their efforts to provide guidance to students. Once a child is involved with the Dean of Students, the work begun by the teacher can be expanded with further guidance sessions, conferences, involvement of other departments, schedule changes and stringent strategies designed to develop positive character traits. Documentation must be provided for referrals to the intervention team. It is expected that the teacher will take the time to listen, arbitrate and help the student mature socially. Be consistent in holding firm to reasonable rules. If a student, in spite of your utmost efforts, continuously disrupts the learning atmosphere of your room, do not hesitate to contact the parent for assistance.

18A: 6-1 Corporal Punishment of Students

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

1. to quell a disturbance, threatening physical injury to others;
2. to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
3. for the purpose of self-defense;
4. For the protection of persons or property; and such acts or any of them shall not be construed to constitute corporal punishment within the meaning and intendment of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending school or educational institution shall be void.

Telephone Usage

Staff will not be called from class to answer telephone calls unless there is an emergency. Cell phones should never be used for personal use during instructional time and in the hallways. Bluetooth devices and cell phones must be put away during instructional time. For incoming, non-emergency calls, secretaries will take a message and leave it in your mailbox.



Orange Township Public Schools

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



Memorandum to: Principals
From: Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
Subject: Student Growth Objectives Mandates/Signature Form
Date: September 1, 2022

Principals, please be reminded of the following as it relates to Student Growth Objectives (SGO's)

1. SGOs must be: Specific and measurable academic goals that are aligned to state academic standards;
2. Based on student growth and/or achievement using available student learning data;
3. Developed by a teacher in consultation with his or her supervisor; and approved by a teacher's supervisor

Updated: Student Growth Objectives must be uploaded with data artifacts and identified students for tracking purposes. SGO's must be uploaded by October 28, 2022. For non-tenured staff, SGO's must be uploaded and signed off on by April 28, 2023. SGO Tenured Staff submission date is June 9, 2022.

The following items are evident on the Student Growth Objectives as well as critical reminders as they are crafted at the school level:

- 1) Teacher and/or Principal time stamp will appear in Frontline
- 2) Ensure that the Preparedness Group (Number of Students match the number of students per level when your staff members script out by tier their student target scores.)
 - Low level of preparedness: Students who have yet to master pre-requisite knowledge or skills needed for this course.
 - Medium level of preparedness: Students who are appropriately prepared to meet the demands of the course
 - High level of preparedness: Students who start the course having already mastered some key knowledge or skills
- 3) Ensure that the number of students per level (Exceptional, Full, Partial, or Insufficient) are composed onto the form. Students per level must be evident so you can appropriately evaluate if the teacher met their SGO. How would you know if you hit the target without tiering out the number of students per section? This is the expectation.
- 4) Ensure that the percentages in the given areas below are indicated on all forms (there were variations of the percentages). Percentages cannot go below 60% for the SGO's in the section that reads Student Growth Objective. See the following below:

Student Growth Objective State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "70% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students.

Appendix

| | Pg. |
|--|-------|
| Attendance Referral | 24 |
| I&RS Referral | 25-32 |
| School Supply Request | 33 |
| CPT Meeting Template | 35 |
| Field Trip – Transportation Request Form | 36 |
| Stipend Time Sheet | 37 |
| Office Discipline Referral | 38 |
| Submitting a Helpdesk Ticket | 40-43 |
| Registering E-mail for Scanning | 44-46 |
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Orange Township Public Schools

Dr. Gerald Fitzhugh, II
Superintendent of Schools



Lisa Spottswood Brown
District Registrar/Information Support Services Manager

ATTENDANCE REFERRAL FORM

***A copy of this student's daily attendance record and corresponding notes regarding truancy must be attached to this form before it is submitted to the Central Registration Department.**

STUDENT NAME: _____

ADDRESS: _____

HOME TELEPHONE : () _____ - _____

PARENT _NAME: _____ NUMBER: () _____ - _____

REASON FOR VERIFICATION

PERSON REQUESTING VERIFICATION: _____

ATTENDANCE OFFICER'S FINDINGS

Time: ____:____ A.M. or P.M. Parent Signature: _____

OFFICE USE ONLY

| | |
|------------------------|-------------------------------------|
| DATE RECEIVED: | STATUS: |
| DATE COMPLETED: | ATTENDANCE OFFICER SIGNATURE |

Orange Township Public Schools
Lincoln Avenue School

***REQUEST FOR ASSISTANCE FORM
INTERVENTION AND REFERRAL SERVICES***

Confidential

TO: _____

FROM: _____

DATE: _____

STUDENT: _____

Reasons for Request for Assistance (Must be for school-based issues, i.e., academics, behavior, school health):

Academics: _____

Behavior: _____

School Health: _____

Please list all teachers and/or specialists who have contact with this student.

By submitting this form, I understand that I will be a full partner with the I&RS team for the resolution of the identified concerns.

Staff Member's Signature: _____

The "Prior Interventions" checklist, on the reverse side of this form, must also be completed for your request to be considered.

Place the completed forms in a sealed envelope and deliver to the I&RS team mailbox.

Orange Township Public Schools
Lincoln Avenue School

**INTERVENTION AND REFERRAL SERVICES
INITIAL REQUEST FOR ASSISTANCE
PRIOR INTERVENTIONS CHECKLIST**

Confidential

Staff Requesting Assistance: _____ Date: _____
Student: _____ Grade: _____

Please indicate the types of interventions you have tried prior to this request for assistance. You must have attempted 7 interventions below.

1. Spoke to student privately after class.
 - a) Explained class rules and expectations. _____
 - b) Explained my concerns. _____
2. Gave student help after class/school. _____
3. Changed student's seat. _____
4. Spoke with parent on the telephone. Phone number _____
5. Gave student special work at his/her level. _____
6. Checked cumulative folder. _____
7. Held conference with parent in school.***
(This MUST be an intervention prior to referral) _____
8. Sent home notices regarding behavior/school work. _____
9. Arranged an independent study program for student. _____
10. Gave student extra attention. _____
11. Set up contingency management program with student. _____
12. Assigned student detention. _____
13. Referred student to guidance _____, substance awareness coordinator _____,
administration _____, other (specify) _____.
14. Other (Please explain.) _____

Staff Member's Signature: _____ Date: _____

Orange Township Public Schools
Lincoln Avenue School

INTERVENTION AND REFERRAL SERVICES
CORE TEACHER INFORMATION COLLECTION FORM
Confidential

Student Name: _____ Date: _____
 Date of Birth: _____ Teacher Name: _____
 Grade Level: _____ Reason for Request for Assistance: _____
 Days Absent to Date: _____

Directions: Please provide the information requested in the appropriate spaces below.
 Please also attach a copy of the student's current report card.

| | <i>Current Academic Performance Levels/Grades</i> | <i>Student Strengths</i> | <i>Student Areas for Improvement</i> |
|-----------------------|---|------------------------------|--|
| Reading/Language Arts | | | |
| Math | | | |
| Language Arts | | | |
| Social Studies | | | |
| Science | | | |
| Expressive Arts | | | |
| IReady/NWEA Scores | | | |
| SRI/SPI Scores: | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Directions: Please place a check before each *behavior or action* listed below that you have *observed*.
 Remember, only behaviors or actions you have *observed* should be noted.

Classroom Performance

- | | |
|--|---|
| q Failure in one or more subject areas (identify) _____ q Drop in grades, lower achievement q Needs directions given individually q Does not ask for help when needed q Prefers to work alone q Does not complete homework | q Short attention span, easily distracted q Poor short-term memory, e.g., can't remember one day to the next q Finds it hard to study q Gives up easily q Lacks desire to do well in school |
|--|---|

- q Does not complete in-class assignments
- q Homework is disorganized or incomplete
- q Other _____

- q Has demonstrated ability, but does not apply self

Social Skills

- q Tends to stay to self, withdrawn
- q Lack of peer relationships
- q Appears lonely
- q Slow in making friends
- q Disturbs other students
- q Negative leader
- q Unyielding or stubborn on positions
- q Argues with teacher
- q Hits and/or pushes other students
- q Threatens other students
- q Teases other students
- Angered by constructive criticism
- Demonstrates lack of self-confidence

- q Disrespects or defies authority
- q Regularly seeks to be center of attention
- q Frequent ridicule from classmates
- q Appears unhappy/sad
- q Lacks control in unstructured situations
- q Change in friends
- q Sexual behavior in public
- q Difficulty in relating to others
- q Talks freely about drugs/alcohol
- q Other social *behavior* of concern:

Disruptive Behavior

- q Defiance, violation of rules
- Blaming, denying, not accepting responsibility
- q Fighting
- q Cheating
- q Sudden outbursts of anger, verbally abusive to others
- q Lack of impulse control

- q Obscene language, gestures
- q Noisy, boisterous at inappropriate times
- q Crying for no apparent reason
- q Highly active, agitated
- q Erratic behavior
- q Mood swings
- q General changes in behavior patterns

If you have checked any item under the Social Skills or Disruptive Behavior sections, please attach another piece of paper and provide a detailed explanation.

Physical Symptoms

- q Underweight
- q Overweight
- q Smells of tobacco, alcohol marijuana
- Wears clothes that challenge the dress code or are inappropriate
- q Appears tense, on edge
- q Slurred or impaired speech
- q Appears sleepy, lethargic
- q Impaired vision
- q Impaired hearing

- q Frequent physical injuries
- q Deteriorating hygiene
- q Dramatic change in style of clothes
- q Sleeping in class
- q Glassy, bloodshot eyes
- q Frequent requests to see nurse
- q Unsteady on feet
- q Problems with muscle or hand-eye coordination

Background Information (If known, please do not ask child or family.)

- | | |
|---|--|
| <input type="checkbox"/> Attendance problems | <input type="checkbox"/> Lives with someone other than parent |
| <input type="checkbox"/> Latchkey child | <input type="checkbox"/> Known medical problem |
| <input type="checkbox"/> Involvement with community agencies | <input type="checkbox"/> Takes medication |
| <input type="checkbox"/> Death in the immediate family | <input type="checkbox"/> Previously involved with counseling |
| <input type="checkbox"/> Chronic illness in immediate family | <input type="checkbox"/> Currently involved with counseling |
| <input type="checkbox"/> Divorce or separation | <input type="checkbox"/> Previously identified for assistance |
| <input type="checkbox"/> Unemployment | <input type="checkbox"/> Discusses concerns regarding drug/alcohol use in the home |
| <input type="checkbox"/> Single parent household | <input type="checkbox"/> Family member incarcerated or adjudicated |
| <input type="checkbox"/> Previously identified for drug/alcohol use | |
| <input type="checkbox"/> Adjudicated for a juvenile offense | |

Related Services or Programs

a) School-based:

- Title I
- Reading Specialist
- Speech and Language Correctionist
- Gifted and Talented Program
- Substance Awareness Coordinator
- Guidance Counselor
- School Social Worker
- Child Study Team
- Other Specialists or Services

b) Community-based:

- List, if known
- _____
- _____
- _____
- _____

Positive Qualities

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply for this student:

Skills _____

Positive Characteristics and Strengths _____

Environmental Supports _____

Orange Township Public Schools
Lincoln Avenue School

INTERVENTION AND REFERRAL SERVICES
TEACHER (SPECIALS) INFORMATION COLLECTION FORM
Confidential

Please return this form, in a sealed envelope, to the I&RS Team mailbox by _____.
*Please complete this form if you are not a core teacher. (date)

TO: I&RS Team
FROM: _____
DATE: _____
REFERENCE: _____
Classes in which the above-named student is enrolled: _____

Period(s) of the day you see the student: _____

Check each of the following items that are of concern to you or that you have noticed regarding the above-named student.

Class Attendance:

_____ Frequent requests to leave class to see: _____ Frequent tardiness
_____ advisor _____ Frequent absences
_____ nurse _____ Class cuts
_____ other _____

Academic Performance:

_____ Drop in grades, lower achievement _____ Present grade (approximately)
_____ Failure to complete in-class assignments _____ Decrease in class participation
_____ Failure to complete homework assignments _____ Short attention span, easily _____ Cheating
distracted

Disruptive Behavior:

_____ Attention-getting behavior, _____ Violating rules
_____ extreme negatives _____ Blaming, denying
_____ Fighting and/or sudden outbursts of anger _____ Obscene language, gestures
and/or verbal abuse toward others _____ Hyperactivity, nervousness

Physical Symptoms:

_____ Sleeping in class _____ Unsteady on feet
_____ Unexplained, frequent physical injuries _____ Slurred speech
_____ Deteriorating personal appearance _____ Frequent cold-like symptoms
_____ Frequent complaints of nausea or vomiting _____ Glassy, bloodshot eyes
_____ Smelling of alcohol or marijuana

Atypical Behavior:

- | | |
|--|---|
| <input type="checkbox"/> Change in friends, change in behavior | <input type="checkbox"/> Erratic behavior |
| <input type="checkbox"/> Sudden popularity | <input type="checkbox"/> Constant adult contact |
| <input type="checkbox"/> Older or significantly younger social group | <input type="checkbox"/> Disoriented |
| <input type="checkbox"/> Sexual behavior in public | <input type="checkbox"/> Unrealistic goals |
| <input type="checkbox"/> Talks freely about substance abuse | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Withdrawn, difficulty in relating to others | <input type="checkbox"/> Defensive |
| <input type="checkbox"/> Inappropriate responses | <input type="checkbox"/> Unexplained crying |

Home/Social/Family Problems:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Runaway |
| <input type="checkbox"/> Peer problems | <input type="checkbox"/> Job problems |
| <input type="checkbox"/> Family alcohol/drug problems | |

Policy/Discipline Code Violations:

- | | |
|--|--|
| <input type="checkbox"/> Involvement in thefts and assaults | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Possession of drugs/alcohol | <input type="checkbox"/> Carrying a weapon |
| <input type="checkbox"/> Possession of drug paraphernalia (e.g., roach clips, bongs, rolling paper) | <input type="checkbox"/> Selling Drugs |

Extra Curricular Activities

- | | |
|---|--|
| <input type="checkbox"/> Missed athletic practice without substantial/acceptable reason | <input type="checkbox"/> Missed club/group meeting without substantial/acceptable reason |
| <input type="checkbox"/> Loss of eligibility | |
| <input type="checkbox"/> Dropped out of activity (name of activity): _____ | |

Specific and Descriptive Observed Behaviors (Hearsay or subjective comments will not be accepted):

Please feel free to offer comments (positive or corrective) that you think will be helpful in addressing this student's needs.

Skills _____

Positive Characteristics, Strengths, Interests _____



Environmental Supports _____

Thank you for your cooperation, caring and concern!

Lincoln Avenue School Supply Request Form

| Item name | Quantity | Color (If Applicable) | Quantity Filled (Office Use) |
|-------------------------------------|----------|--------------------------|---------------------------------|
| Pencils | | | |
| Pencil sharpener | | | |
| Pens | | | |
| Dry erase markers | | | |
| Sentence strips | | | |
| Stapler | | | |
| Staples | | | |
| Post-its | | | |
| Glue sticks | | | |
| Crayons | | | |
| Colored pencils | | | |
| Manila folders | | | |
| Construction paper | | | |
| Rulers | | | |
| Post-it Easel (white/ruled/grid) | | | |

| | | | |
|----------------|--|--|--|
| Writing paper | | | |
| Copy paper | | | |
| Pocket folders | | | |
| Highlighters | | | |
| Erasers | | | |

| | | |
|---|--|---|
|  | Orange Township Public Schools Lincoln Avenue School Mr. Patrick Yearwood Jr., Principal |  |
| | | Gerald Fitzhugh, II, Ed.D. Superintendent of Schools |



Dr. Christina Tighe, Assistant Principal

Mrs. Aimie Smith, Assistant Principal.

Mr. Noel Cruz, Dean of Students

Weekly Professional Learning Community Meeting

Date: _____

Grade Level/s: _____

Attendance:

Domains Covered:

- Planning & Preparation: _____
- Classroom Environment: _____
- Instruction _____
- Professional Responsibility: _____

| | |
|--|---|
| Instructional Focus/Meeting Goal: | Plan of Action: |
| Questions/Solutions: | Next Steps/Instructional Focus Next Meeting: |

Orange Public Schools Field Trip Request Form

Trip should be billed to (Name of School): _____

Contact Person: _____ Phone # _____ Fax # _____

Date of trip: _____

Number of Students: _____ Number of Adults: _____ Total Passengers: _____

Date of Trip: _____ Departure Time Trip Location _____

Return Time School Location _____

Bus Size Request: _____

Type of Trip:

Field Trip _____ Athletic Trip _____ (Type of Sport): _____

Departing From: _____

Address: _____

City/State: _____

Destination: _____

Address: _____

City/State: _____

Number of Vehicles: _____ Coach: _____ School Bus: _____

Authorizing Signature (School): _____

To Be Completed by Essex Regional Educational Services Commission: Confirmation Info:

Cost Per Vehicle: _____ 4% Admin Fee: _____

Show/No Go Rate: _____

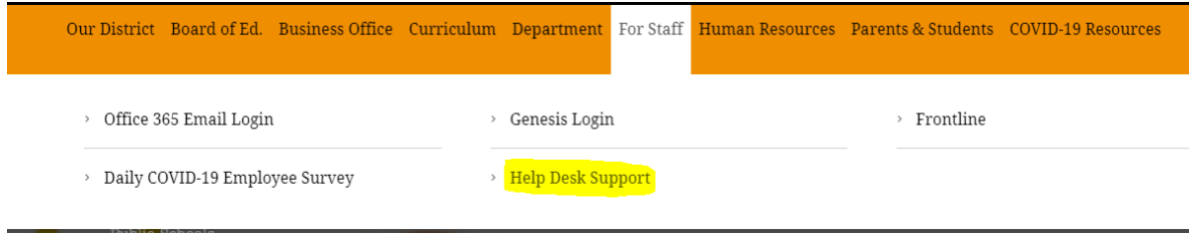
Total Cost Per Vehicle: _____ Number of Vehicles: _____

Total Cost: _____

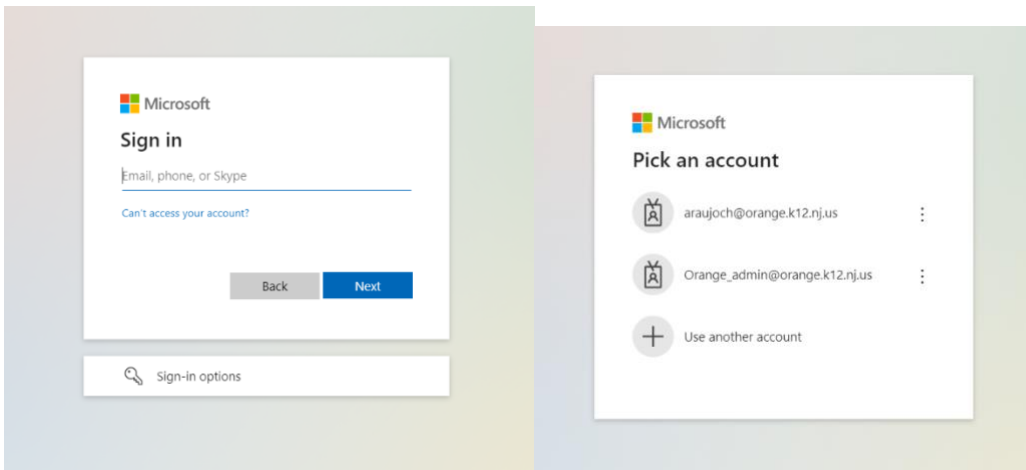
| | | |
|--|---|--|
| | <input type="checkbox"/> Intervention Specialist Referral | |
|--|---|--|

HOW TO SUBMIT A TICKET TO THE HELPDESK

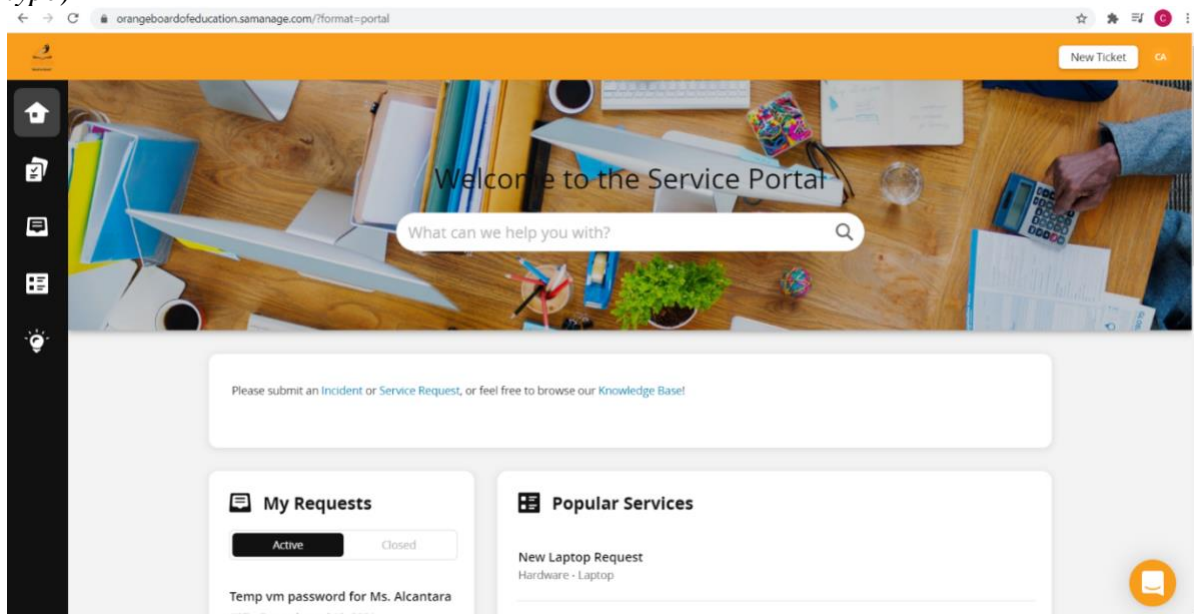
1. Go to: <https://orangeboardofeducation.samanage.com>
2. You can also access this Link on District Home Page>For Staff >Helpdesk Support.



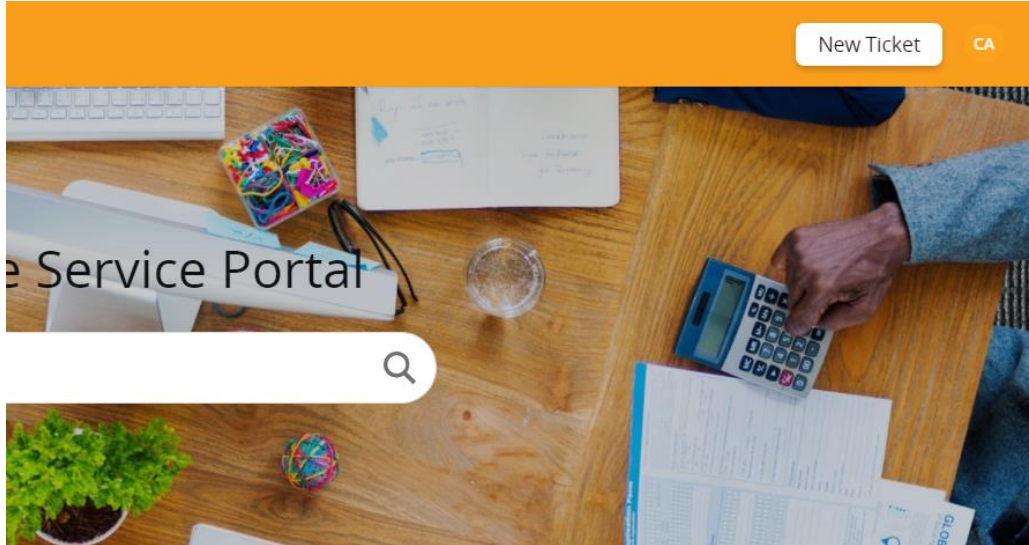
3. Type in your Office 365 email address and password to login (or choose your account from the list)



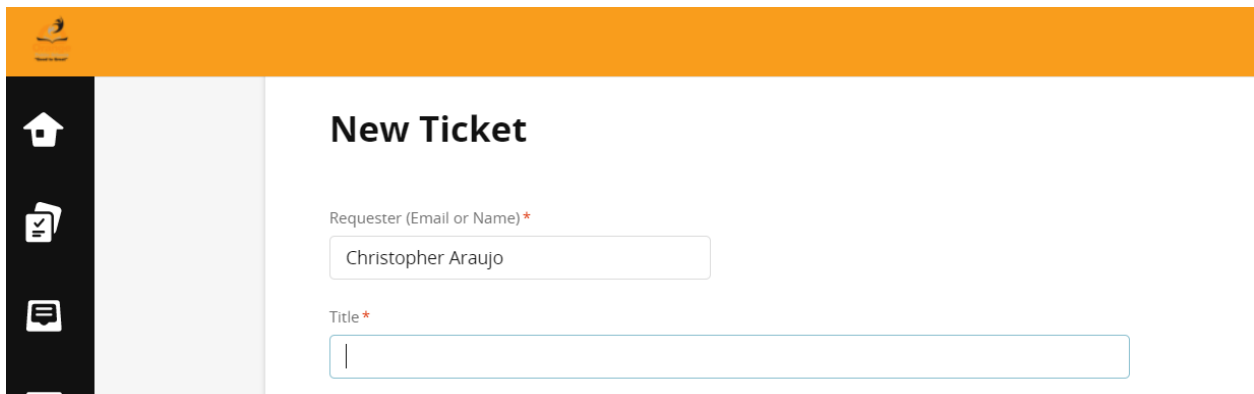
(Once logged in you will be at the helpdesk homepage. On this page you will see any tickets you currently have open as well as a list of popular services which you can click on to initialize the request type)




4. If none of the popular services describe your issue/request, you can click the “New Ticket” button in the top right corner of the page to create a new ticket/incident.



5. Once you click “New Ticket” a new ticket will open with your name in the “Requester” section (if for some reason you are creating this ticket for a fellow colleague/employee be sure to populate that person’s name in the “Requestor” section)




6. In the “Title” section put the overall issue
7. In the “Description” section list all pertinent details you can regarding the issue. You can also attach any files, examples, or screenshots you may want to share to the details by clicking the “” button.

(These details help us diagnose and be proactive in addressing the issues in a timely manner avoiding as much downtime as possible)

Description

Aa



Category Subcategory

Not Set ▼

Not Set ▼

CC






Site Department

Not Set ▼

Not Set ▼

CancelCreate

8. Below the details box you have 2 “Category” sections that help us further understand the issue but are not mandatory.
9. There is also a “cc” section in which you can add anyone you feel should be included in the updates that are added to the ticket as work progresses on the issue until the issue is resolved.
10. Below the “cc” section you have “Site” and “Department” which you can choose if they are not auto populated for you.
11. At this point you have filled in all the details needed and can click the “create” button at the bottom to create the ticket which will then be placed in the helpdesk ticket que. A notification will simultaneously be sent to a helpdesk technician as well as yourself confirming that the ticket has been created with all the details provided as well as the ticket number.

New Ticket

New Ticket

Requester (Email or Name) *


Title *





Description

Category: Subcategory:

CC:

Site: Department:









New Ticket

My Tickets

Incident #28 created [view](#) [refresh](#) ✕

+ Add Filter Clear Filters

| NUMBER ↓ | STATE | SUBJECT | CATEGORY | SUBCATEGORY | ASSIGNED TO | REQUESTED BY | DUE DATE |
|----------|---|-------------------------|----------|-------------|-------------|--|----------|
| 28 | New | Computer won't power on | Hardware | Desktop | |  Christopher Araujo | |

REGISTER EMAIL ADDRESS FOR SCAN TO EMAIL ON CANON COPIER

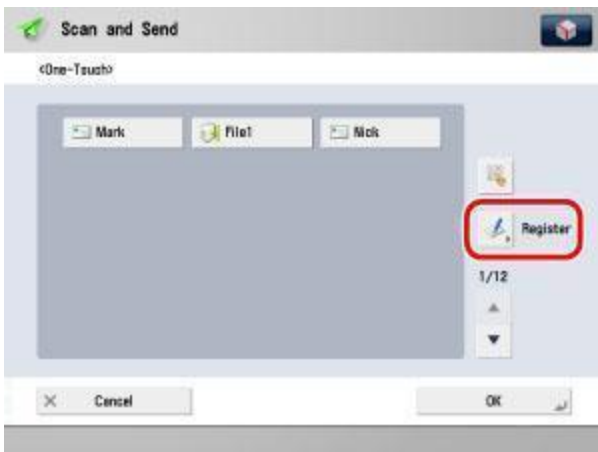
1.

Press [One-Touch].



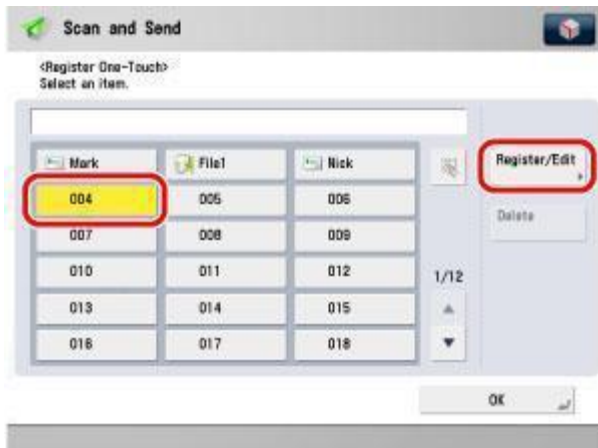
2.

Press [Register].



3.

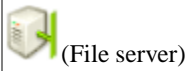
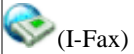
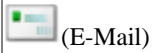
select a one-touch button to store or edit → press [Register/Edit].



If you select a one-touch button already storing a destination, proceed to step 4.

NOTE

For the one-touch button with settings already stored, one of the following icon is displayed to indicate the type of destination.



If you select a one-touch button that already has destinations stored in it, the destinations are displayed.

If you register multiple destinations as a group address in a one-touch button, the number of destinations registered in the group address is displayed.

4.

Select [E-Mail]



5.

Enter One Touch Information

Press [Name] → enter a name for the e-mail address → press [OK].

Press [One-Touch Name] → enter name Displayed on One Touch Button → press [OK].

Press [E-mail Address] → your Orange District email address Ex. someone@orange.k12.nj.us

Scan and Send

<E-Mail>
One-Touch Number: 004

Name One-Touch Name

E-Mail Address

Divide Data On Off

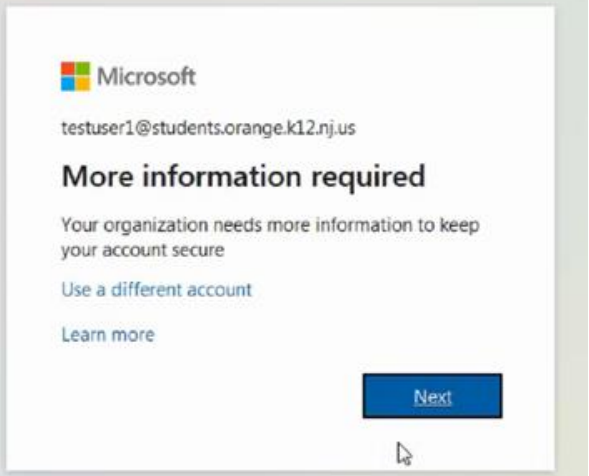
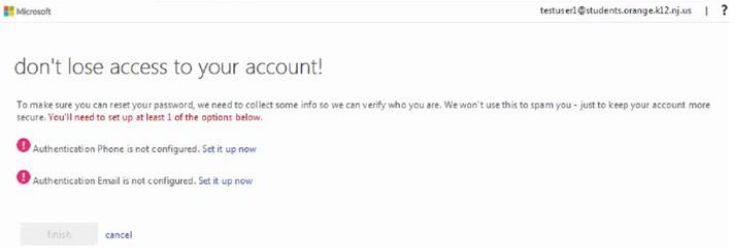
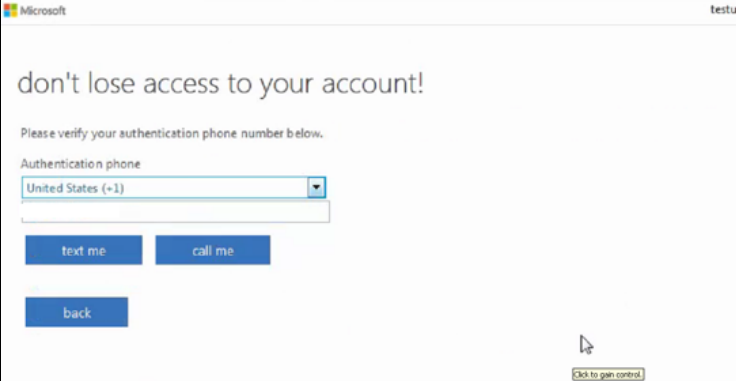
Cancel OK

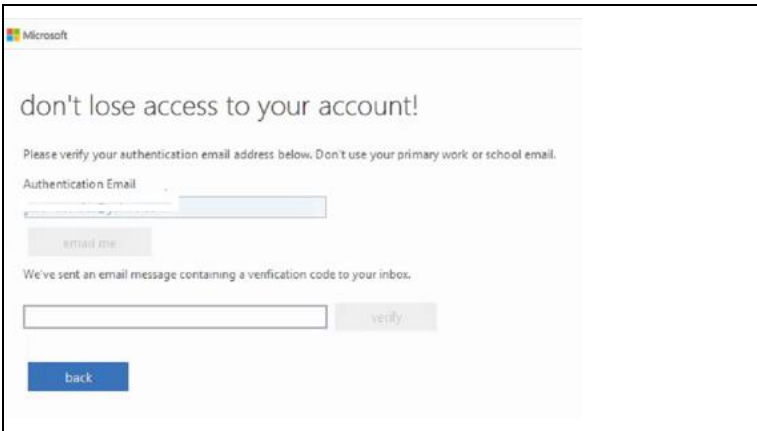
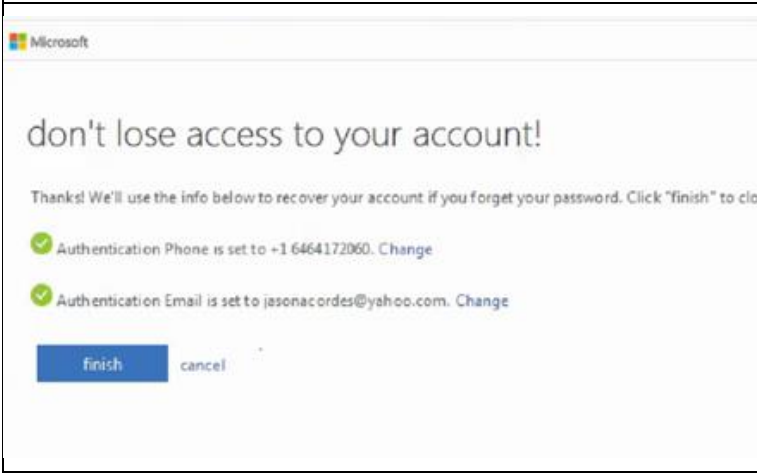
Self-service password reset

Contents

| | |
|---------------------------------------|---|
| Set additional authentication methods | 1 |
| Self-service password reset | 2 |

Set additional authentication methods

| | |
|--|--|
|  <p>The screenshot shows a Microsoft account security page for the user testuser1@students.orange.k12.nj.us. The page title is "More information required" and the message states: "Your organization needs more information to keep your account secure". There are two links: "Use a different account" and "Learn more". A blue "Next" button is located at the bottom right of the main content area.</p> | <p>When next time you log on online with your orange.k12.nj.us e-mail, it will ask you to set up additional authenticators. You can also go to https://aka.ms/mfasetup</p> |
|  <p>The screenshot shows a Microsoft account security page with the heading "don't lose access to your account!". Below the heading, it says: "To make sure you can reset your password, we need to collect some info so we can verify who you are. We won't use this to spam you - just to keep your account more secure. You'll need to set up at least 1 of the options below." There are two red warning icons with text: "Authentication Phone is not configured. Set it up now" and "Authentication Email is not configured. Set it up now". At the bottom, there are "Finish" and "cancel" buttons.</p> | <p>Click on "set it up now" for each – phone and authentication e-mail.</p> |
|  <p>The screenshot shows a Microsoft account security page with the heading "don't lose access to your account!". Below the heading, it says: "Please verify your authentication phone number below." There is a dropdown menu for "Authentication phone" currently set to "United States (+1)". Below the dropdown are two buttons: "text me" and "call me". At the bottom left is a "back" button. At the bottom right is a "Click to gain control" link.</p> | <p>Provide your phone number, don't forget to pick "United States (+1)"</p> |

| | |
|---|--|
|  <p>Microsoft</p> <p>don't lose access to your account!</p> <p>Please verify your authentication email address below. Don't use your primary work or school email.</p> <p>Authentication Email</p> <p><input type="text"/></p> <p>email me</p> <p>We've sent an email message containing a verification code to your inbox.</p> <p><input type="text"/> verify</p> <p>back</p> | <p>Set up of both methods, the phone and e-mail required</p> |
|  <p>Microsoft</p> <p>don't lose access to your account!</p> <p>Thanks! We'll use the info below to recover your account if you forget your password. Click "finish" to complete.</p> <ul style="list-style-type: none"> ✓ Authentication Phone is set to +1 6464172060. Change ✓ Authentication Email is set to jasonacordes@yahoo.com. Change <p>finish cancel</p> | <p>Click "finish"</p> |

Self-service password reset

| | |
|---|--|
|  <p>Microsoft</p> <p>← testuser1@students.orange.k12.nj.us</p> <p>Enter password</p> <p>Password <input type="password"/></p> <p>Forgot my password</p> <p>Sign in</p> | <p>When logging in, click on "forgot my password" or you can go to https://passwordreset.microsoftonline.com</p> |
|---|--|

Microsoft


Get back into your account

Who are you?

To recover your account, begin by entering your email or username and the cl

Email or Username:

Example: user@contoso.onmicrosoft.com or user@contoso.com



Enter the characters in the picture or the words in the audio.

Enter your e-mail from school + human validation characters

Microsoft

Get back into your account

verification step 1 > choose a new password

Please choose the contact method we should use for verification:

- Email my alternate email
- Text my mobile phone
- Call my mobile phone

You will receive an email containing a verification code at your alternate email address (ja*****@yahoo.com).

Select either method – validation with e-mail or phone

| | |
|--|--|
| <p>Microsoft</p> <h2>Get back into your account</h2> <p>verification step 1 > choose a new password</p> <hr/> <p>Please choose the contact method we should use for verification:</p> <ul style="list-style-type: none"><input checked="" type="radio"/> Email my alternate email<input type="radio"/> Text my mobile phone<input type="radio"/> Call my mobile phone <p>We've sent an email message containing a verification code to your inbox.</p> <p>651073</p> <p>Next Are you having a problem?</p> <p>Cancel</p> | <p>In case of e-mail or phone text, enter validation code. In case of phone call – answer the call and press #</p> |
| <p>Microsoft</p> <h2>Get back into your account</h2> <p>✔ Your password has been reset</p> <p>To sign in with your new password, click here.</p> | <p>Provide your new password. The password will be changed and ready to use.</p> |

**Lincoln Avenue School
Staff Handbook**

I have received, read and fully understand the Staff Handbook and am aware that this signed form must be returned to my Administrator by September 10, 2021.

Staff Name (please print)

Staff Signature

Date