

# STAFF HANDBOOK

2020 - 2021



**Mr. Dana Gaines, Principal**

**\* PRIDE \* PASSION \* PURPOSE \***

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*Terence Wesley, Rosa Parks Community School*

*Samantha Sica-Fossella, Orange Preparatory Academy*

*Kavita Cassimiro, Orange High School*

*Isabel Colon, Lincoln Avenue School*

*Nyree Delgado, Forest Street Community School*

*Devonii Reid, Ed.D., STEM Academy of the Oranges*

*Joshua Chuy, Rosa Parks Community School*

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*April Stokes, Park Avenue School*

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

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*Henie Parillon, Science (K-12)*

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

*Daniel Ramirez, Math (5-8)*

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

*Caroline Onyesonwu, Bilingual/ESL & World Languages*

*Frank Tafur, Guidance*

*Amina Mateen, Special Services*

**"GOOD TO GRIT"**

## Principal's Message

Dear Oakwood Avenue Community School (OACS) Staff,

Welcome to the start of the 2020-21 school year and to the new and returning students, staff and families of the Oakwood Avenue Community School! I am excited to serve as the new principal of Oakwood Avenue and look forward to meeting and working with families, students and staff in our united goal of stellar education and child development; socially, emotionally, and intellectually.

***Due to COVID-19 this school year will present unique structure and plans.*** Oakwood Avenue Community School's opening will be guided by the 'School Reopening Guidelines 2020-2021' developed by our Superintendent, Dr. Fitzhugh and his Reopening Committee. The plans and guidelines can be found on the Orange District web page at [www.orange.k12.nj.us](http://www.orange.k12.nj.us). It is the expectation that all staff take the time to thoroughly read, review, and be knowledgeable of all plans and guidelines outlined in the document. These guidelines will serve as our road map as we begin and progress through the 2020-21 school year.

### **School Design**

**Although the traditional face-to-face learning is the best instructional model for our students, our current public health status and the requirement of 6ft. of social distancing will not allow us to provide traditional face-to-face instruction for our student body. In addressing the State mandates on safety and health, we will be implementing Plan B from the District's 'School Reopening Guidelines 2020-2021'. This hybrid learning plan incorporates synchronous, asynchronous, and face-to-face learning in staggered phases throughout the school year.**

- Phase 1: All staff and students will engage in 100% virtual learning, synchronous and asynchronous, from September 8<sup>th</sup> to October 2<sup>nd</sup>. Our students, staff, and parents will receive intensified trainings on approved digital platforms. Trauma informed/SEL programming will be integrated into traditional instructional programs. "Tangible" materials and resources (textbooks, manipulatives, technology) will be disseminated in a kiosk fashion to students.
  - Phase 2: Synchronous and asynchronous will continue for students between October 5<sup>th</sup> and November 25<sup>th</sup>. Teachers will report onsite for 2 assigned days per week to provide virtual synchronous instruction (through webcam) within their designated classroom spaces.
  - Phase 3: Our school will identify students targeted for on-site instruction based on current assessments and/or services. The targeted group will receive instruction face-to-face twice per week starting November 30<sup>th</sup> through December 23<sup>rd</sup>. All other students will continue in Phase 2.
  - Phase 4: Beginning January 4<sup>th</sup>, all students will report to school in staggered assigned groupings.
  - Attendance will be recorded and required at each phase throughout the School Reopening Plan . All assignments, tasks, tests will be graded in accordance with the District grading system.
- Please be reminded that students report (virtually) for the **first day of school on Tuesday, September 8, 2020**. Also, please mark your calendar for ***Back to School Night*** (virtually)

**on Monday, September 21, 2020. (This event will be virtual. A letter and flyer from the Principal will be distributed with details)** This is when you will have the opportunity to meet with your child's parents/guardians/families and share the great things planned in your class this school year that will stretch our student's practice and develop their gifts.

**Our school's vision to "provide a culture that empowers all learners to embrace learning, to excel, and to own their future in an engaging, inspiring and challenging learning environment" will require a sustained effort from all of us. Communication and collaboration will be integral.**

Our collaborative efforts at OACS is rooted in the dedicated partnership of families, community, students and staff towards the common goal of premier social, emotional, and intellectual growth. It is our **PRIDE, PASSION, PURPOSE.**

It is going to be a great school year for the Oakwood Avenue Community School!!

Respectfully,

**Mr. Dana Gaines**  
Principal



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## **District Vision / Mission**

### **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.

## **Oakwood's Collaborative Mission Statement**

With a results-driven focus on improving student achievement, Oakwood Avenue Community School will ensure that students, parents, teachers, and the community receive rigorous, robust and rewarding 21<sup>st</sup> Century learning experiences by way of:

- Professional collaboration
- An ongoing commitment to explore and implement new instructional best practices
- Mutual trust and respect
- Sharing and acknowledging successes
- Family and community engagement

**From Good to Great!**

## Oakwood Avenue Community School Song



*Oakwood is the best school in town*

*And we go there everyday*

*Oakwood helps us do what is right*

*In the things, we learn and say*

*We've got the best school spirit*

*In this whole town*

*The teachers are the greatest too*

*Oakwood is the best school in town*

*And to Oakwood we'll be true.*

## **My Peace Pledge**



*I am a member of the Oakwood Avenue Community School.*

*Our Mascot is the Soaring Eagle.*

*Like the Soaring Eagle I pledge to:*

*Strive for Outstanding Achievement, Respect and Success*

*I pledge to talk respectfully to others;*

*To treat people with care, integrity and good citizenship;*

*I pledge to treat others with the same respect with which I wish to  
be treated;*

*I pledge to build peace ~ at home, at school and in my  
community.*



# **OACS Leader Expectations**

## **BE RESPECTFUL**

- Be Nice
- Help Others
- Listen to and Follow Directions
- Take Care of School Property

## **BE RESPONSIBLE**

- Be on Time
- Wear Your Uniform Daily
- Come prepared to Class
- Complete Your Homework

## **BE PRODUCTIVE**

- Participate in Class
- Try Your Best
- Stay on Task
- Finish Your Work

# **BE A LEADER!!!**

Please note that the level of discipline is based on the severity of the misbehavior. The Code of Conduct and expected student behaviors apply during Virtual Learning as well as in-person instruction. When determining the level of seriousness of the misbehavior and the level of discipline necessary, the following factors will be considered:

- PBSIS program was followed by the staff member
- Student's discipline history
- Degree of premeditation, impulse, or self-defense
- Age and/or disability
- Strength of evidence
- Cooperation/remorse

**\*\*\* Final decisions will be made by Principal Gaines. \*\*\***

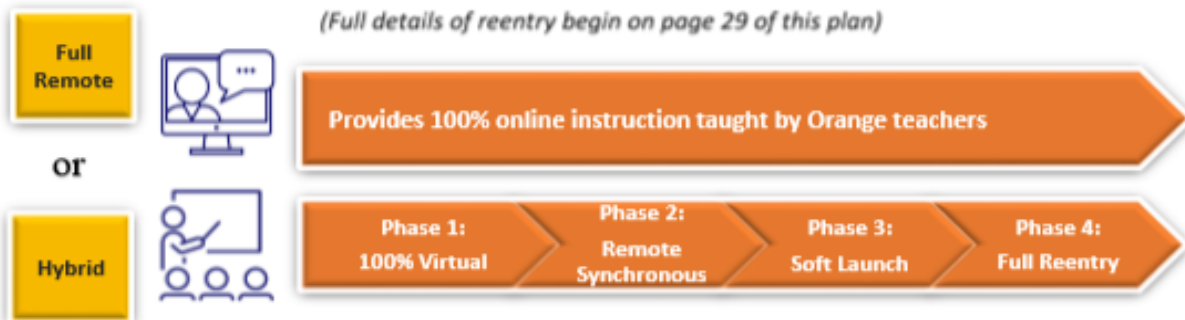
# "PLAN B"



Decelerated  
Reentry



## The Orange Public Schools School Reopening Guidelines At a Glance

(Full details of reentry begin on page 29 of this plan)



Families can choose from two pathways, (A) full remote learning that allows a family to opt in to a fully online curriculum or (B) a hybrid of remote and in-person and remote learning.

Note: Parents must register for the Full Remote option at [www.orange.k12.nj.us](http://www.orange.k12.nj.us).

|  <b>Full Remote</b>  |  <b>Hybrid</b>  |
|--|---|
| <p>Within this model, students engage in virtual instruction as guided by their teacher(s).</p> <p><b>Students, from home</b></p> <ul style="list-style-type: none"> <li>✓ Log into the weekly synchronous lessons lead by their teachers</li> <li>✓ Routinely check appropriate Google Classrooms and emails for information on courses, assignments, and other resources, on a daily basis</li> <li>✓ Attend and participate in any check-in times offered by their teachers</li> <li>✓ Engage in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy</li> <li>✓ Submit all assignments in accordance with provided protocols, timelines and/or due dates</li> </ul> | <p><b>Phase 1: 100% Virtual Learning</b><br/>September 8 – October 2 (4 weeks)<br/>All teaching/learning is done virtually</p> <p><b>Phase 2: Remote Synchronous</b><br/>October 5 – November 25 (7 weeks)<br/>Teachers only are onsite 2 days per week providing virtual instruction; support staff (guidance, CST, social workers, attendance officers), nurses, TC's, secretaries are onsite 4 days per week.</p> <p><b>Phase 3: Soft Launch</b><br/>November 30 – December 23 (3.5 weeks)<br/>For all pre-identified students (SwD's, ELLs, Tier III, etc.)</p> <p><b>Phase 4: Full Reentry</b><br/>January 4, 2021 – end of year (Remainder of the year)<br/>All students-on-site with staggered schedules</p> |
| <p>The most important impact we can have on our students and staff during the pandemic is on their health, safety, and well-being. Protocols and guidelines have been put in to place to ensure the health and safety of the district's students and staff.</p>  |   |

*The following is aligned with the Orange District School Reopening Guidelines implemented due to COVID-19. Please see entire document at [www.orange.k12.nj.us](http://www.orange.k12.nj.us) The following schedule for Phase I and II will be implemented:*

## **Phase I and II of the Back to School Plan**

### **Instructional Model B**

- Phase 1: 100% Virtual Learning (09/08/20 – 10/02/20)** – All teaching/learning is done virtually/remotely from home and in a scheduled and synchronous format. Student academic/SEL needs are addressed throughout the school day in synchronous whole group instruction, small group instruction, one-on-one student conferencing during teacher office hours. Teachers are accessible and attend to professional responsibilities during work hours daily (i.e., phone, email, virtual meeting platforms).

### 2020-21 Sample Virtual Learning Weekly Student Schedule – Phase 1

| <b>M (A-Day)</b>                                   | <b>T (B-Day)</b>                                   | <b>W (A-Day)</b>                                   | <b>Th (B-Day)</b>                                  | <b>F (A-Day)</b>                                   |
|--|--|--|--|--|
| <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> |
| <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  |
| <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  |
| <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 |
| <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                |
| <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     |
| <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                |
| <b>11:30 -12:00 pm<br/>Period 4A</b>               | <b>11:30 -12:00 pm<br/>Period 4A</b>               | <b>11:30 -12:00 pm<br/>Period 4A</b>               | <b>11:30 -12:00 pm<br/>Period 4A</b>               | <b>11:30 -12:00 pm<br/>Period 4A</b>               |
| <b>12:00 -12:30 pm<br/>Period 4B</b>               | <b>12:00 -12:30 pm<br/>Period 4B</b>               | <b>12:00 -12:30 pm<br/>Period 4B</b>               | <b>12:00 -12:30 pm<br/>Period 4B</b>               | <b>12:00 -12:30 pm<br/>Period 4B</b>               |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Lunch for staff and students<br/>12:30-1:00 pm</b> | <b>Lunch for staff and students<br/>12:30-1:00 pm</b> | <b>Lunch for staff and students<br/>12:30-1:00 pm</b> | <b>Lunch for staff and students<br/>12:30-1:00 pm</b> | <b>Lunch for staff and students<br/>12:30-1:00 pm</b> |
| <b>1:00-3:20 pm<br/>OFFICE HOURS<br/>for Teachers</b> | <b>1:00-3:20 pm<br/>OFFICE HOURS<br/>for Teachers</b> | <b>1:00-3:20 pm<br/>OFFICE HOURS<br/>for Teachers</b> | <b>1:00-3:20 pm<br/>OFFICE HOURS<br/>for Teachers</b> | <b>1:00-3:20 pm<br/>OFFICE HOURS<br/>for Teachers</b> |
| <b>Asynchronous<br/>Instruction for<br/>Students</b>  | <b>Asynchronous<br/>Instruction for<br/>Students</b>  | <b>Asynchronous<br/>Instruction for<br/>Students</b>  | <b>Asynchronous<br/>Instruction for<br/>Students</b>  | <b>Asynchronous<br/>Instruction for<br/>Students</b>  |

### **Instructional Model B**

- Phase 2: Remote Synchronous (10/05/20 – 11/25/20)** – Teachers report onsite (OACS) for the length of the school day for 2 days per week. Support staff, nurses, technology coordinators, secretaries report onsite (OACS) for the length of the school day for 4 days per week. Teachers will provide virtual synchronous instruction in assigned classrooms equipped with webcams. Students remain at home in Virtual Learning.

### 2020-21 Sample Virtual Learning Weekly Student Schedule – Phase 2

| <b>M (A-Day)</b>                                   | <b>T (B-Day)</b>                                   | <b>W (A-Day)</b>   | <b>Th (B-Day)</b>                                  | <b>F (A-Day)</b>                                   |
|--|--|--|--|--|
| <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>Asynchronous<br/>Instruction for<br/>Students</b><br><br><b>Professional<br/>Development/<br/>OFFICE<br/>HOURS<br/>for Teachers</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> | <b>8:15 – 8:30 am<br/>Homeroom/<br/>Attendance</b> |
| <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  |  | <b>8:30-9:00 am<br/>Period 1A</b>                  | <b>8:30-9:00 am<br/>Period 1A</b>                  |
| <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  |  | <b>9:00-9:30 am<br/>Period 1B</b>                  | <b>9:00-9:30 am<br/>Period 1B</b>                  |
| <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 |  | <b>9:30-10:00 am<br/>Period 2A</b>                 | <b>9:30-10:00 am<br/>Period 2A</b>                 |
| <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                |  | <b>10:00-10:30 am<br/>Period 2B</b>                | <b>10:00-10:30 am<br/>Period 2B</b>                |
| <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     |  | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     | <b>10:30-11:00 am<br/>Period 3A<br/>RECESS</b>     |
| <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                |  | <b>11:00-11:30 am<br/>Period 3B</b>                | <b>11:00-11:30 am<br/>Period 3B</b>                |

|  |  |  |  |  |
|--|--|--|--|--|
| 11:30 -12:00 pm<br>Period 4A   | 11:30 -12:00 pm<br>Period 4A   |  | 11:30 -12:00 pm<br>Period 4A   | 11:30 -12:00 pm<br>Period 4A   |
| 12:00 -12:30 pm<br>Period 4B   | 12:00 -12:30 pm<br>Period 4B   |  | 12:00 -12:30 pm<br>Period 4B   | 12:00 -12:30 pm<br>Period 4B   |
| Lunch for staff<br>and students<br>12:30-1:00 pm   | Lunch for staff<br>and students<br>12:30-1:00 pm   | Lunch for staff<br>and students<br>12:30-1:00 pm   | Lunch for staff<br>and students<br>12:30-1:00 pm   | Lunch for staff<br>and students<br>12:30-1:00 pm   |
| 1:00-3:20 pm<br><b>OFFICE HOURS</b><br>for Teachers<br><br>Asynchronous<br>Instruction for<br>Students | 1:00-3:20 pm<br><b>OFFICE HOURS</b><br>for Teachers<br><br>Asynchronous<br>Instruction for<br>Students | 1:00-3:20 pm<br>Professional<br>Development/<br><b>OFFICE</b><br><b>HOURS</b><br>for Teachers<br><br>Asynchronous<br>Instruction for<br>Students | 1:00-3:20 pm<br><b>OFFICE</b><br><b>HOURS</b><br>for Teachers<br><br>Asynchronous<br>Instruction for<br>Students | 1:00-3:20 pm<br><b>OFFICE HOURS</b><br>for Teachers<br><br>Asynchronous<br>Instruction for<br>Students |

## Attendance

### Staff Attendance

Staff members' day is 8:15 am – 3:20 pm. All staff members must active and accessible for the duration of the day. **VIRTUAL LEARNING** begins daily with **HOMEROOM** at **8:15 A.M.** **INSTRUCTION** begins promptly **AT 8:30 A.M.** **NO EXCEPTIONS.**

If you are going to be absent from the school day, or any portion of the day, **you must contact the substitute service by phone or via online by 6am.**

### Recording Student Attendance

Student Attendance is taken and recorded in Genesis daily based upon participation in the virtual learning environment and interactions with teachers. All teachers are to record student attendance using Genesis for all classes as students login to complete daily assignments. Teachers should mark a student's attendance based on his/her attempt to complete the assigned work by 10 a.m. the following school day, as this allows students ample opportunity to complete assignments and receive credit. If a student fails to complete an assignment by 10 a.m. the following school day, the student is to be marked absent and the classroom teacher or paraprofessional should continue to reach out to parents using one of the approved platforms; Class Dojo, Remind, SchoolWires, email or a phone call to inquire about the status of the assignment. For all phone calls, a call log should be retained in Genesis. As there are multiple ways to capture student attendance using Genesis, we recommend using the following steps: Genesis>Gradebook>Class Attendance

## **Roles and Responsibilities – Schools/Teachers(Staff)**

- Creating a Google Classroom platform and assigning your students
- Creating a Class Dojo or Remind account that serves as the communication platform for parental contact
- Sharing Google Classroom codes with respective principals and supervisors so they can view the site and accompanying assignments
- Uploading standards-based assignments/assessments into Google Classroom or Class Dojo or Teacher Web Page
- Testing the virtual platforms
- Updating the “Extended Learning” tab under your respective teacher webpage
- Referencing the advanced training tutorials in the following: Google Hangout, Google Classroom, Class Dojo, and Remind
- Supporting peers that are new to the aforementioned platforms
- Setting up office hours for Communication with students, parents, administrators; documenting assessments, including uploading/scoring/grading assignments providing feedback
- Interact with students during assigned Office Hours in synchronous (live/real time) and asynchronous experiences
- Attend Common Planning Meetings (CPTs) routinely as scheduled by school and district administrators and peers
- Enter Grades into the District’s Student Management System (Genesis)

**Note: Paraprofessionals are to have the same office hours and access to curriculum portals (Google Classroom, Class Dojo, etc.)**

## **Homeroom Procedures & Protocols**

- Establish homeroom routines from the first day of school.
- Take attendance and check on the health and wellness (physical, social, emotional) of your students
- Communicate regularly with parents/families. Communication with parents/families is critical to maximizing students’ efforts and success.
- Families will have an opportunity to see the Oakwood narrative and the great activities and happenings in each class and school wide by visiting the schools Twitter, Instagram, and Facebook as well as the district website

## **Additional Professional Responsibilities**

**PLC Meetings-** All staff are required to attend a total of three (3) PLC and/or professional meetings per month. The meetings shall not go beyond forty-five (45) minutes in length and will be scheduled virtually with login information and an evite sent to all staff. The protocol is that staff reply to the evite which will serve as your attendance to the meeting. Staff are expected to attend all school/district meetings to which they are assigned. The district in-service calendar should be consulted.

## Staff Dress Code

Professional attire is expected during all virtual interactions with students, staff, parents. Please adhere to the professional dress code. You may refer to District Policy 3216 – Dress and Grooming which is included in the appendix for guidance.

## Lunch Applications

Lunch applications are due to Ms. Jackson on **Friday, September 25, 2020**.

- Lunch applications should be in alphabetical order.
- Make sure the child's name, grade, and room# are correct. **DO NOT WRITE** on the top of the applications.
- Ensure the parent/guardian has signed the form.

## Parent/Student Handbook

The Parent/Student Handbook includes the parent/student agreement form to be signed by parent and child. The teacher must collect this form from each student.

## Lesson/Substitute Plans

- Maintaining effective lesson plans are 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 according to the enclosed schedule. Exception, the first one is due on Tuesday, September 8, 2020 on the first week of school.  
**Requirements:**
  - Lesson plans must be maintained in Genesis.
  - All plans are to be stated as an instructional objective including procedures, evaluation and must include materials you plan to use.
  - The instructional objective/Student Learning Target must identify what the students will be able to do at the conclusion of that particular lesson.
  - Must have differentiation that supports every student specifically as per the Multi-Tiered System of Supports (MTSS)
  - The criteria for evaluation of the lesson must be stated.
  - All plans must incorporate technology.
  - All plans must align to NJSLs and noted in your lesson plan.
  - Homework is to be indicated at the end of the day's plan.
  - *Substitute/Emergency Plans for Virtual Learning* must be created and electronically maintained. An electronic copy of your emergency/sub plans must be emailed to Mr. Gaines. These plans should reflect current instruction in the classroom. A minimum of 3 days of instruction in the electronic folders at all times. **THE ELECTRONIC SUBSTITUTE FOLDER MUST BE UPDATED MONTHLY.**



## Orange Township Public Schools

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



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

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

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

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

- April 1, 2021 is a Thursday



## Grading Policy

Children are expected to successfully demonstrate mastery of skills/knowledge of at least one year's academic program in one year's time. The instructional program provides a uniform curriculum that has a specific set of skills and content for each grade level and subjects. All children must learn within specific curriculum timelines, regardless of the school or teacher to who the child is assigned. The following is the grading system adopted for use by the Orange Board of Education.

### Explanation of Academic Grades (Grades 1-8)

| Letter Grade | Standards                     | Score (%) |
|--------------|-------------------------------|-----------|
| A            | Exceeds the standard          | 100 - 90  |
| B            | Meets the standard            | 89 - 80   |
| C            | Marginally meets the standard | 79 - 70   |
| D            | Below the standard            | 69 - 65   |
| F            | Unsatisfactory Performance    | 64 - 50   |

*District guidelines indicate 72% and below mandates a parent teacher conference.*

**Refer to the Grading Promotion and Retention Guidelines! (Copies available on the District Website - <http://www.orange.k12.nj.us/> and in the school library)**

## Homework Policy

Homework is to be assigned daily. The primary purpose of homework is to foster responsibility for the learning process, time budgeting and prioritizing academics. It is an extension of the learning that occurs in the classroom each day and reinforces what is taught. Failure to assign homework is missed opportunity for student growth and development.

For children in grades K-7 the following is a guide to the amount of time students should spend on daily homework assignments:

| GRADE                     | MINIMUM NUMBER OF MINUTES |
|---------------------------|---------------------------|
| KINDERGARTEN              | 20 MINUTES 5 days a week  |
| 1 <sup>st</sup> GRADE     | 30 MINUTES 5 days a week  |
| 2 <sup>nd</sup> GRADE     | 40 MINUTES 5 days a week  |
| 3 & 4 <sup>th</sup> GRADE | 60 MINUTES 5 days a week  |
| 5-7 <sup>th</sup> GRADES  | 90 MINUTES 5 days a week  |

# Interim and Marking Period Dates – SY2020-21

Orange Township Public School District

2020-2021

Interim & Marking Period Report Card

Grade Posting Window Schedule

as of June 10, 2020

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

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

**PLEASE NOTE:** All parents/guardians are to receive Progress Reports of their child's overall academic performance on the dates noted.

❖ Reminder: Conference must be held for 72% and below! Plan must be initiated.

## Parent/Guardian Communication

### Teacher Conferences

Parent-teacher conferences are one means by which teachers report student's progress to parents. This should be supplemented by other conferences as needed for individual students or classes. Teachers are expected to initiate contact with parents if students are experiencing difficulty. Teachers **must** maintain a communication log of their conferences and contacts or attempted contacts with parents. 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 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 the Principal grants release.

### **Additional Communication**

Teachers are encouraged to **send positive notes/telephone calls home** and not only those that convey negative messages. This should be kept in your parent communication log. Communication with parents should be made via Class DOJO. Notes/telephone calls to parents should reflect good common sense and information conveyed in a highly professional manner.

**ALL STAFF MUST MAINTAIN A PARENT COMMUNICATION LOG  
WHICH MUST BE MADE AVAILABLE UPON REQUEST.**

## **Evaluations/Observations/Walkthroughs**

### **Walkthroughs**

Virtual Walkthroughs of google classrooms will be conducted by both the building administrator as well as District level administrators and *will occur on a regular basis*. Feedback is constructive and for the purpose of maximizing the effectiveness of your practice. **Feedback will be provided in a timely manner, within 24-48 hours.**

### **Evaluations**

The school administrators shall evaluate all school personnel in the performance of their assigned duties (District Supervisors/Directors may also perform evaluations). As you know we will use the Danielson Framework for Teaching Observation Rubric and Teachscape tools. Classroom observations are conducted to assist in the improvement of instruction.

## **SEL – Social and Emotional Learning**

**(Virtual Learning and return to in-person school)**

Every Student Succeeds Act (ESSA) was enacted in 2015. The law includes requirements to enhance the Social Emotional Learning supports in school environments in areas i.e. programs, instructor training and assessments that incorporate SEL. On-going small group SEL sessions will take place with the School Counselor.

Implementation of Social Emotional Learning Practices for all students will be measured by the reduction of chronic absenteeism, in/out of school suspensions and HIB incidents through components such as:

## 1. Alternative Programs

## 2. Restorative Justice

In order to promote SEL, the teacher must model professional and appropriate behavior at all time. Discipline should be firm, fair and consistent. Further, it is every teacher's responsibility to take the necessary steps 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 a classroom atmosphere, which is conducive to learning. A disciplinary form should be completed and forwarded to the guidance counselor if involvement is needed in areas of **major misconduct**.

## Smoking

### (Upon the re-opening and return to in-person school)

**State law prohibits smoking on school property.** Smoking is not permitted on the school grounds neither inside nor outside of the school building. It is expected that smoking take place across the street from the building.

## Bulletin Boards

### (Upon the re-opening and return to in-person school)

Bulletin boards must be standards based. Students' written work (You can use the student's name or create a code; however, your feedback and scoring must be on the back of the paper. Data should be displayed using a code instead of the students' names (iRead/ReadingPlus, Assessments, etc.) in the classroom. Teacher objective, rubric used and NJSLs **MUST** be posted. Give proper attention to maintaining an attractive bulletin 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. 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 bulletin boards must be updated no later than the first Friday of each month.**

## Emergency Drills

### (Upon the re-opening and return to in-person school)

Emergency drills are a serious and necessary exercise. State law requires that we hold emergency drills which include fire drills, shelter in place, evacuations, intruder, and lockdown exercises. Upon hearing the signal 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 staff must review all four emergency exercises with their students periodically. Those four drills are: lockdown, shelter-in-place, evacuation, and bomb threat. At the conclusion of the drill, an “All Clear” will be announced three times (3) to ensure that staff resumes instruction.

## Student Supervision and Discipline

### (Virtual Learning(where applicable) and return to in-person school)

- Student discipline is the responsibility of the classroom teacher. 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. Your efforts should be well documented.
- 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.
- Teachers are responsible for their own lunchtime detention 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. Time-out arrangements should be made with other teachers and/or within your classroom.
- No students in the corridors/hallways without a pass. Students will be sent back to class without a pass.
- All students must have a pass when leaving their respective classroom. This is non-negotiable.
- Requests for the school security guard should be limited to emergencies.
- Keep a detailed parent log for all contacts.
- 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. **Use of Class Dojo for parent communication is mandatory.**
- Classes are to be escorted to all specials, assemblies, and lunch in a quiet and orderly manner. Never leave your class unattended until another staff member arrives and has taken responsibility for them.
- The entire staff at OACS Avenue Community School will use the following action plan when dealing with disciplinary concerns.
  - First three offenses will be dealt with in the classroom as outlined on the Discipline Referral Form

- All documentation including the referral form will be kept in your data binder in its own section
- Be sure to document all steps and contact with parents.

Please note that the level of discipline is based on the severity of the misbehavior. In determining the level of seriousness of the misbehavior and the level of discipline necessary, the following factors will be considered:

- Student's discipline history
- Degree of premeditation, impulse, or self-defense
- Age and/or disability
- Strength of evidence
- Cooperation/remorse

**The Principal's 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 Principal, 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. Teachers must keep anecdotal records for children who continually exhibit disruptive behaviors. Documentation must be provided for referrals to the intervention team. **NO CHILD is to be sent home by the classroom teacher.** This action can only be taken by the Principal. It is expected that the teacher will take the time to listen, arbitrate and to help the student mature socially. [Be consistent in holding firm to reasonable rules.] If a student, despite your utmost efforts, continuously disrupts the learning atmosphere of your room, do not hesitate to contact the parent for assistance.

## Suspensions

**No child/student is to be suspended by anyone other than the Principal.** During the length of any suspension, a student will not be eligible to participate in any extracurricular activities. A suspension terminates when the student attends school on the first day following the last day of suspension. All suspensions involving special needs students will be forward to the Child Study team by the school secretary within a reasonable timeframe.

### **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 student 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 student;
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 student attending school or educational institution shall be void.

## **Intervention and Referral Services (I&RS)**

Referral to Special Services – Seek guidance from Child Study Team Members, the guidance counselor, or the school nurse. Referral to the I & RS, must be channeled to the chairperson of the I & RS committee. Be reminded that I&RS interventions must take place prior to referring a student for CST evaluation. For those children who display serious deficiencies may require an intervention meeting with the Intervention and Referral Services team. It is the teacher's responsibility to collect and provide the necessary documentation and data of support to properly address students' needs.

The teacher provides the guidance counselor with written notification of the intervention request.

Note: *Forms are available with OACS Counselor: Ms. Venable [venablpa@orange.k12.nj.us](mailto:venablpa@orange.k12.nj.us) or at 973-677- 4000 ext. 3660*

### **Request for Assistance from Student Intervention Plan**

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

Additional data reviewed by the committee:

- ✓ Test Scores
- ✓ Homework Assignments
- ✓ Behavioral Incidents Reports
- ✓ Parent Conference Notes
- ✓ Intervention strategies implemented thus far

## **PTO News**

**“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). This is your organization to and your commitment and hard work is much needed in supporting the fund-raising activities and other programs in our school. Our 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.

## **Oakwood Avenue Community School**

The Orange Public Schools in partnership with Montclair State University is committed to the development of OACS that addresses the needs and aspirations of students, families and surrounding community.

**OACS Principal: Mr. Gaines** [gaindana@orange.k12.nj.us](mailto:gaindana@orange.k12.nj.us)  
or reach us at 973-677- 4095

**Community School Coordinator: TBD** [@orange.k12.nj.us](mailto:@orange.k12.nj.us)  
or reach us at 973-677- 4000 ext. 3620

**OACS Nurse: Ms.Powell** [powellju@orange.k12.nj.us](mailto:powellju@orange.k12.nj.us)  
or reach us at 973-677- 4000 ext. 3602

**OACS Counselor: Ms. Venable** [venablpa@orange.k12.nj.us](mailto:venablpa@orange.k12.nj.us)  
or reach us at 973-677- 4000 ext. 3660



**Oakwood Avenue Community School**  
**Parent & Student Handbook**  
**OACS Staff Handbook Signature Page**

Dear OACS Staff:

Please review the information presented in our school's Staff Handbook. In addition, please sign, date, and return this page via email to Mr. Gaines at [gaindana@orange.k12.nj.us](mailto:gaindana@orange.k12.nj.us) by **Tuesday, September 8, 2020.**

By signing this signature page, you are confirming that you have read/reviewed all contents with the staff handbook and agree to the expectations outlined in the district and school policies and procedures. You also commit to work collaboratively to ensure the academic, social, and emotional growth of all students.

Your signature will confirm receipt of this very important document.

Sincerely,

*Dana Gaines*

Mr. Dana Gaines  
Principal

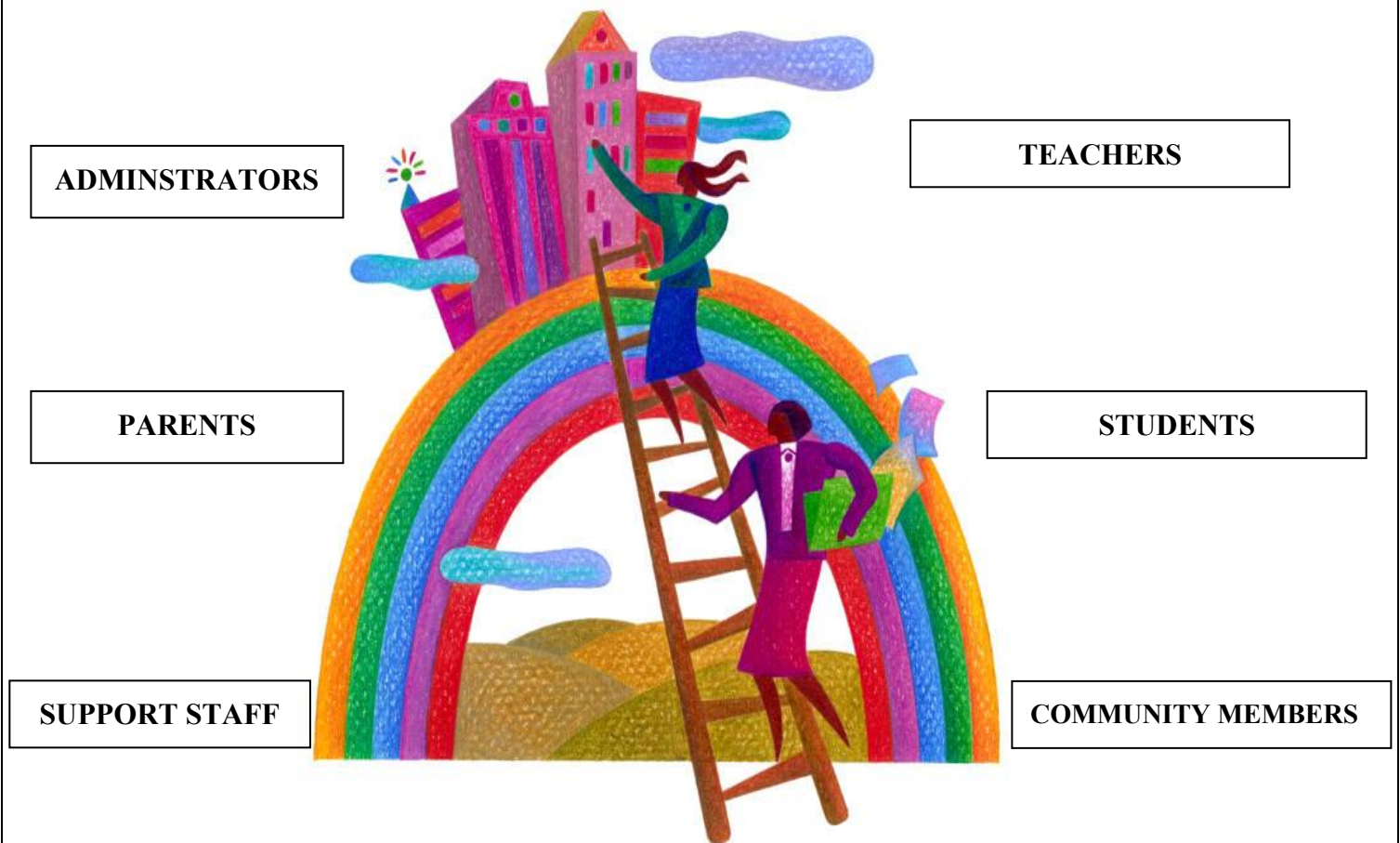
\_\_\_\_\_  
Staff Member Name (please print)

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Assignment/Title/Role

Date \_\_\_\_\_

# Oakwood Avenue Community School



**WORKING TOGETHER**  
with  
**PRIDE, PASSION, PURPOSE**