

Rosa Parks Community School



FACULTY/STAFF HANDBOOK

2022-2023

***PLEASE SIGN AND RETURN PAGE 46**

“We must live our life as a model for others.” ~~~Rosa Parks



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LETTER FROM THE PRINCIPAL

August 22, 2022

Dear Faculty and Staff,

Greetings and well wishes from the administrative team at Rosa Parks Community School to you and the members of your family. I hope you are keeping safe and that you have had some time to enjoy the summer with your family. As we look forward to the start of the 2022-2023 school year, we must first reflect on the 2021-2022 school year. First, I would like to commend the Rosa Parks Community School family for your resilience, determination, and assistance in ensuring the well-being of all our constituents during what can only be described as a difficult time for all. As we look forward to the beginning of the new school year, I renew my commitment to working with you as we navigate the teaching and learning process even in times that are different to what we know as normal. To those joining us this year, a warm welcome and we look forward to your contribution to this amazing team of educators. Our theme this year centers on the Marigold Effect and the power of teamwork.

Please see some extremely important information regarding our school procedures that align with the school's mission and vision. Please ensure that you read carefully. We will examine these and other important developments on September 2nd, 2022. This year we will host **Open House Sessions** for our grade 3 students on Tuesday, August 30, 2022 (10:00 p.m. – 12:00 p.m. and 1:30 p.m. – 3:30 p.m.) For grades 4 – 7, our Kiosks are scheduled for on Wednesday, August 31, 2022, and Friday, September 2, 2022, from 9:00am – 12:00pm. Our **Back-to-School Night** (September 27, 2022). Please mark your calendars.

Mask Mandate:

Effective Tuesday, July 5, 2022, the mask mandate moved to an optional status for our district school and administrative buildings. The Superintendent reserves the right to return to mandatory masks for an unspecified period, should the need arise. Please continue to remain safe as we are embarking on the new school year. The District will continue with COVID testing, this is optional as well.

As always, I welcome your input. Please feel free to share any concerns, suggestions, or ideas to help ensure that we have a happy, healthy, and productive school year. I can be reached at josephde@orange.k12.nj.us or 973-677-4515 ext 18800

In partnership,
Dr. Debra Joseph-Charles
Principal

“Education is the most powerful weapon which you can use to change the world.”
— Nelson Mandela



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.”

Orange Public Schools Mission Statement

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
- With a commitment to academic excellence, the District provides teachers, families, and administrators the tools needed for all students to reach their full potential.
- The District serves all students in our school, 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 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.

From Good to Great

Rosa Parks Community School

Vision

As a Community School, we commit to establishing a solid foundation built on respect for self and others. In so doing, we will foster a community of lifelong learners by nurturing, guiding, and inspiring all students to achieve their maximum potential. This we pledge to do by providing a safe, caring and inquiry-based environment where each student is expected to thrive and succeed. We will utilize our partnerships with parents, staff, students, and our wider community to provide each of our students with equitable opportunities to access learning experiences

Our Mission

Realize

*our self-worth
and recognize
that we can
achieve
excellence in all
that we do.*

Educate

*through
providing real
world
experiences to
all students
while respecting
their various*

Support *our
diverse
community of
learners
acknowledging
their unique
backgrounds,
and cultural*

Pledge

*to focus on
promoting the
academic,
social
emotional and
personal*

Encourage

*curiosity,
discipline,
integrity,
responsibility,
and respect.*

Commit

*to academic
excellence by
providing
teachers and
families the
tools needed for*

Thrive

*in the face of
challenge and
persevere to
achieve our full
potential.*

RESPECT: We give it, and we earn it.

School Creed

I can, I must, I will succeed.

I can do or become whatever I believe.

I am smart, special, and valuable.

I respect myself and others.

My words and actions are kind and honest.

I accept only my best in all that I do.

I am dedicated to achieving excellence.

I am **PROUD** to **BE ME!**

Each person must live their life as a model for others.

Rosa Parks

Administrative Team



Debra Joseph-Charles

Principal

Sandra Guerra

Assistant Principal

Terence Wesley

Assistant Principal

School Leadership Team

2022-2023 SY

Lorna Alexander Taylor

Sara Assia

Abiola Atoro

Agustina Gama

Esther Lawal

Michael Rose

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Professional Responsibilities & Duties

*** [Link for the Orange Board of Education Policies](#) ***

For a comprehensive list of regulating policies visit the following website:



<http://www.straussesmay.com/seportal/Public/pubElanOnline.aspx?id=c9b1aec93259447b8b1f420c50323b40>

- Revisit the most critical prerequisite skills and knowledge for each subject area and grade level with students.
- Evaluate students' unfinished learning to provide acceleration support.
- Integrate trauma informed/SEL programming (e.g. during Morning Meetings).
- Follow the approved schedules.

Administrative Walkthroughs

Walkthroughs should be an integral part of our instructional day. Teachers will receive written effective feedback within 24 to 48 hours. Walkthroughs will be conducted using Orange Public School District Walkthrough Checklists (see opening day packet for details).

Data from all walkthroughs will be used to monitor our instructional practices and provide timely, focused support and professional development. Walkthrough checklists, guidelines, and rubrics (Danielson Observation Tool) are provided in your Opening Day packets. All teachers/staff will be required to reflect and respond to comments/suggestions/guiding questions included in the feedback.

Assemblies

Assemblies are a regular part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide in school opportunities for students to learn formal audience behavior/etiquette. Regardless of the type of program, courtesy demands that the school audience, including the student body, be respectful and appreciative.

Teachers and staff are required to supervise their assigned classes during assemblies. This means monitoring of student behavior and redirecting students if the need arises. Teachers and staff should model the behavior we expect students to demonstrate. If the assembly is occurring during Encores, classroom/subject teachers are to report promptly to pick up classes as per their schedules.

Assessment Portfolios

Portfolios are to be maintained for every student by every teacher in every content area. Portfolio content must adhere to District mandates. Administrative Portfolio Reviews will be conducted quarterly by the administrative team. Your portfolios must be made available upon request. Each department will provide guidelines and protocols. All staff is responsible for creating portfolios (digital or paper).

Attendance

Arrival and Departure

Staff hours are 8:20-3:10. All staff are to be present and signed in by 8:20 AM. **Secretaries** report for work from 8:00 am -3:30 pm. Please call an administrator or the main office if you are running late. Sign in upon arrival using the Biometric system located by the Main Office. If you are unable to sign in using the Biometric



system, you must sign in and out in the Main Office using the Staff Sign-In Sheet. **Consistent tardiness/absenteeism could lead to disciplinary action up to and including withholding of increment.** Sign out/in using the Staff sign out sheet if you are leaving the building during your scheduled lunch. Please note leaving the building during your planning period is contrary to acceptable practice. **Planning periods are to be used for planning. Teachers are not permitted to leave the building during this time. In case of an emergency, please see the Principal.**

In the event of an absence, teachers must call the substitute service in Frontline (formerly AESOP) at 856-482-0300 by **6:00 am** on the day of the absence or go online to <https://login.frontlineeducation.com/login?signin=8af2ff323c415d951a6bc1c1b9e7b26a&productId=pd&clientId=pd#/login> before the day of absence. The substitute service must be notified for sick, personal, bereavement, professional days, in-service days, and field trips whether you require a substitute or not. Please note, secretaries may not complete this process for staff. **Please notify the office in the event of a delay or an emergency so that other arrangements can be made for supervision of your class.**

Personal Days for Certified Employees require five days prior notification by the principal (Article XIX H. 2), non-certified employees require two days prior notification by the principal (Article XXXV111 D.3) Please send an email to the principal as notification of personal days. Unless it is an emergency, you must follow this procedure.

Requests to attend professional meetings are to be discussed with the principal well in advance and requests must be submitted via My Learning Plan.

A copy of your attendance record may be obtained from the HR Payroll module on the Orange website. If you are absent for 3 or more consecutive days, you **are** required to submit medical documentation to the principal. After six days of occasional absences, a formal conference will be held with the principal or his/her designee and the conference form will be submitted to the Human Resources Department. After eight days of occasional absences, HR will meet with the staff member.

Consistent absence/tardiness can result in disciplinary action including withholding of increment /dismissal.

Arrival Procedures

Staff must be at their assigned post by 8:20 a.m. Instructional staff will be ready to receive students by 8:20 a.m. At this time, all preparations to begin instruction would have taken place. Student attendance will be taken as students enter the classroom. Engagement in SEL activities are encouraged at this.

Staff- Entry and exit will be as follows:

- **Door #1 the Front Entrance is the mandated point of entry or exit for all staff.**
- **Use of side doors is prohibited as it presents a safety hazard.**



Grades 3-7 students will enter the building through the gymnasium (Door #2). Students in grades 3-5 will assemble by grade level in the gymnasium. Students in grades 6 and 7 will assemble in the cafeteria.

Homeroom Procedures

Breakfast will be placed in the students' homeroom. The students will have breakfast during homeroom.

Assigned Extra Duties (for example lunch duty, In-Class Support, morning posts, and classroom assignments)

Every staff member who is assigned an extra duty, is expected to perform their specific assignment with fidelity. The staff member is to report promptly and remain on duty until completion. The staff member can only be excused from such duty by the principal/designee. The expectation is that the staff member actively monitors students to maintain a safe and healthy environment.

Bathrooms***

The teachers must design and monitor a bathroom policy for his/her class. Teachers must enforce a sign out procedure indicating dates and times. Students must be informed that damage to school property is a serious disciplinary infraction and would be treated as such. Encourage your students to report any writing, damage, or inappropriate behavior to you immediately. This must be communicated to the main office personnel immediately.

Students are expected to remain in the classroom for the duration of the class period to benefit from the full lesson. The teachers will restrict the use of passes. They will be issued for emergencies only, to permit a student to use the bathroom or to seek medical attention. The students in the corridors must always have a pass (**ONE PASS PER STUDENT**). Please ensure that students are not leaving the classroom together. Abuse of privilege is the teacher's responsibility to correct.

Any student that is excused from the room with a pass must sign their name, destination, time out and time in on a Sign In/Sign Out Log. Teachers must monitor this process.

Building Maintenance

Repairs or maintenance items need a building maintenance request form from the main office. If there is a problem in your room, please notify the secretary and carbon copy the building principal in writing as soon as possible. Heating and air conditioning issues are examples of problems that should be reported immediately.

Bulletin Boards

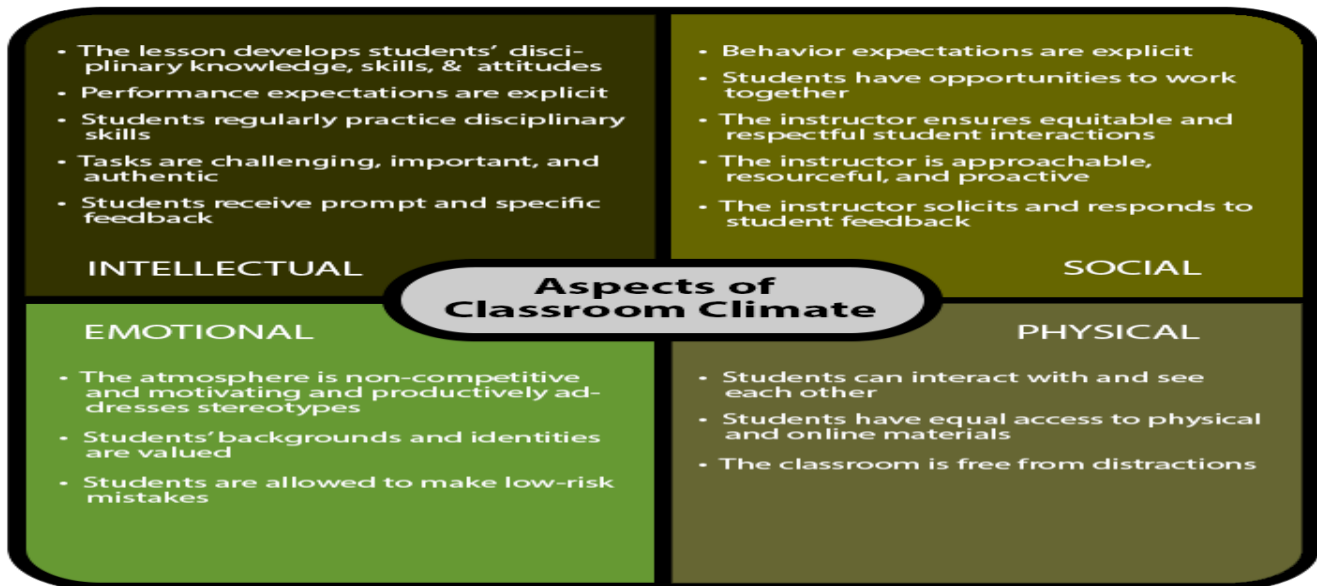
Bulletin boards are an important part of your classroom. They should be kept current and used appropriately to offer students samples of exemplars that can be used to assist in their improvement. Effective feedback is required on all student work. Guidelines and a schedule will be provided in the opening day packet. Updated bulletin boards must be appealing to the eyes, display student work and effective feedback (Display must include a copy of the task, rubric for scoring, the objective and the relevant CCSS, NGSS, NJLS and effective feedback).

Classroom Environment



Positive learning environments support the developmental needs of students not only academically but also socially and emotionally. These are classrooms where children feel comfortable with themselves, safe amongst their peers and motivated to learn.

Students are unique individuals and come from a variety of backgrounds and experiences. Teachers and staff are expected to nurture a positive environment conducive to student learning and social emotional development. Rules and expectations that promote positive learning environments in the classroom are a way to help create an environment of respect and learning.



Each classroom must exhibit:

- Posted procedures for everyday classroom occurrences (answering questions, collection of homework/classwork, jobs chart (examples can include a paper manager, teacher's assistant, office assistant, line leader (in case of the younger students)).
- Posted rules, rewards and consequences. These MUST be developed with students. (Signature sheet noting that students have collaborated on the creation of the rules etc. must be displayed as well).
- Posted daily learning target/learning objectives (relevant to the current learning). This should be displayed prominently and referred to throughout classroom instruction.
- Learning stations will take place at individual student's desks.



- Updated bulletin boards/classroom space that is appealing to the eyes and display exemplars of individual and group work with effective feedback. (Display must include a copy of the task, the rubric used for scoring, the objective and the relevant CCSS, NGSS or NJLS).
- Anchor charts (refrain from store bought material) that are student/teacher created. These charts must be attractive, informative and must reflect the learning that is taking place. Students must be able to use them as references for and models of the expected work. By October 1, the teacher/student created anchor charts should be the primary displays in your classroom.
- Please ensure to use all PBSIS expectation posters in your classroom and review them periodically with your class.

Classroom Management (please see Restorative Justice and SEL)

- Classroom management deals with establishing procedures for all classroom activities (lining up, turning in homework, retrieving materials, etc.). It is essential to the effective operation of any classroom. Teachers are to establish rules, a system of rewards and consequences and rapport with parents to assist with creating a classroom that is free of incidents that detract from instructional time.
- The teacher handles minor discipline issues. When creating class consequences, ensure students are aware of the various levels of discipline. For example, what happens if there is a first offense, second offense, etc. (refer to the Office Conduct Referral Form)
- Choose a buddy teacher who can assist if a student needs to have a few minutes to gather his/her composure. Create a reflection sheet for students, so that they can write about the incident, their feelings and how the situation could be handled differently.
- Discipline is not a group matter. Do not punish all for the misbehavior of a few. Consequences should be appropriate to the infraction and should support the school's philosophy that students should learn from their mistakes. (Responsive Classroom)
- Board Policy #3217-USE OF CORPORAL PUNISHMENT
The Board of Education cannot condone an employee's resort to force or fear in the treatment of pupils, even those pupils whose conduct appears to be open defiance of authority. Each pupil is protected by law from bodily harm and offensive bodily touching. Teaching staff members shall not use physical force or the threat of physical force to maintain discipline. (see full policy 8441 and N.J.S.A.18A:6-1; 18A:37-1)
- Parent communication is critical to any classroom management system. It should be and informative. All parent contact must be documented in Genesis and in a communication log. Use of digital communication apps are encouraged (class dojo, remind).

Classroom Webpage

All staff members are required to develop and maintain a classroom webpage. Staff webpages will be part of the Academic Walkthroughs. The site should include information about the classroom, curriculum, special events,



teacher contact information, events taking place in the classroom, and parent resources. Posting of student pictures or any such information requires teachers to follow the district's AUP (Acceptable Use Policy). If there is any teacher who needs support in this area, please let us know so that you can receive support.

Common Planning Time/ Small Learning Communities

During this scheduled time, it is the expectation that teachers come on time, prepared to discuss student work, analyze data, plan lessons, and discuss relevant information that is critical to effective teaching and learning.

Guidelines for the operation of these meetings:

- Common Planning Time and Planning Time have been secured to provide quality time for staff to plan collaboratively and at times receive professional development from Administrators, Supervisors or peers. Please ensure that you do not leave the premises at this time (unless in case of an emergency and with the approval of the principal).
- Choose a team leader and communicate the name to the principal no later than September 16, 2022.
- Determine the norms of operation for the group (such as come prepared with materials needed, be on time for meetings, everyone has a voice, etc.).
- **Cell phones must not be used during the meetings. In case of an emergency step outside of the meeting.**
- Determine roles for the meetings (time keeper, recorder, etc.) and communicate to the principal no later than September 16, 2022.
- An agenda is prepared for every meeting. The team leader/SLC coordinator is responsible for this. Administrative input will be added once the agenda is submitted. Agenda items must be submitted at least two days before the scheduled meeting so that team leader/SLC coordinator has sufficient time to prepare. Members should be informed at least two days in advance about the materials that they must bring to the meeting.
- Teachers must sign in the time of their arrival.
- Minutes are recorded and shared to all members of the team and the administrative staff. This is due two days after the meeting is held.
- Teams must utilize a platform created by the administrative team to share information.
- Administrators may be present in meetings to provide PD and/or provide support during teacher led sessions.
- All staff members must have their cameras on during any virtual meetings if they become necessary.

Computer Use

Teachers are to avoid inappropriate websites or websites that have no educational relevance or value. Under no circumstances are students to have access to a teacher's computer. Disciplinary action will be taken against the person who is logged in to the offending computer, not necessarily the person who is misusing the computer. It is a good idea to log out of your computer if leaving it unattended for an extended period. Teachers are encouraged to sign-up for and utilize the computer lab.

Copy Machines



Paper and toner are expensive, please consider all copying needs carefully. No student is to be sent to make copies. The district has a print shop at the high school for large print jobs. Copies are to be made before your classes. At no time should teachers leave classes unattended or send paraprofessionals to make copies during instructional time. Teachers should not share log-in pins with anyone.

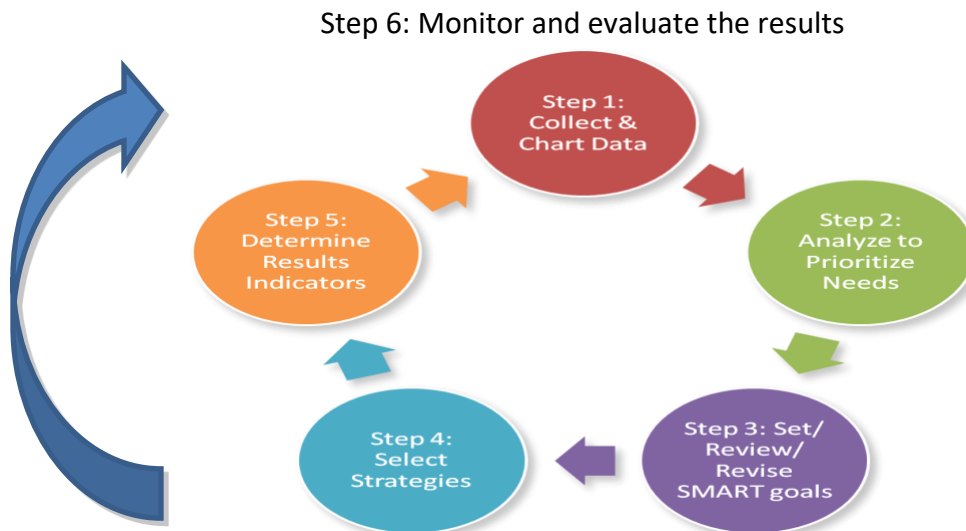
Report any problems with the copier (jams, need for ink and/or staples) to the main office immediately.

Custodial Responsibilities

If there is a concern about the cleanliness of your classroom, bathrooms, hallways, stairs, etc., please notify the secretary, immediately. Although the custodians are responsible for keeping our building clean, we all must monitor and address any situation that impacts their ability to do their jobs. Teachers will be asked periodically to complete a survey/ rubric to help us monitor the cleanliness of our surroundings.

Data Protocol

The data protocol is a six-step process used by the school, grade-level teams and individual staff members to collect and analyze data and make decisions regarding instructional pedagogy, practices and strategies.



Our Data Process will consist of:

- Grade level teams and individual staff members are responsible for data collection, analysis, development/implementation/monitoring of action plans, reassessment and each grade level or SLC or subject area)
- Vertical level teams (consists of grade level team leaders or content level leaders- report out on data activities at each level)

Teachers/staff will receive training on the data protocol for the 2021-2022 school year, as we continue on our journey to becoming a data-driven community.

Discipline Referrals (Policy 5560 & 5600)



Staff must alert the respective administrator only after the teacher/staff member has exhausted ALL class level attempts to resolve the issue or in a situation that is egregious in manner. An OCR (Office Conduct Referral) must be emailed to the respective administrator. In case the teacher is unable to immediately complete the form, please do so as soon as possible. In this case send a note. As soon as your situation permits, a Genesis record must be submitted in notes, including the date and time of the incident and an account of the incident, including teacher actions.

When the administrator acts on the referral, it will be documented in Genesis.

OCR guidelines:

- All OCRs will be completed on the computer or hard copy.
- Submit an electronic copy/hard copy of the OCR to the respective secretary and administrator.
- It is critical to complete all components of the form (name, date, time location, etc.).
 - This will allow us to map out behaviors and deploy certain interventions designed to help you.
- Please adhere to the steps required by the form.
 - If you are dealing with minor behavior problems, annotate the 1st, 2nd, and 3rd offense. The administrator will only accept an OCR after the 3rd offense or major infraction.
 - Record actions taken and the intervention dates when you record incident in Genesis.
 - In Genesis, use the Notes tab rather than the Conduct tab. The Conduct tab in Genesis does not trigger any actions from administrators.
- Major infractions will be addressed immediately!
 - Security will remove and escort to the respective administrator.
 - The OCR has to be submitted as soon as possible.
- Feedback to your reporting, OCR, will be found in the conduct tab in Genesis.

Please refer to the Code of Conduct for guidelines in dealing with discipline issues in your classroom.

Students are not to be sent to the principal or assistant principals' office during the month of September unless the incident is egregious. This is the time to establish yourself as the manager of appropriate behavior for your students.

Distribution of Flyers and all other Correspondence

The principal must approve printed material before it is distributed to students. Before sending to the office for approval, have three colleagues check for grammar, spelling, mechanics, appropriateness, etc. Make corrections suggested and turn in to the main office personnel. Please collect approved copy from the campus on which your classroom is located. Approved items for Thursday folders must be submitted to the Main Office by end of school Tuesday of the week of distribution.

Correspondence should be sent home in the communication folders (Thursday envelopes) every Thursday. An exception is the first week of school when information will be sent home to be returned on the next day. This necessitates timely submission of information that is targeted to go home with students.

Dismissal of Students



All students are to be accompanied by their teacher out of the building at dismissal. Teachers who are scheduled for Hall Duty at the time of dismissal are required to be at their post to ensure a safe dismissal of students. Students should be encouraged to disperse quickly and safely, while adhering to the social distancing guidelines.

Students must bring a note for an early dismissal. **Students are not to be sent to the main office to wait.** They will be called to the main office when the parent arrives.

Walkers may be dismissed. Do not leave students outside. Escort them back into the building, contact the parent and notify an administrator and security if the child is not picked up within a reasonable time.

- **Grade 3** students will be dismissed from the building through the Gymnasium-Door #2.
- **Grade 4** students will be dismissed from the building through the Main Entrance-Door #1.
- **Grades 5** students will be dismissed through the Gymnasium- Door #2
- **Grades 6 and 7** students will be dismissed from door #4 (the alley between CES and RPCS). **Teachers MUST walk their classes to the front of the building.**

All teachers are to escort their last period class to the assigned exit doors of the school building. Instruction continues until that time. Students should not be sitting around and losing valuable instructional time waiting to be dismissed.

Developmental Report Cards (DRs)

DRs contain confidential information and are kept locked up in the office. If taking DRs out of the office, they must be signed out and back in with the office secretary. DRs may only be worked on in the school building in a private setting.

Dress Down Days (Policy 3216)

During these announced events, staff is still expected to dress in a professional manner and adhere to the guideline given in policy #3216. Special instructions will be given when these are announced.

During field trips, staff is permitted to wear jeans and sneakers.

Employee Dress Code (Policy 3216)

Employees of the Orange Township School District shall be neatly attired and groomed during school hours. All employees must follow the District's dress code. **Employees who are inappropriately dressed will be asked to change into clothing that meets the standards set by the Orange Public Schools.**

Policy 3216 (a copy is included in your opening day packet) stipulates that:

Females are permitted to wear shirts, slacks, blouses or sweaters, dresses or slack suits.

Males are permitted to wear a dress shirt or similarly tailored sports shirts. Dress or Sports jackets with ties are strongly encouraged, but not required. Turtleneck shirts and sweaters are permitted. All shirts worn by male teachers must have a collar.



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

- Jeans
- Torn or dirty clothing
- See-through or low-cut blouses
- Excessively tight-fitting clothing
- Jogging suits (dance and P.E. only)
- Any dress or grooming which would attract undue attention, create disruption or would be potentially unsanitary or dangerous
- Beach wear (flip flops, beach jackets, swimwear, etc.)
- Shorts: “shorts” shall mean the Bermudas, cut-offs, hot pants, culottes that look like shorts, athletic shorts or swimsuits.
- Sneakers
- Dresses and skirts shall be knee length or longer.
- Hats in the classroom. Religious head coverings, however, are permitted.
- No leggings, pants made of spandex material, or low-rider pants

Special Dress Code Rules

Physical Education/ Dance

Physical Education and health teachers may wear clothing appropriate to their subject area. This would include athletic jackets, T-shirts, pullover shirts, pants or slacks, jogging or warm-up suits, and appropriate footwear.

Other Classes

Other protective clothing such as smocks, lab coats, and aprons may be worn as needed by teachers in laboratory science or art. Eye protection shall be worn as otherwise required.

Other employees

Employees involved in transportation, maintenance, and custodial staff and cafeteria workers shall wear appropriate clothing to accommodate their working situations as determined by contractual provision or their supervisor.

Please provide medical documentation when making requests to wear items that are on the prohibited list.

The dress code will be enforced for all staff.

Errands (Policy 3280)

Students are not permitted to run errands for the teacher that are contrary to school and district policy. Examples of this include leaving the building to retrieve items from cars, carrying hot liquids (coffee, etc.), utilizing the microwave ovens, making copies, picking up food deliveries, picking up delivery boxes, and delivering inappropriate messages to other staff members or members of the administrative team.

Evening Events



If it is our goal here at Rosa Parks Community School to build relationships with our parents and the wider community, it is critical that we support school events. Some of these may occur in the evening hours. Students and your colleagues are validated when you attend these events. As we work on encouraging parents to attend the PTO meetings, having teachers present at the meetings will go a long way in demonstrating our commitment to this home school connection.

All certificated staff members are required to participate actively in a **minimum** of three evening/ night functions. Sign in sheets will be made available to document your attendance at every event.

You are welcome to attend as many events as you can. That would be greatly appreciated by our students, their parents, and the leadership of the PTO, your colleagues and certainly the Administrative Team.

Field Trips

The teachers organizing the trip are responsible for:

- Completing the Field Trip Request in My Learning Plan
- Arranging for one chaperone for every ten children
- The grade level leader/SLC coordinator **MUST** notify the lunch staff two weeks prior by submitting a Lunch Request Forms.
- Notify the nurse two weeks before the trip of any medication needs
- Making all admission arrangements, complete with requisitions
- Bringing the First-Aid kit on the trip
- Offering parents opportunities to attend the trip for behavioral/safety issues with particular students
- Ensuring all students are in uniform or agreed-upon appropriate attire
- Arranging alternate accommodations for students who are unable to attend the trip and leaving ample work for completion during the school day

Students are not to be excluded from trips that are noted as integral to their course work. Instead, ask a parent to accompany the student on the trip.

Films/Movies

All films or movies are to be previewed by the teacher. Movies/films should reflect the curriculum of the district. Only movies with “G” or “PG” ratings should be shown. If you are showing a rewarding film or one rated PG 13, office and parents need to be notified. Parents should be notified that you will be showing the movie, and the name of the movie. This notification should be done early enough so that parents have sufficient time to opt out of letting their child view the film.

First Days of School

It is important to set the tone for the school year in the first days of school. Be ready to share your expectations with your students. Establish procedures, rules, a system of rewards /consequences, and convey to your students the importance of compliance with the agreed upon operating protocols.

Select classroom managers (office, teacher’s assistant, paper, line leaders, cafeteria monitors, etc.) that will assist with the day to day running of the classroom.

Please be guided by the following as we work through the first days of school:



- Admit only students who are on your class lists to your class. Notify the School Counselors of students who are no shows.
- Before admitting a new student to your class, ensure you receive the admission documentation from the office.
- Do not switch students with other teachers. They all have schedules that have been created and logged into Genesis. Changes will be made by the School Counselors and communicated to you in writing.
- Homeroom attendance must be entered into Genesis by 8:30 each day.
- Ensure that students return all required forms/information promptly. Submit all forms and class lists when you have received 100 percent of the forms. Contact parents who have not returned the forms to ensure all forms are returned by the due dates. Report the names of those who have not returned their information to the main office personnel by 9:00 on Friday, September 16, 2022. Phone calls will be made to follow-up.
- Report any problems with student schedules and class placements to Mrs. Murphy or Mrs. Lawal via email immediately.

Fund Raising /Monetary Transactions

All money received by clubs, classes, or any organization under the direction of the school is classified as school money according to law and must be accounted for within the school bookkeeping system. Money is not to be left in your room during the day or night, but instead turned in to the office as soon as possible in a sealed and labeled envelope.

Under no circumstances will teachers or staff be allowed to conduct fund raising activities without prior approval from the school principal.

Please adhere to the following:

When money is collected from students, please complete on the collection form and return to the main office personnel **no later than 10 am** of the collection day. Your total with your signature must be included on the sheet. Please use your class collection envelope to send your money to the office. **NO MONEY IS TO REMAIN IN YOUR CLASSROOM.** If the protocol is not followed, you will be responsible for the misplaced/lost monies.

Genesis and Email Issues

Any issues with Genesis or emails, please email or report verbally to an administrator.

Grading and Retention Guidelines (Policy 2624)

PLEASE REFER TO THE REVISED DISTRICT GRADING AND RETENTION POLICY.

Student Responsibility Factors (used as a measurement for Citizenship Honor Roll)

- Non-Academic Factors Effort, Attitude, and Motivation are separate grades.
- Effort: participation, work completion, tenacity, resilience, willingness, meets requirements on assignments, and seeks support when needed.
- Behavior: working in groups, teamwork, coming prepared, meeting classroom and syllabus expectations, and following rules and directives.



Gradebook/Genesis

Your grading system should be explained to students and justified when necessary to students and parents. It is important to remember from this point forward; student grades can be accessed by parents via the Parent Portal in Genesis. Please make sure that your grades are kept current. Don't wait until the week before report cards to grade assignments and enter them in the Gradebook. The administrative team on a weekly basis will monitor Genesis. Please note, Gradebook must be updated periodically throughout the marking periods since the new initiative is for parents to access Parent Portal.

Frequency of Grade Reporting

- Report cards are disseminated quarterly (4 times per year) every nine weeks.
- Progress reports are disseminated the fourth week in each marking period. (Unless teacher deems it necessary to send an interim)
- If a student is exhibiting unsatisfactory performance or is experiencing a change in performance, parents/guardians must be notified by the teacher promptly before the distribution of the progress report or report card to discuss an academic corrective action to improve student achievement.
- Please adhere to district calendar/ signed report cards are due back to the reporting school no later than five days after receipt of the report card.

Grading Weights

PLEASE REFER TO THE UPDATED GRADING AND RETENTION HANDBOOK.

Explanation of Academic Grades (Grades 3-7)

A (Exceeds the Standard) 90-100

B (Meets the Standard).....80-89

C (Marginally Meets the Standard).....70-79

D (Below Standard).....65-69

F (Unsatisfactory Performance 50-64)

Teachers are expected to communicate frequently with parents regarding student performance. Parents should not be surprised at progress report and report card times. Teachers would be expected to keep a log of communication with parents. It should also be entered into Genesis under "notes".

District guidelines mandate students who score 72% and below a parent teacher conference and an the action plan must be completed.



Reporting Period	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Friday 10/7/22	Friday 9/30/22	Tuesday 10/11/22 4:00pm	Thursday 10/13/22 End of Day
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
Interim Report Card 2	Friday 12/16/22	Wednesday 12/7/22	Wednesday 12/21/22 4:00pm	Friday 12/23/22 End of Day
MP2 Report Card	Friday 1/27/23	Friday 1/20/23	Friday 2/3/23 4:00pm	Tuesday 2/7/23 End of Day
Interim Report Card 3	Monday 3/6/23	Wednesday 3/1/23	Friday 3/10/23 4:00pm	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
Interim Report Card 4	Friday 5/19/23	Thursday 5/11/23	Friday 5/26/23 4:00pm	Tuesday 5/30/23 End of Day
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

Harassment, Intimidation, and Bullying

All Staff members are expected to follow all State and District guideline regarding the HIB policy, procedures and process when reporting suspected/alleged incidents. The District policy can be located on the District website (www.orange.k12.nj.us)

Homework

Teachers are to assign homework to students for the purpose of reinforcing skills taught in class. You are required to follow District guidelines on homework assignment times.

Daily minimum requirement of meaningful homework:

Grade 3	60 minutes
Grades 4-7	70-75 minutes

Interventions (Policy 2414)

Students at 72% or lower in any academic content area must have a parent teacher conference. (Notification form can be found in the Grading and Retention Guidelines Handbook))

An Intervention Plan and Timeline must be put into place (Form found on page 54-55)

Possible Interventions:

- Student taught at the 2 or 3 level of the Instructional Scale for differentiation
- Additional Instructional Time (Teachers may offer before or after school tutoring)



- In class supplemental or small group instruction: Teacher differentiate instruction to meet student's needs (see Genesis Lesson Plan)
- Extended day or extended school year (i.e. After school, Winter Program, Spring Program, Saturday Academy)
- Peer tutoring: students avail themselves to assist their peers
- Morning Program
- Technology based Programs (i.e. Brain Pop, Reading Plus, Discovery, Readorium, etc...)
- iReady – Reading and Math Program
- Mentoring Programs; Peer Mentoring /Advocacy Periods
- 504 Plan
- IEP
- Homework
- ESL/ LEP Classes
- Adaptations: this is especially for Special Education
- Homework (Differentiated homework designed for students who need extra support)
- Parent/ Student Contracts
- I&RS

***This is not an exhausted list.

***Reminder: Intervention Form can be found in the main office and/or online.

Intervention & Referral Services (I&RS)

The purpose of an Intervention and Referral Services Program are:

- ❖ To identify learning, behavior, and health difficulties of students
- ❖ To collect thorough information on the identified learning, behavior, and health difficulties
- ❖ To develop and implement action plans which provide for appropriate school or community interventions and referrals to school and community resources
- ❖ To work with teachers and to assist in achieving the desired outcomes

Members of I &RS Committee:

- ❖ Principal or Designee
- ❖ General Education Teacher
- ❖ School Counselor
- ❖ School Social Worker
- ❖ School Nurse
- ❖ Child Study Team Members



I & RS Process:

Phase 1:

Submit Request for Assistance

Teacher, counselor, administrator, parent, or SLC completes referral.

- Referral form should be thoroughly completed including names and dates in the intervention section. This must include the Request for Assistance Form, Student Web, and Pre-Referral checklist. Also, the description of the problem should be measurable and observable, not subjective.
- Failure to not complete the steps in the intervention section and provide an adequate description of the problem will result in a return of the referral.
- Referral must be submitted directly to the I&RS chairperson—do not place in counselor's mailbox or hand deliver referral.

Phase 2:

Information Collection

The chairperson reviews the referral for consideration.

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

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

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

The case manager sends the nurse the Health Report.

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

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

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

The case manager sends all teachers the I&RS Teacher Collection Form.

Teachers should complete the checklist and return it to the case manager within five school days. -Samples of student work, Parent Conference notes, CPT/SLC notes, evidence of the intervention strategies implemented and data to support the outcomes.

The case manager reviews all the data and prepares it for presentation at the committee meeting.

Phase 3:

Parent/Guardian Notification

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

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

The case manager's role with the student:

- The case manager observes the student in the class of the referring teacher.
- Additionally, the case manager should meet with the student and interview him/her.



- There is a self-assessment in the I&RS packet for the students to complete.

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

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

Phase 4:

Problem Solve

I&RS Team meet.

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

Phase 5:

Develop I&RS Action Plan

The case manager prepares Action Plan.

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

Phase 6:

Support, Evaluate and Continue the Process

The case manager schedules a follow-up meeting.

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

Meeting Schedule:

Held once per week on Wednesday or Thursday when the Child Study Team is available to meet with the general education teachers.

Lesson Plans

Lesson plans should be collaborative. Although grade level teams plan together, the expectation is that each teacher uses that model to create authentic plans reflecting the needs of his/her students. It is not one size fits all. Plans are written on a weekly basis. They are to be submitted in Lesson Planner in Genesis **no later than 5 PM Fridays**. If for any reason you need to address an issue with your lesson plans, please do so promptly. In the case that you are absent on the day lesson plans are due, they are due by 5:00 pm on the day of your return



to work. Please access your plans for feedback and respond by the comments made. Administrators will review your plans weekly and make comments in a timely manner-no later than 24 hours before the start of the next school day. A schedule of submission dates is included in your opening day packets.

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.**

Lesson Plan Format

Your plan should include all the components as directed by your department and administrators. All lesson plans need to display “I can” statements for your objectives/learning targets. You will receive guidelines during the professional development session the first week of school.



Lockers ***

Teachers must determine a procedure for going to lockers in the morning and at the end of the day. Students should not be unsupervised in the hallway. By the end of the first week of school, please post a copy of the agreed upon procedure near the lockers to ensure that students are aware of the procedure before going to their lockers. Please monitor that all students are adhering to the procedure.

We require a PE uniform. For Physical Education, students must come to school dressed in their P.E. uniform. They will not be allowed to change for Physical Education. For Dance, students must wear appropriate dance attire under their uniforms. They are not allowed to bring and change into dance uniforms.

Please monitor the following locker expectations: Students are to use quiet / inside voice, use their assigned locker, use their locker at designated times, and walk directly to their destination. Teachers must in the hallway during switching of classes and locker usage.

Lunch

There is a 30-minute lunch for the staff. Eating or drinking (water is the exception) in the hallways and during instructional time is not permitted. Walking around during instructional time with coffee, tea, food is unprofessional and will be noted as such. Be aware that carrying hot beverages in the hallways, classrooms, and other places where students are present can cause injury and is therefore prohibited.

Teacher's Room – This area is for teachers and staff only. Do not send students on errands to this location. Staff should not congregate in this area unless you are able to adhere to the social distancing guidelines or the mask mandate as outlined by the district.

Master Calendar

Teachers should clear all speakers, trips, and meetings with the principal before scheduling. This is to avoid scheduling errors and duplication of times.

Morning Procedures/Routines

Teachers are to establish morning routines for emptying backpacks, hanging up coats and going to lockers quickly and quietly.

All teachers and students are expected to participate in the Pledge of Allegiance and the School Creed. Please also ensure that there is quiet during the morning announcements. Please see the Standard Operating Procedures for a thorough, detailed description of the morning procedures and routines. A copy is included in your opening day packet.

Parking

Parking is available on a first come, first serve basis. The garage at the RPCS or street parking. Parking spaces in the front of the RPCS building are reserved for visitors to the building and administrators. Employees are not permitted to utilize these spaces.

- If handicapped parking is required, please make arrangement with the principal who will notify the Security Staff.



- **Secure parking prior to signing in.**
- **No announcement will be made to correct parking situations.**

Phone Usage Policy (Policy 3321)

Personal calls during work hours are prohibited. The office will not accept personal calls and relay messages unless it is in an emergency situation.

Cell phones are also not permitted during instructional time (unless an emergency), CPT, staff meetings or professional development times. **CELL PHONES ARE NOT PERMITTED DURING YOUR SCHEDULED DUTY PERIOD. This applies to ALL staff.** Please refer to Board Policy # 3321 to guide your actions regarding the use of cellphones.

***Positive Behavior Model of Discipline

Rosa Parks Community School is part of PBSIS (Positive Behavior Support In Schools). This initiative supports the design and implement school-wide interventions that will focus on promoting positive student behavior, improve our sense of community, and provide supports for students who need a little extra help.

Through the NJ PBSIS initiative, we are learning about how to enhance our school's climate and atmosphere. In particular, we are focusing on how to:

1. Clearly, define for students what is expected of them.
2. Be consistent across staff in how we talk to students about those expectations.
3. Improve our procedures and routines so the school day runs smoothly.
4. Provide lots of encouragement and social praise when students display the school expectations.
5. Make students feel welcomed and valued.
6. Encourage positive interactions between students and between students and staff.
7. Provide students with help and support to overcome challenges and difficulties academically, socially, and behaviorally.

Procedures for Staff Members Reporting Covid Contact

Staff members who test positive or have been exposed to COVID-19 must immediately report their case to the Principal and Ms. Jones The Executive Director of Human Resources who will follow up with guidelines.

Professional Conduct

- Sharing confidential student information with others is unethical and illegal. It should not be a practice.
- Be respectful of the workplace of the administrators/secretarial staff in the main office. Lingering or socializing in the main office is not allowed. Request permission to enter the office area.
- Teachers should not visit colleagues during instructional time.
- Instructional time during Encores is as important as during core classes. Please ensure that respect is afforded the teachers and students as they are involved in instruction and learning.
- Adhere to all deadlines.



- Be respectful at all school/district meetings and professional development. These are not occasions for grading papers, reading/ responding to emails and engaging in conversation that is not related to the material being discussed.

Purchase Orders

Please ensure that you place all orders with the main office personnel. If your purchases are not aligned to our instructional goals, they will be returned to you. Please return all packing slips to the main office personnel with received items clearly highlighted. This should be done no later than one week after receipt of your order. **Do not use personal funds to purchase items. You must get approval, or you will not be reimbursed.**

Recess

Grades 3 – 7 will receive 20 minutes of daily recess.

Restorative Justice

Restorative justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community. We will train staff to utilize this as our preferred method of addressing disciplinary issues.

Retention Guidelines (Policy 5410)

ELEMENTARY/MIDDLE SCHOOL GRADES (1-7)

1. Re-teaching and Re-testing procedures have been established
2. Parental Contact (dates) logs maintained in Genesis
3. Student Conferences (dates)
4. Intervention plans have been established (72% and below conferences, plans/contracts, and timelines have been established)
5. Students should be referred to I&RS
6. Monthly letters generated from Genesis are sent to parents
7. Parents of students in jeopardy of being retained should have an initial notification in February
8. The last week of May a formal letter must be sent and a conference held
9. Parents may file appeals; however, all appeals are finalized by the school principal.
10. An educational plan must be developed for all students retained

*No student will be approved for retention without the required documentation.



IMPORTANT FACTS

- There can only be one (1) retention for children grades 1-4.
- There can only be one (1) retention grades 5-7.
- Students who have been retained once and are still experiencing academic difficulty should be referred to Intervention and Referral Services (I & RS).

Regular Fire and Safety Drills

1. Fire Drill*
2. Lockdown Drill – Internal Threat
3. Shelter-In-Place – External Threat
4. Evacuation Drill*
 - a. Leave the school
 - b. Move to Shelter
5. Bomb Threat Drill
6. Tabletop Drill

*All employees/persons in the building must exit the building during these drills

Fire Drill

1. Students will line up quickly and remain quiet in line during the entire drill.
2. Teachers must bring Class Roster(s) from Genesis, as well as green and red sheets to signify if they have their entire class (hold up green), or hold up red if they are either missing one of their present students or have an additional student that got misplaced from their own class.
3. Turn off the lights. Close the classroom door.
4. Exit the building using your assigned staircase and exit route.
5. Return to the classroom only upon an “All-Clear” signal.
6. All employees/persons in the building must exit the building during fire drills.

Evacuation Procedures

- Evacuation of the building will be triggered by the sound of the alarm.

Shelter In Place- External Threat Procedure

- “We will now PRACTICE our Shelter-in-place procedures. Once again, we will now PRACTICE our Shelter-in-place procedures.”
- Remain calm.
- Lock classroom doors. Teachers must leave their classroom key with a visiting Encore/special teacher
- Continue to teach.



- No students may enter/exit the classroom.
- Any students in the hallways, bathrooms or stairwells at the time of a “Shelter-In-Place” shall report to the designated “Safe Rooms.” Rosa Parks Campus
 - 1st floor ----- Nurse’s Office
 - 2nd floor ----- Room 209
 - 3rd floor ----- Rooms 310 and 316
 - 4th floor ----- Room 410 and 415
- Safe rooms are designated with an “S” on the wall next to the doors. Make sure students are informed of the safe rooms for each floor and this procedure.
- Safe rooms will be left unlocked for 2 minutes longer for students in the bathrooms, hallways, or stairwells to arrive.
- Custodians will lock the door to the main office and all gym doors.
- Ending a Shelter-In-Place- two separate announcements will be made; one followed by the other.
 - “Good afternoon, this is Dr. Joseph-Charles/Mrs. Guerra/Mrs. Adeyin. Today is ... (day)... (date)... This is the All Clear to end our drill.
 - “Good afternoon, this is Dr. Joseph-Charles/Mrs. Guerra/Mrs. Adeyin. Today is ... (day)... (date)... This is the All Clear to end our drill.

Lockdown – Internal Threat Procedures

Code “Lockdown.”

- A “Lockdown” announcement will be made over the PA system.
- Remain calm.
- Lock classroom door. Teachers must leave their key with a visiting Encore/Special Teacher
- Shut off lights and any electronic device(s) that makes a sound.
- Have students sit in complete silence on the floor against the wall that is not visible from the room windows and door window. Place cover over door window if possible.
- Visually take attendance.
- No students may enter/exit the classroom.
- Any students in the hallways, bathrooms, or stairwells at the time of a “Lockdown” shall report to the designated “Safe Rooms.”
 - 1st floor ----- Nurse’s Office
 - 2nd floor ----- Room 209
 - 3rd floor ----- Rooms 310 and 316
 - 4th floor ----- Room 410 and 415
- Safe rooms are designated with an “S” on the wall next to the doors. Make sure students are made aware of the safe rooms for each floor and this procedure.



- Safe rooms will be left unlocked for 2 minutes longer for students in the bathrooms, hallways, or stairwells to arrive.
- Custodians will lock the office, conference room, and all gym doors. Office staff will go into the conference room, keep the door locked and sit on the floor where they cannot be seen from the door or windows. Close the window blinds if you have time to do so.
- Ignore all bells, including the fire alarm. DO NOT come out of your sitting position or exit your classroom unless you have **FIRSTHAND** knowledge of a fire OR were told to evacuate by either **SECURITY OR ADMINISTRATION**
- The end of the lockdown will be when a second announcement is made stating, “All is Clear”.
- Ending a Shelter-In-Place- two separate announcements will be made; one followed by the other.
 - “Good afternoon, this is Dr. Joseph-Charles/Mrs. Guerra/Mrs. Adeyin. Today is ...(day)...(date)... This is the All Clear to end our drill.
 - “Good afternoon, this is Dr. Joseph-Charles/Mrs. Guerra/Mrs. Adeyin. Today is ...(day)...(date)... This is the All Clear to end our drill.

Requests for Supplies

Teachers will be asked to sign for received supplies including copy paper. Each teacher will receive a monthly supply of two reams of paper. If additional supplies are needed, the request must be made by completing the supply request form (found in your opening day packet).

Safety

Courts view schools as safe places because students are taught and supervised by licensed teachers. You operate in place of parents for students assigned to your classes or who may be in your presence. Ensure you are vigilant in assisting with protecting students from potentially dangerous conditions or activities at RPCS. We must, at all times, provide proper supervision to ensure that your students are protected from avoidable physical injuries.

Schedules



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

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

HALF DAY		
ELEM	Half Time	Duration
PERIOD 1A	08:30 - 09:00	30 min
PERIOD 1B	09:00 - 09:30	30 min
PERIOD 2A	09:30 - 10:00	30 min
PERIOD 2B	10:00 - 10:30	30 min
PERIOD 3A	10:30 - 11:00	30 min
PERIOD 3B	11:00 - 11:30	30 min
PERIOD 4A	11:30 - 12:00	30 min
PERIOD 4B	12:00 - 12:30	30 min

HALF DAY		
ELEM	Half Time	Duration
PERIOD 1A	08:30 - 09:00	30 min
PERIOD 1B	09:00 - 09:30	30 min
PERIOD 2A	09:30 - 10:00	30 min
PERIOD 2B	10:00 - 10:30	30 min
PERIOD 3A	10:30 - 11:00	30 min
PERIOD 3B	11:00 - 11:30	30 min
PERIOD 4A	11:30 - 12:00	30 min
PERIOD 4B	12:00 - 12:30	30 min



	Lunch Group 1	Lunch Group 2	Lunch Group 3
Period 1A	10:00 - 10:30	10:00 - 10:30	10:00 - 10:30
Period 1B	10:30 - 11:00	10:30 - 11:00	10:30 - 11:00
Period 2A	11:55 - 12:25	11:00 - 11:30	11:00 - 11:30
Period 2B	12:25 - 12:55	12:25 - 12:55	11:30 - 12:00
Period 3A	01:00 - 01:30	01:00 - 01:30	01:00 - 01:30
Period 3B	01:30 - 02:00	01:30 - 02:00	01:30 - 02:00
Period 4A	02:00 - 2:30	02:00 - 2:30	02:00 - 2:30
Period 4B	02:30 - 3:00	02:30 - 3:00	02:30 - 3:00
Lunch/Recess	11:00 - 11:50	11:30 - 12:20	12:05 - 12:55

*** Delayed Opening Schedule is under review at District Level

School Communication

1. Students will be given an envelope, with school information, every Thursday to take home and be returned on Friday morning. Flyers/notices will be uploaded/scanned onto our District School website weekly to offer parents another method of receiving/reviewing information.
2. Check your mailboxes in the main office at least twice a day.
3. Check your e-mail by the end of each day so that you can address any information you are given.
4. Communication with colleagues and administration must be respectful at all times. Refrain from sending e-mails that may give the appearance of impropriety. This is an integral part of your observation.
5. School communication protocol demands that if you need clarification on any matter, you must communicate with the building administrative staff. At no time must e-mails be sent to the Orange Central Office staff without first seeking guidance at the building level. Regardless of the department, building administrators are your immediate supervisors and are the ones to make decisions regarding your operation at RPCS. We work in concert with staff at the Orange Central Office.
6. You will be held accountable for responding promptly to correspondence and adhering to requested deadlines.
7. The administrative team will be accessible to all staff on a time management matrix: first-urgent and important, second not urgent but important. Feedback will be given promptly. Communicate your need to the office staff and they will notify a member of the administrative team. Please refrain from sending unnecessary emails.
8. In the event of an emergency closing, you will receive a phone call from the district on the phone number you provide to the office. Report changes in your phone number to the main office immediately.
9. Instructional staff must indicate their presence by accessing the principal's morning message by liking or sending received via email.

School and Home Communication

Parents are our most important allies in helping our students achieve. Therefore, staff should always begin the conversation with a positive comment about the student. Communicate with parents frequently. Parents do not



like surprises. Notify parents in advance if students are performing poorly are in danger of failing, or are just not working up to potential. Do not wait until Progress or Report Cards come out to address any problem a student is experiencing.

If you have set up a parent meeting and had concerns, ask the Principal/Assistant Principals to attend also. Teachers must keep a Communication Log in Genesis and a hard copy for examination by the administration to document all communication with parents. It is an integral part of your evaluation. You will be asked to show evidence of parental communication.

All teachers are required to attend the district assigned dates for formal parent conferences.

Teachers are required to send a written notification of the conference to the parent/guardian. Utilize Class Dojo. Document this information in Genesis. Conferences must be scheduled during the teacher's preparation period or after students' dismissal. Have the Parent Conference Sheet completed after each meeting and submit a copy to your assigned secretary and administrator. Document the outcome in Genesis. Parent meetings involving administrators will be conducted virtually or in a space that allows the practicing of social distancing and mask mandates.

School Nutrition- Snacks (policy 8505)

The Board of Education recognizes child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts on pupils' health and their ability and motivation to learn. The Board is committed to providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, low-fat milk and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity.

The following items may not be served, sold, or given out anywhere on school property at any time before the end of the school day:

1. Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;
2. All food and beverage items listing sugar, in any form, as the first ingredient; and
3. All forms of candy. (see full policy 8505 & N.J.A.C. 2:36-1.7(a); 2:36-1.7(b))

School Property

- Books are on loan to students and must be returned at the end of the year unless they are consumables.
- Assign and maintain accurate records of student book numbers. (please see the standard operating procedures included in your opening day packet)
- Lost books must be paid for by students to be replaced.
- Students are not allowed to destroy/deface/write on/scratch or put decals on desks, chairs, tables, walls, bulletin boards, etc. Teachers are to report any such incidents.
- Encourage school pride in students about their classrooms, hallways, stairwells and outside grounds to maintain a clean and safe learning environment.
- Students are assigned Chromebooks and are held responsible for the Chromebook's upkeep.



Student Growth Objectives (see pages 43-46 for additional information)

You will receive further information on SGOs as the year progresses.

All teachers will set academic goals for their students at the beginning of each school year. These are Student Growth Objectives (SGOs). All teachers will set SGOs. Those in testing grades and or teaching tested subjects will set 1-2 goals, while teachers in non-tested grades or non-tested subjects will set 2 goals. They are created collaboratively between the teacher and his/her immediate supervisor. The principal has the final decision.

In setting SGOs teachers should take the following steps:

- I. Choose or develop a quality measurement tool that is aligned to applicable standards.
- II. Determine students' starting points based on available data.
- III. With supervisor input and approval, set ambitious yet achievable students learning goals.
- IV. Track progress and refine instruction accordingly.
- V. Review results and discuss score with a supervisor.

Social and Emotional Learning

“**Social and Emotional Learning** (SEL) is a process which helps children cultivate essential life skills including awareness of one’s own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions, and handling adversity constructively.” (The Wallace Foundation) This year this will be one aspect of how we approach educating our students. Staff will receive professional development on the tenets of SEL.

Social Networking Sites

The Orange Board of Education prohibits all electronic communication between staff members and students outside the official school email and telephone services. For this policy, “electronic communication” means a communication transmitted using an electronic device including, but not limited to a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. “Electronic communication” include, but are not limited to, e-mails, text messages, instant messages, and communications made using the Internet website, including social media and social networking websites (Facebook, Instagram, etc.).

Please see Orange Board of Education Policies: 4283 Support Staff Members and 3283 Teaching Staff members.

Staff Meetings, Professional Development and In-Service Opportunities

Faculty Meetings, Professional Development, and In-Service opportunities are held throughout the school year. It is the expectation that all staff attends and actively participates in their assigned sessions. You must also complete the Evaluation on Frontline to get credit for your attendance. Teachers must not grade papers, indulge in conversation not relevant to the session, use cell phones or other electronic devices (unless for note taking) during these sessions. Staff must attend the sessions for the duration of the assigned period.



Staff Observations and Evaluation

These will be conducted throughout the school year. School level administrators, as well as District Level Supervisors and Administrators, will conduct staff observations. They will be both formal and informal, and the conference will follow each occurrence. If you are absent on the day of a scheduled observation, the observation will occur on the day of your return. If for any reason other than absence the observation does not take place a new date will be assigned.

Teachers are to take this process seriously and understand that it is an integral part of your continued employment as a teacher.

Stipend Sheets

Stipend Sheets are to be submitted based on the timelines for submission to the business office; late stipend will not be accepted. Please submit all timesheets to the main office personnel. Staff members are not to submit sheets directly to the Board unless they are advised to do so by an Administrator. Timesheets must be submitted to the Business Office for the period outlined by the Business Office (the schedule is included on your opening day packets).

All persons will be accountable for producing original sign in sheets, dated agendas (clubs, other after school activities) clearly outlining what is done during the time for which the stipend is being applied.

All stipend sheets must be complete with the date, name, position, budget code number, board approval date, the number of hours worked, the total amount due each day, the final total, and signatures as required on the form. Incomplete or incorrect forms will be returned.

Student Attendance

Please review the Standard Operating Procedures for guidance on attendance. Teachers with a homeroom class must enter attendance into Genesis no later than 8:30 AM. A late pass is required for students arriving to school after 8:30 a.m. Genesis defaults to present. If attendance is not taken each day, the student is marked present.

Students who do not present a late pass must be sent back to receive one from the main office. **All teachers must take class attendance each day.**

Please discuss the importance of attending school daily and on time with your students.

You need to report excessive student absenteeism to the office and make a referral to the Attendance Officer. A referral is required if a student is absent for 3 or more consecutive days.

Students are required to bring a note after an absence. Please note the absence and reason in Genesis and keep all non-medical notes in the classroom. Medical notes should be forwarded to the School Nurse.

NOTE: When a parent calls to inform the school that a student will be absent/tardy, please communicate this information with the teacher immediately. **(Secretarial staff)**

Recommended Excused Absences for Orange Public Schools:

- A. Student illness (over three consecutive days)
- B. Family illness or death
- C. Educational opportunities



- D. Excused religious observances, under N.J.S.A. 18 A: 36 -14 through 16
- E. Where appropriate, when consistent with an IEP (Accommodation plans)
- F. Suspension from school
- G. Student's required attendance in court (court papers must be presented)
- H. Necessary and unavoidable medical and dental appointments that cannot be scheduled at any other time.
- I. Take your child to work day
- J. A reason not listed above, but deemed excused by the Principal upon written request by the student's parent/guardian

Student Referral to Nurse

Teachers must complete and send a referral to the nurse with every student.

All emergencies/accidents requiring medical attention must be reported to the office immediately. They will notify the nurse.

Care of injured and ill persons (Policy #8441)-Any injury or illness shall be reported immediately to the school nurse or, in the absence of the school nurse, the Building Principal, who will determine whether an emergency exists. Immediate steps may be taken as necessary to remove the injured or ill person from imminent danger and prevent exacerbation of the disability. Routine first aid will be administered by district personnel as necessary to ensure the safety and comfort of the injured or ill person (see full policy 8441: N.J.S.A. 18A:40-3; N.J.A.C. 6A:16-1.4(a)1; 6A:16-1.4(a)2; 6A:16-1.4(a)3).

Student notes about an illness requesting exclusion from physical education are to be given to the nurse. The homeroom teacher and physical education teacher should keep a copy.

If you suspect a hearing or vision problem, refer the student to the nurse.

Substitute Plans/Folders

All teachers are to have **two (2) separate** substitute folders:

- 1 folder for your daily procedures, schedules, classlists, seating chart, emergency procedures,
- 1 folder with the actual work assigned to students.
- Folders must be submitted to the main office.
- **Upon your return from an absence, you must update your folder to maintain at least 3 days of plans.**

Substitute Lesson Plans Folder:

- All folders must include **at least 3 days of substitute plans**. These must be separated by day and labeled accordingly.
- Please provide clear plans that outline the activities and assignments that the students will be required to complete throughout the day.
- Teachers are not to assign work on Chromebooks; substitutes do not have access to nor can supervise the use of Chromebooks.



Daily Procedures Folder:

- What do I need in my daily procedures folder?
 - Teacher Schedule
 - Homeroom Student Schedule
 - Make sure to provide a copy of Full Day, Half-a-Day, and Delayed Opening schedules in your folder
 - Seating Chart for each class
 - Rosters for each class you teach for the substitutes to take attendance
 - ALL Emergency Procedures and Evacuation Procedures
 - General Class Rules and Policies
 - Lunch Procedures- provide clear directions
- Outline what takes place during homeroom (if applicable).
- Identify student helpers in your classes that can assist the substitute
- Indicate what should be done with the collected work (for example placed back in folder and returned to the main office)

Content to be included

- Grade appropriate work tied to current/past instruction
- Work that is engaging and rigorous that is sufficient for students to utilize the time in class to complete.
- Extra work for early finishers. Students should not have any opportunity to be idle during your class period.
- Copies for all students in your classes
- Focus on literacy should be evident across all content areas.
- Students should understand that this work will be a classwork grade (please communicate and follow through).

EMERGENCY SUBSTITUTE FOLDERS are to be submitted to Ms. Price no later than **Friday, September 16, 2022. Emergency Substitute Plans must include sufficient material for THREE days of classwork in all subjects, including Encores.** These plans should reflect the current instruction in the classroom. A minimum of 3 days of instruction in the folders **at all times. THE SUBSTITUTE FOLDER WILL BE CHECKED FOR UPDATED MATERIALS MONTHLY**

PLEASE UPDATE YOUR FOLDERS TO ENSURE THAT THERE IS ALWAYS AT LEAST 3 DAYS OF CHALLENGING, APPROPRIATE WORK FOR STUDENTS.

Supervision of Students/Student Safety

Hallway & Stairway Supervision



Teachers are expected to accompany their students in the halls and stairwells in the morning, to and from lunch, to encores and at dismissal time. Encore teachers will accompany students when they are scheduled at that time. All teachers must be in the hall when students are transitioning. When changing classes, all students should stay to the right in the hallways and stairs.

Students are to be supervised at all times. You must not leave your students unattended at any time. You are responsible and liable for the safety of your students.

Students require a hallway pass (office, nurse, bathroom, classroom) to leave the classroom at all times.

Students who do not have a hall pass will be sent back to class, and this will be noted as an incident of lack of teacher supervision.

Guidelines for student supervision:

- Teachers must not leave their classroom at any time. Please secure coverage before leaving your room for any reason.
- Teachers must not leave their classes unsupervised at any time (for example walking a student to another class or standing outside the classroom with the door closed and the students inside).
- Students are not allowed to leave the building to retrieve items or work on a special project. An adult must accompany them.
- Students are not to walk through the tunnel between the campuses without adult supervision.
- Except regularly scheduled dismissal times, all students who are being picked up must be signed out in the main office.
- Be on time to pick up your students in the morning, at lunch, from Encore classes and any other situations where pick up is necessary.
- If you notice a student in the hallway without a pass, inquire about his/her destination. Ensure that there is no lingering in the hallways or bathrooms.

Any person having reasonable cause to believe that a child has been abused or neglected has a legal responsibility to report it to the Department of Child Protection and Permanency (formerly known as DYFS). Calls can be made anonymously to 1-877-NJABUSE (1-877-652-2873). If you suspect abuse or a student notifies you of any situation that is questionable, you must report it and send the student to the nurse immediately.

Supervision is key for the general health, safety and achievement of our students. We must make sure we conduct wellness checks with them during virtual learning.

Use of the Building Facilities after Hours

No one is to use the building/equipment after regular hours without prior approval from the principal. Staff wishing to use the facilities must submit a written request (forms available in the office) and provide proof of liability insurance for those participating.

Vacation Activities

- Vacation Activities are to be sent home with students during the winter, spring, and summer breaks.



- Grade Level teams and SLCs must develop one interdisciplinary Vacation Activity that reflects the learning for the period.
- All students are expected to complete the activity in its entirety.
- Teachers are to collect and assess all Vacation Activities.

Visitors

For the safety and well-being of the staff and students, ALL visitors to the building must be approved by the Principal or Designee. Once approval is secured, communicate that each visitor MUST sign in with the security staff, report to the Main Office and await a pass and guidelines from the office staff.

Volunteers

For the safety and well-being of the staff and students, volunteers must be approved by the Principal. No EXCEPTIONS.





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, 2023.

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.

4	3	2	1
Exceptional Equal to 75% or Greater than 75%	Full 70%- 75%	Partial 65%- 69%	Insufficient Less than or equal to 64% and Below

- 5) Ensure that assessments that will be used are rigorous. Principals **MUST** approve all SGO's building wide. This does not mean that you select the SGO, remember as per NJ Achieve, SGO's are completed in consultation with the staff member.
- 6) All SGO's will be tiered (as indicated High, Medium, and Low Groupings). Three tiers are the mandate district wide. All staff will have two SGO's. This is the mandate from the Office of the Superintendent of Schools.
- 7) **The Mid-Year Review will begin in January and conclude in the beginning of February.** Any approved changes **MUST** be uploaded no later than February 15th. This date cannot be altered in any fashion. The following is the layout of the mid-year review:

SGO adjustments may be made with the approval of the chief school administrator by February 15th each school year. The following is a non-exhaustive list of situations that may warrant adjusting SGOs:

- The teacher's schedule or assignment has changed significantly
 - Class compositions have changed significantly
 - New, higher-quality sources of evidence are available, e.g. baseline data or SGO assessments
 - An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning, e.g. prolonged school closure
 - The teacher has an extended leave of absence
 - Closer inspection of the SGO has revealed flaws in its construction that make it impossible to use as an appropriate measure of teacher effectiveness
- 8) Students that enter the district after November 4th (Close of Business) will not be added to the SGO.

Enclosures: SGO Mid-Year Course Check In

Signature of the Principal/Executive Director (if applicable) that all SGO's have been reviewed and the Date

Signature of the Superintendent of Schools and Date

C: Assistant Principals
Executive Director of Human Resources
Executive Team (Instructional)



SGO Step 4, Form 1: Track Progress, Refine Instruction

Mid-Course Check-in

Teacher: _____

Date: _____

Grade Level/
Subject/Period: _____

Evaluator: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator. You may attach your responses to this form or write them here directly.

- 1) How are your students progressing toward your student growth objectives? How do you know?

- 2) Which students are struggling/exceeding expectations? What are you doing to support them?

- 3) What additional resources do you need to support you as you work to achieve your student growth objectives?

- 4) Are there any student attendance issues substantial enough to affect your student growth objectives?

Please return this form to your primary evaluator, along with your SGO forms, and any interim student learning data you would like to discuss during the check-in.



Orange Township Public Schools

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



2022-2023 District Goals

Goal #1: 21st Century Integration

The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic and performance on assessments, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

- 1) **Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 70% from SY 21-22**
 - Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
 - Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.
- 2) **By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.**
 - The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
 - The district will continue to report out all data in the area of mathematics in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.
- 3) **By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.**
 - The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
 - The district will continue to report out all data in the area of English Language Arts in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

FACULTY/ AGREEMENT

My signature below is to certify that I have received, read and fully understand the Faculty Handbook and am aware that this signed form must be returned to the main office by September 23, 2022.

Print Name: _____

Date: _____

Signature: _____

