

Orange High School

To Educate, Elevate, and Empower Every Student!

STAFF HANDBOOK

2024-2025 SY



Jason Belton, Principal

TBD-Assistant Principal-House

Dairon Montesino, Assistant Principal-House 10

Yoniel Lopez, Ed.D., Assistant Principal-House 11

Anthony Frantantoni, Assistant Principal-House 12

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ORANGE TOWNSHIP BOARD OF EDUCATION

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Vice President

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Shelly Harper, *Office of Special Education/Intervention (ED)*
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Karen Harris, *Office of Humanities (ED)*
David Scutari, *Office of STEM-Focused Learning (ED)*

PRINCIPALS

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Yancisca Cooke, Ed.D., *Forest Street Community School*
Natasha Cox, *Park Avenue School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Carrie Halstead, *Orange Preparatory Academy of Inquiry & Innovation*
Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Karen Machuca, *Scholars Academy*

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Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Erica Stewart, Ed.D., *Twilight Program*
Terence Wesley, *Cleveland Street School*
Denise White, *Central Elementary School*
Richele Woods, *Heywood Avenue School*
Patrick Yearwood, *Lincoln Avenue School*

ASSISTANT PRINCIPALS/DEAN OF STUDENTS

Noel Cruz, *Dean of Students, Lincoln Avenue School*
Michael Dixon, *Orange Preparatory Academy of Inquiry & Innovation*
Anthony Frantantoni, *Orange High School*
Kashiff Foster, *Cleveland Street School*
Samantha Fossella, *Orange Preparatory Academy of Inquiry & Innovation*
Sandra Guerra, *Rosa Parks Community School*
Shannon Keogh, *Forest Street Community School*
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Aimie McKenzie-Smith, *Park Avenue School*
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Emily Shaltuper, *Heywood Avenue School*
Naga Philkhana, *Rosa Parks Community School*
April Stokes, *Lincoln Avenue School*
Christina Tighe, Ed.D., *Lincoln Avenue School*
Daniele Washington, *Central Elementary School*
TBD, *Orange High School*

SUPERVISORS

Delia Abreu, *ELA (3-8) & Media Specialists*
Tia Burnett, *Testing*
Loredana Cattabiani, *Early Learning*
MengLi Chi Liu, *Mathematics (9-12)*
Jonathan Clerie, *Visual & Performing Arts*
Jahmel Drakeford, *CTE & Physical Education (K-8)*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Emily Lamboy, *Bilingual/ESL & World Languages K-5*

Marc Levenson, *Social Studies (K-12)*
Amina Mateen, *Special Services*
Janet McClouden, Ed.D., *Special Services*
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Henie Parillon, *Science (K-12)*
Frank Tafur, *Bilingual/ESL & World Languages 6-12*
Marcey Thomas, *ELA (9-12)*
Felecia Williams-Ware, *Guidance K-12*

MANAGERS

Jason Cordes, *Information Technology*
Tya Marsh, *Human Resources*
Lisa Spottswood-Brown, *Data & Student Pupil Services*
Edwin Vasquez, *Buildings & Grounds*

"GOOD TO GREAT"

Revised: 8/14/24

The Orange High Staff Handbook is one of several publications that Staff are responsible for reading.

This handbook is not all-inclusive in that it cannot possibly address all the possible scenarios which may arise and still be a convenient and understandable guide for staff. The Board of Education does not intend to limit its ability nor the ability of its administrators or faculty to respond to situations which are not specifically addressed herein.

The Orange High School website, the District's Code of Conduct handbook and academic program handbooks or handouts also include student policies and expectations. Staff are encouraged to become familiar with and use the OHS and District websites for additional information.



District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Orange Public Schools	Gerald Fitzhugh, II, Ed.D.	July 1, 2024 -June 30, 2025

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Mathematics During the 2024-2025 school year, systems of support will be differentiated and tailored to meet the needs of individual teachers and administrators and focused on the development of mathematical knowledge for teaching and related strategies. Therefore, the goal is to leverage resources and professional development support to attain a 5 percentage point increase in the number of students scoring proficient as measured by the NJSLA for students in grades 4 – 8; Algebra I, II, and Geometry.	K-12 Mathematics Teachers Executive Director of STEM Focused Learning Supervisors of Mathematics Mathematics Coaches	2021-2022 NJSLA-M scores: Grade 3: 18.8% Grade 4: 17.5% Grade 5: 13.6% Grade 6: 15.1% Grade 7: 22.3% Grade 8: 11.1% Algebra I: 19.4% Algebra II: 72.7% Geometry: 80.0% 2022-2023 NJSLA-M Scores Grade 3: 17.8% Grade 4: 16.5% Grade 5: 15.8% Grade 6: 16.3% Grade 7: 19.3% Grade 8: 15.6% Algebra I: 16% Algebra II: 10% Geometry: 70% GPA Math: 24.3%



2	<p>Science:</p> <p>During the 2024-2025 school year, the science department will continue to build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core science content, conceptual understanding, science and engineering practices and cross cutting concepts for Grades K-12 as outlined in the NGSS. Therefore, the goal is to leverage resources and professional development support to establish increased support systems so as to attain a 5 percentage point increase over 2024 scores on 2025 NJSLA science assessments in grades 5, 8, and 11. The state's results in the area of science in all grade levels suffered tremendously hence the district's decision to move to NJSLA aligned assessments.</p>	<p>K-12 science teachers Executive Director of STEM Focused Learning Science Supervisor STEM Supervisor Science/STEM Coaches</p>	<p>2021-2022 NJSLA-S scores:</p> <p>Grade 5: 8.0% Grade 8: 2.2% Grade 11: 16.7%</p> <p>2022-2023 NJSLA-S Scores</p> <p>Grade 5: 11.3% Grade 8: 6.1% Grade 11: 12.6%</p>



3	<p>English Language Arts:</p> <p>During the 2024-2025 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development, implement curricula and reading and writing strategies with fidelity, and administer diagnostics and benchmarks to inform data driven tier 2 instruction as measured by 100% participation in embedded professional development, a 15% reduction in Grade 3 students reading below grade level, a 10 point increase on the district average NJSLA writing score, and an overall 10% increase on the NJSLA-ELA for respective grade spans. There will also be a new ELA diagnostic assessment for grades 3-12; HMH MAPP will replace the HMH Growth Measure.</p> <p>All preschool instructional staff will participate in a series of PD sessions and support as it relates to the Creative Curriculum as determined to prepare our youngest learners with sound practices. The Creative Curriculum for Preschool, Guided Edition is a comprehensive, research-based curriculum that features hands-on investigations as a pathway to learning. Discover this top-rated, award-winning curriculum designed to</p> <ul style="list-style-type: none"> ● harness the power of play, ● nurture the whole-child and individual skill progression, 	<p>LETRS Cohort III K-3rd grade ELA teachers who are new to the district Executive Director of Humanities ELA Supervisors ELA Coaches ESL/Bilingual Supervisor SE Supervisors Gr. 3-12 ELA teachers OHS & OPA VPs Bard Sequence Professor</p> <p>Preschool Teachers Preschool Paraprofessionals Early Childhood Support Staff Early Childhood Administrators and Directors</p>	<p>2021-2022 NJSLA - ELA scores:</p> <p>Grade 3: 25% Grade 4: 31% Grade 5: 34% Grade 6: 36% Grade 7: 40% Grade 8: 41% Grade 9: 33% Grade 11: 20%</p> <p>2022-2023 NJSLA-ELA Scores</p> <p>Grade 3: 22.3% Grade 4: 31.4% Grade 5: 37.9% Grade 6: 33.2% Grade 7: 42.3% Grade 8: 44.8% Grade 9: 39.1% Grade 11: 60.1%</p>
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	<ul style="list-style-type: none"> seamlessly connect families to their children's learning, and support teachers every step of the way. 		
4 Other Content Specific	<ul style="list-style-type: none"> Continue to provide all teachers of ELL students with Sheltered English Instruction Provide Restorative Practices training to all instructional staff Continue to provide Digital Citizenship training to all staff to promote the responsible use of technology to learn, create and participate Expand the integration of technology in our curricula to enhance delivery of instruction and innovative content creation-potentially adding Rosa Parks Community School as a Verizon Innovative Learning School. Continue to provide content area embedded professional development, including strategies and methods for implementing content as well as re-establishing support in writing practices K-12. Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSL Continue to provide training and professional development for all NJDOE Mandated trainings Curriculum Writing over the summer months to be in alignment with state standards introduced in the areas of ELA and Mathematics by September 2024. 	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.	See above listed NJSLA Scores (Math, Science, and ELA from 2021-2023)

2: Professional Learning Activities



PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1 Math	<ul style="list-style-type: none"> • Reinforce Content & Language Routines across all K -12 classrooms • Continue the use of Daily Anchor Tasks all K -12 classrooms • Continue use of viable digital content platforms to support personalized learning districtwide (e.g., iReady and Aleks) • Leverage the expertise of coaches and supervisors to train staff on Intervention Support based upon NJSLA performance targets • Implement a protocol for the continuous review of performance data to determine formats for revisiting non-mastered content. • Institute a cross-sectional analysis process to monitor teaching and learning in classrooms and districtwide. • Continue to institute a sustained professional development structure that engages all mathematics teachers as PLCs with a focus on facilitating Productive Struggle, Mathematical Discourse, Math Routines, and Task Analysis • Continue to Implement formative assessments across all grade levels with embedded training on NCTM's Principles to Action • Institute lessons learned from the district's At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports • Continue Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices 	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.
2 Science	<ul style="list-style-type: none"> • Provide all students with equitable access to rigorous curricula with the New Jersey Student Learning Standards – Science (NJSLS-S)-aligned instructional materials and assessments in all grade levels 	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	<ul style="list-style-type: none"> • Provide opportunities reflective of research and best practices for K-12 Science Students to engage with Scientific phenomena • Facilitate the implementation of NJSL-S and STEM-focused instructional models • Support and advance the development and use of differentiated assessments (diagnostic, formative, summative, authentic) that measures Student achievements based on the NJSL-S • Initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core Science content, conceptual understandings, Science and engineering practices and Cross Cutting concepts for Grades K-12 as outlined in the NJSL-S. • Continue the alignment of Curricula with the NJSL-S focus. • Expand, develop and support innovative opportunities for Students to Engage in Science instruction in an extended day setting through Science Fair Challenges, STEM nights, Robotics Clubs, and Summer Partnerships • Implement integrated, Standards-based common assessments that evaluate Student growth; conceptual understanding; Science and engineering skills. • Continue to develop teacher capacity for building Science content and pedagogical knowledge, translating standards to practice, and reflecting on pedagogical practices. • Continuing partnerships with organizations such as S2S and PLTW to expose our students to real world experiences, project-based learning, and practitioners in the fields of science and engineering • Continue Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices 	
3 ELA	<ul style="list-style-type: none"> • Professional development for ELA teachers in grades K-12 in the utilization of the diagnostic assessments 	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities as needed.



	<ul style="list-style-type: none"> • Professional development and coaching support of Writing Folders in grades K-12 for teachers and administrators • Continued professional development and coaching support for grades 3-12 teachers and administrators on Writing Folders • Implementation and completion of LETRS course units 1-4 for Cohort IV of K-3 teachers who are new to the district • Continue implementation of Learning Ally (assistive technology for developing readers to gain access to complex text) • Continued professional development for grades K-12 in language dives in writing instruction • Continued professional development with Bard for grades 9-12 • Continued professional development for teachers on the new K-2 diagnostic assessments via Acadience • Implementation of Waggle as a blended learning platform in grade and continued implementation in grades K-2 • PD sessions in LLC • Staff meetings to review state standards in Language, Literacy and Communication as well as the KDIs • CPT meetings teachers will review student work and the developmental continuum in LLC to create appropriate lessons for all learners • Instructional coaches will provide one on one support in lesson planning regarding these concepts • Lesson plans will demonstrate focused, intentional, and targeted activities in the LLC content area • K standards will be reviewed in ELA to ensure preschool teachers are familiar with the skills children will be exposed to in kindergarten. This will ensure proper alignment 	
4 Other Content Specific	<ul style="list-style-type: none"> • Continue to provide all teachers of ELL students with Sheltered English Instruction • Provide Restorative Practices training to all teachers • Expand the integration of technology in our curricula to enhance delivery of instruction and innovative 	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	<p>content creation</p> <ul style="list-style-type: none"> • Continue to provide content area embedded professional development, including strategies and methods for implementing content • Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLs • Provide health and safety training to CTE teachers instructing in designated hazardous programs to ensure the health and safety of students and teaching staff • Continue to provide training and professional development for all NJDOE Mandated trainings • Continue Anti-Bias Education in our Preschool program 	
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3: PD Required by Statute or Regulation

State-mandated PD Activities
<p>Dyslexia</p> <p>Suicide Awareness (2 hours every 5 years)</p> <p>Harassment, Intimidation, and Bullying (HIB) (2 hours every 5 years)</p> <p>HIB: District Policy</p>



Recognition of Substance Abuse and Alcohol, Tobacco, and other Drug Prevention and Intervention School Safety and Security
Law Enforcement Operations Gang Awareness
Code of Student Conduct
Potentially Missing, Abused or Neglected Children School Safety Teams and Specialists
Electronic Violence and Vandalism Reporting System
Communicable Diseases
Use of a Nebulizer Asthma
Diabetic Student Health Plan
School Nurse Delegate for Glucagon Delegates for Epinephrine Administration
General Student Needs
Recognition Blood Borne Pathogens
Career and Technical Education
CPR/AED training
Lyme Disease
Interscholastic Athletic Head Injury Safety Training Program
Education Evaluation (Danielson, NJPEP)
Ethics, Law, Governance, HIB for school leaders
Bilingual Education In-service Training
Equity and Affirmative Action
Integrated Pest Management
Special Education Training
Preschool Training
Teacher Mentor Training
Family Education Rights and Privacy Act (FERPA)
Blood Borne Pathogens and Right to Know Intervention
and Referral Services
Social Emotional Learning and Restorative Justice Practices
Preschool Anti-Bias Education

4: Resources and Justification

Resources



1.	Frontline: Resource Library
2.	Voyager Sopris (LETRS)
3.	Houghton Mifflin Harcourt/Springboard
4.	Open Up Resources
5.	Kendall Hunt
6.	Illustrative Mathematics
7.	Rutgers University Center for Mathematics, Science, and Computer Educations
8.	Buck Institute for Education (BIE)
9.	Pearson
10.	Rutgers School of Public Health
11.	Montclair State University
12.	Creative Mathematics
13.	Seton Hall University
14.	Essex County Prosecutor's Office
15.	Independent consultants
16.	NJDOE CTE Department
17.	The College of New Jersey
18.	Rutgers School of Health Professions
19.	i-Ready
20.	ALEKS
21.	NJDOE
22.	Learning Ally
23.	PLTW
24.	MSUNER
25.	Bank Street College
26.	Dr. Helen Tinsley Institute for Multicultural Empowerment
27.	Creative Curriculum Preschool Curriculum Developers
28.	Waggle
29.	Acadience
30.	Cinema ED
Justification	
1.	Provides cost effective state-mandated trainings and individual teacher needs based on observations and walkthroughs
2.	Sole provider for LETRS
3.	Continue use of HMM curricular resources, grades K – 8/Sole provider of new resource: Springboard, grades 9 - 12



4. Cost-effective dynamic trainers for mathematics best practices
5. Cost-effective providers with proven success in technology, pedagogy, assessment, CCSS, and curriculum development
6. Cost-effective providers with proven national success in Project Based Learning
7. PARCC developer, NJSLS implementation, Sole provider for Our World Social Studies implementation
8. National Writing Project partnership
9. Proven success in mathematics content; PRISM grant partnership; CUSP grant partnership; WIPRO grant partnership; Woodrow Wilson grant partnership.
10. Cost-effective providers with proven success in job-embedded mathematics practices
11. On-going partnership with School of Education
12. Provides administrators and security guards with up-to-date gang awareness training
13. Vetted for content expertise in non-ELA and Mathematics subjects
14. Grant-mandated professional development
15. Cost-effective provider with proven success in STEM
16. Cost-effective providers with proven success in Health Sciences
17. Cost-effective providers with proven success in Graphic Arts and Filmmaking
18. Cost effective providers for sole-source mathematics blended learning for ELL students
19. Free professional development
20. Sole-source for SE reading blended learning
21. Cost-effective providers of engineering professional development
22. Montclair State University Partnership including free professional development sessions and Urban Educators Grant Partnership
23. Cost effective provider with proven success in Early Childhood Education
24. Provides cost effective state-mandated trainings
25. Cost-effective providers with proven success in Early Childhood Education

Signature: _____
Superintendent Signature

Date



School Professional Development Plan (PDP) SY 24-25

District Name

ORANGE TOWNSHIP PUBLIC SCHOOL

School Name

ORANGE HIGH SCHOOL

Principal Name

MR. JASON BELTON

Plan Begin/End Dates

**SEPTEMBER 1, 2024 –
JUNE 30, 2025**

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2025, 60% of English I students will meet their projected growth based on diagnostic assessment data.	OHS ELA Teachers OHS Administrators ELA Coach Supervisor of English	Based on 2022-23 NJSLA data, 30% of students in English I met or exceeded expectations. Based on 2023-24 Benchmark Assessments, an average of 50% of students in English I were proficient.
2	By June 2025, 60% of Orange High School 9th grade students enrolled in Algebra I will meet their targeted end of year growth goal as projected by the NWEA diagnostic assessment.	OHS Mathematics Teachers OHS Administrators Mathematics Coaches Supervisors of Mathematics	Based on 2022-23 NJSLA data, 5.4% of students enrolled in Algebra I were on or above grade level. Based on SY 2023-2024 iReady Spring data, 11.4% of students currently enrolled in Algebra I are on or above grade level. Based on SY 2023-2024 NWEA Spring data, 21.4% of students currently enrolled in Geometry are on or above grade level.
3	By June 2025, Orange High School will reduce the number of students with 2 or more out-of-school suspensions by 20%, through the implementation of a structured SEL program.	OHS Care Team Members OHS Staff OHS Administrators OHS Students	During the 2023 -2024 school year, 288 students received at least one Out-of-School suspension, with 137 having 2 or more.



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Support teachers through regular reviews of teaching strategies, testing protocols and student performance to assess the effectiveness of skills and strategies. Implement a practice of progress monitoring and data reflection to improve providing timely, constructive feedback that guides student engagement. Provide time for teacher coaching cycles and curriculum support to build capacity and strengthen best practices as it relates to grade calibration and data analysis to develop small group support. 	<ul style="list-style-type: none"> Assess lesson plans and classroom instruction for alignment with the ELA look-fors shared during professional development and Common Planning Time. Teachers will work during common planning to analyze assessment data to identify students' differentiated learning needs to target intervention for small group instruction. Parent teacher contact logs will be reviewed quarterly to ensure contact regarding proficiency and participation rates Targeted walkthrough and formal observations; analyze walkthroughs, observations and formative district mandated assessments to assist teachers in need of differentiated professional development, mentoring and coaching Lesson plans will be reviewed weekly to ensure that the district curriculum is followed, and pacing is appropriate. Walkthroughs will be conducted weekly to ensure classrooms are student centers, teachers are facilitating meaningful mathematical discourse and posing purposeful questions. Use mathematical practice rubric to determine teachers' proficiency on establishing learning goals and targets, orchestrating productive mathematical discussion, and implementation of Illustrative Math. Teachers will work collaboratively at the end of each unit (7 units total) to determine the learning gaps, develop goals, strategies and a timeline to evaluate the effectiveness of intervention. Teachers will implement focused small group instruction at least three times a week in 5 credit Algebra I course. This will be evident during walkthroughs and documented in lesson plans. Modeling support will be evident for Teachers of Mathematics to ensure alignment to curricular goals and objectives.
2	<ul style="list-style-type: none"> Utilize quantitative and qualitative data collected through learning walks, instructional walkthroughs, observations, and lesson plan reviews to provide teachers with ongoing support to implement research-based best practices via successful and timely delivery of district curriculum and corresponding resources. Build teachers' confidence and proficiency in utilizing data to identify critical gaps in learning for groups as well as individual students, develop action plans to specifically address the identified gaps through small group instruction, and evaluate the effectiveness of these action plans throughout implementation. Provide ongoing coaching and support during Collaborative Planning Time (CPTs) and professional development sessions to improve teaching practices in key areas: establishing mathematical goals to focus learning, implementing tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, posing purposeful questions, eliciting, and using evidence of student thinking. 	



3

- Students will explore short and extended constructive questions that align to the appropriate scope and sequence
- The OHS Care Team analyzes bi-weekly data to determine trends and develops an action plan that will help to foster a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, and clear routines.
- The OHS Care Team will conduct staff training and counseling sessions to address SEL, anger management, trauma, and other policies related to maintaining a positive school culture of learning and achievement.
- The OHS Care Team will create student leadership teams to foster a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, and clear routines.
- Implement a bi-weekly data collection and analysis protocol for the OHS Care Team to gather information on student behavior, disciplinary incidents, attendance, and academic performance.
- Training teachers and students to develop active listening skills, model calm behavior, de-escalation strategies, and problem-solving skills to encourage positive relationships.
- Implement weekly counseling sessions, monthly mediation and de-escalation training sessions, bi-weekly circle groups, and quarterly staff training workshops.
- Provide targeted interventions and additional support sessions as needed, maintaining a strong focus on reducing suspension rates through continued, tailored support.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • District Benchmarks, Extended Writing Tasks, Performance Task assessment data • Department CPTs to review and analyze data • Lesson plans, walkthroughs, observations • Professional Development 	<ul style="list-style-type: none"> • Collaboration between ELA staff, OHS Admins, ELA Coach, and ELA Supervisor • CPT and teacher planning time to review data, assess plans, and discuss best practices



2

- NWEA Assessment data
 - NWEA Achievement Status and Growth Report
 - District Curriculum
 - Department CPTs to review and analyze data
 - Lesson plans, walkthroughs, observations
 - Professional Development
- 3
- Genesis reports on discipline and suspensions
 - Professional Development
 - Staff and Student engagement and participation data

- Collaboration between Math staff, OHS Admins, Math Coaches, and Math Supervisors
 - CPT and teacher planning time to review data, assess plans, and discuss best practices
-
- Collaboration with OHS Care Team members, OHS Admins, staff
 - Implementation of interventions and supportsystems

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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1

2

3

Signature:

Principal Signature

Date



Orange Township Public School District – 2024-2025 Calendar

Gerald Fitzhugh II, Ed.D.
Superintendent of Schools
Approved: 2/13/24



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

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

District Closed for Staff and Students

Professional Development Staff Only

12:30 Dismissal Students Only

Orange High School Administrative Team

Contact Information

Principal – Jason Belton

Tel #: 973 – 677- 4050 Ext. 41800

E-mail: beltonja@orange.k12.nj.us

Vice Principal – Anthony Frantantoni

Tel#: 973 – 677 – 4050 Ext. 41801

E-mail: frantoan@orange.k12.nj.us

VICE PRINCIPAL – DAIRON MONTESINO

TEL#: 973 – 677 – 4050 EXT. 41803

E-MAIL: MONTESDA@ORANGE.K12.NJ.US

TBD-VICE PRINCIPAL –

TEL#: 973 – 677 – 4050 EXT. 41802

E-MAIL:

Vice Principal – Yoniel Lopez, ED.D.

Tel#: 973 – 677 – 4050 Ext.41804

E-mail: lopezyon@orange.k12.nj.us

GENERAL INFORMATION

Orange High School

400 Lincoln Ave

Orange, NJ 07050

Telephone Number: 973-677-4050

Fax Number: 973-677-4069

<https://www.orange.k12.nj.us/Page/345>

THE ORANGE BOARD OF EDUCATION

VISION AND MISSION STATEMENTS

“GOOD TO GREAT”

Vision Statement

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

Mission Statement

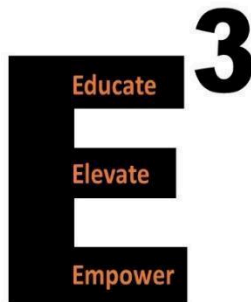
- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all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

ORANGE HIGH SCHOOL

VISION AND MISSION STATEMENT

Mission Statement

Orange High School strives to *educate, elevate, and empower* every student.



Vision Statement

Orange High School strives 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 created collectively by all stakeholders.

Hard Work – All Day!



Orange Township Public Schools
Orange High School
Mr. Jason Belton, Principal



Gerald Fitzhugh, II, Ed.D
Superintendent of Schools

TBD Assistant Principal, Grade 9
Dairon Montesino, Assistant Principal, Grade 10
Yonel Lopez, Ed.D, Assistant Principal, Grade 11
Mr. Anthony Frantantoni, Assistant Principal- Grade 112

August 19, 2024

Dear Parents, Guardians, and Caregivers,

The mission of Orange High School is 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 created collectively by all stakeholders. We are partners with families, community, and staff, jointly dedicated to helping your child grow socially, emotionally, and intellectually. We are especially excited to welcome the freshmen class to the Tornado Family. Please be reminded that students report for the first day of school on Friday, September 6, 2024. This school year will be filled with continued opportunities to stretch your child's practice and develop their gifts. It is going to be a great school year for not only the OHS staff but for each of you as well. Please see the information below regarding school procedures.

MORNING ROUTINE FOR STUDENTS

- Students enter OHS through the Lincoln Avenue entrance. Door assignments are as follow:
 - Males-Door 2 on Lincoln Ave.
 - Females – Door 6 off of Lincoln Ave.
- All Students arriving after 8:15 a.m.-9:00 a.m. will use Door 6 to check in.
- Students arriving after 9:00 a.m. will enter the building through the Clarendon Place entrance and check-in with Ms. Frazier in Room 244 before going to their class.
- The doors open everyday for students at 7:30 am. Free breakfast is available in the cafeteria.
- Students must arrive at school by 8:00 a.m. Instruction in all classes begins promptly at 8:20 a.m. Attendance is vital to instructional support for our students. We need our students on time and present each day.
- Teachers will meet and greet their students outside of the classroom at 8:15 a.m.

DISMISSAL

- All students are dismissed at 2:40 p.m.

STUDENT ATTIRE

Students should dress appropriately for a school setting. **All STUDENTS must adhere to the approved dress code.** Sneakers must always be worn for physical education classes. Uniforms should be worn daily. It is the expectation of the following in terms of dress:

- White, Grey, Black, or Orange, Polo shirt or Oxford shirt. All shirts must have a collar.
- Black or Khaki Pants and/or knee length Skirts, Slacks, Skorts
- Sweater Vest, Fleece, Blazer, or Vest (Must be solid black) may be worn
- Black, White, Gray, Orange T-Shirts, or Black Sweatshirts and Pants or Shorts for Physical Education
- Crew neck sweatshirts are allowed. NO hoodies will be allowed in the building.

The following items of clothing are considered to be inappropriate and are not to be worn:

- Blouses or sweaters that show a bare midriff, halter tops, bandanas, tank tops, tops with thin straps, short shorts, short mini-skirts, clinging or form fitting spandex leggings (*without the appropriate length skorts, shorts, skirt, or dress*), pants/jeans worn below the waist, and pants/jeans with rips 4" above the knee (including any rip that shows through to skin, undergarments, or fabric.). All flannel-type pants and sleepwear are not permitted.
- Appropriate and safe footwear must be always worn. Specifically, flip-flops or “slides” are **not to be worn** due to the safety factor when using stairs. All sandals must be secured at the toes and ankle for safety.

STUDENT ABSENCES

Parents are responsible for reporting daily absences to the main office at 973-677- 4050 X 41714. Students returning from medical absences should return with a note from the physician. The Orange district policy indicates that a student must be in attendance for 163 or more school days to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned.

FORMS

Students will receive the emergency contact form on the first day of school. Please review and complete the emergency form and other corresponding forms by September 11, 2024. It is important that these forms are returned so we can have active communication with you throughout 24-25 SY.

IMPORTANT UPCOMING DATES TO REMEMBER

Student Orientation -

- **Tuesday August 27, 2024**
- 9:00 a.m.-10:30 a.m. (12th grade)-Last name A-K
- 11:00 a.m.-1:30 p.m. (9th grade)-Last name A-K
- **Wednesday August 28, 2024**
- 9:00 a.m.-10:30a.m. (12th grade)-Last name L-Z
- 11:00a.m.-1:30 p.m. (9th grade)-Last name L-Z

TECHNOLOGY

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Orange School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We (Orange School District) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the 2 end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If an Orange School District user violates any of these provisions, his or her account will be terminated, and future access could possibly be denied.

Inappropriate Uses: The following have been deemed inappropriate uses of technology by either the broad community of computer users or by legal judgment. The list is not all inclusive but includes the major categories of misuse of technology.

- Using the network for illegal activity (e.g., copyright infringement).
- Disrupting or damaging equipment software or the operation of the system.
- Vandalizing the account or data of another user.
- Gaining unauthorized access to another account, confidential school records or to the system operation.
- Using another person's account or name without permission.
- Using abusive, obscene language, sending hate mail or harassing another individual.
- Obtaining pornographic text, graphics or photographs.
- Sending or receiving material that is racist, sexist or offensive to the religious beliefs of people.
- Creating or installing a computer virus.
- Using technology for personal, financial or business gain.
- Installing or using personal software on any computer in the district.
- Changing the configuration of an individual computer or network.
- Downloading software.
- Logging on the Internet or sending e-mail using a fictitious name.
- E-mail broadcasting or spamming.

Network Etiquette and Child Safety: Students are expected to adhere to generally accepted rules of network behavior. These include:

- Be polite. Do not use abusive language.
- Electronic mail is not private. System operators have access to all mail and illegal activities may be reported to law enforcement authorities.
- All documents developed and/or sent or received via e-mail by an authorized user must be identified as belonging to that user. Anonymous documents are prohibited and, if detected, will be purged by the teacher or system operator.
- Logging on the Internet is taking an electronic field trip into cyberspace. Students are going out into the world and need to protect themselves. Students must not give out their names, home addresses or telephone numbers to people they "meet" on the Internet.
- See Appendix for **“HOW TO SUBMIT A TICKET TO THE HELPDESK”**

Pupil Attendance (Domain 4B):

- a. Send a list of no-show students daily from **September 6 through September 27, 2024** to Ms. Frazier's (Attendance Interventionist) attention.

- b. Record class student attendance in Genesis within the first 20 minutes of every period.
- c. Fill out an Attendance Referral Form for students with excessive unexcused absences, tardiness, or suspicions that the student may live out of the district. Attendance Referral Forms are to be provided to Ms. Frazier, ext. 41714 or **Mrs. McNeill ext. 41702 (Attendance Administrative Assistant) in Room 102.**
- d. If a student is absent three or more consecutive days, make a referral to the Attendance Officer.
- e. Encourage good attendance from the first day of school. Have a class incentive. Call parents and keep a log of your contact with them. Teachers are always the first line of contact with parents. It only becomes an attendance office task when teachers have documented proof of exhausting all efforts to reach parents.

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

- a. Students are not to come to school before 7:30am unless they have a Zero period class. Please reinforce this rule.
- b. All students arriving at school from 7:30am – 8:15am are to remain in the cafe until the 8:15am bell sounds to release the first period.
- c. Students should not be in the classrooms unsupervised prior to 8:20am. Any students in need of obtaining access to the building outside the cafe, prior to 8:20am, must have a pass by a teacher, librarian, an administrator, or the breakfast program staff.
- d. Late students should not be allowed to enter the classroom without a tardy slip.
- e. Student dismissal is at 2:40 pm. **Do not release students prior to the sound of the bell at 2:40 pm.**

Communication

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

Flag Salute/Alma Mater:

- a. Please ask the students to stand during the Pledge of Allegiance while they salute the flag.

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

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

18A: 61 Corporal punishment of pupils

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

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

Bullying

Refer to **Orange Board of Education – Bulletin #20**

Lunch Applications:

- a. Lunch Applications are due to **Mrs. McNeill** in **Room 102** during the first month of school. 100% student participation is mandatory. Be proactive in getting students/parents to return them.
- b. Make sure the child's name, grade, and room # are correct.

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

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

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

- a. Field Trip Request Forms must be submitted through My Learning Plan at **least one to two months** prior to the trip, as well as keeping with the timeline set for the monthly Board of Education Meeting, **No exceptions!**
Late or emergency forms for special performances will NOT be accepted.
- b. If your Field Trip requires transportation, please complete the ERESA Transportation Form (in Appendix) and submit to Ms. Shannon Wilson **at least one to two months prior to the trip.**

- c. Fill out the Field Trip Request Forms, a requisition for the dollar amount needed for admissions for students and chaperones, a requisition for the transportation Essex has quoted, and a Lunch Request Form from Chartwell. Submit the completed forms to Mr. Frantantoni who will review for accuracy, place account codes and then he will forward to Mr. Belton for approval.
- d. One chaperone is required for every ten students. 1:10.
- e. Each chaperone is also required to leave cell phone #s and medical requirements with Attendance Office and Main Office Personnel.
- f. Students who are failing courses or have excessive absences in any class at OHS will not be permitted to attend field trips. Please leave assignments for these students with your substitute plans.**
- g. Ensure accurate attendance is taken and provided to the Attendance Office to be sent out to OHS staff.

Fundraisers

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

All money must be deposited into the Orange High School General Account within 24 hours.

Conference Rooms

There is a conference room located in the main office. This room serves as a meeting place for professional development activities, video conferencing, etc. Scheduling of this room should be done through the High School Main Office. There is also a conference room in the Library. Please contact the Librarian to schedule this room for use.

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

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

Extra-Curricular Activities

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

- a. All intervention and enrichment extra-curricular activities will be held virtually for SY 21-22

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

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

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

Activity Scheduling

- a. All activities and practices must end no later than 11:00 p.m. No rehearsals are to be held during the school day. Please refrain from taking students away from instructional time to prepare for an activity or event.
- b. When an organization sponsors an activity, the principals must approve the guidelines for those eligible to attend.
- c. Encourage the participation and attendance of parents.
- d. Sponsors of any activity must remain with and supervise their students.

Scholastic Eligibility:

- a. Any student failing, or near failing, in any class or with excessive absences and/or tardiness may be denied the privilege of field trip participation due to the obvious need to attend classes. Students will not be allowed to participate in field trips if they are found to be Chronically Absent and/or Tardy.
- b. Activity advisers and coaches should check their student eligibility closely each semester. An eligibility list of non-athletic activities may be required each semester to be submitted to the principal.

DCF/Substance Abuse:

- a. Complete a DCF form if you suspect abuse or are informed about abuse. **IT IS THE LAW!**
Division of Children and Family
1(855) 4636323
- b. Notify the school social workers and school administration.
 - a. Ms. Dana Jones: 973-677-4050 ext. 41723
 - b. Mr. Lyle Wallace: 973-677-4050 ext. 41722
 - c. Ms. Rishannabel Ubiera: 973-677-4050, ext. 41717
 - d. Ms. Omadi Hurril: 973-677-4050, ext. TBD

Nurse Referrals:

Ms. Marlene Jean: 973-677-4050 ext. 41750, JeanMarl@orange.k12.nj.us

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

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

Staff Arrival and Departure (Domain 4B)

Staff hours are **8:05 A.M. – 2:55 P.M.** - All staff members are expected to be here on time every day. **All staff members are expected to be in the building and in their respective classrooms by 8:05am. Please greet students at your door no later than 8:15am.**

Staff must code in by 8:05 a.m. utilizing the biometrics machine located by the Main Office, Door 6 (near student café), or Main Entrance of the new building. All time will be monitored by the Human Resources department at the district level. Failure to comply with all district attendance policies may result in loss of pay.

Please greet students as they enter your classroom and stand at the doorway so that you can supervise the classroom and hallway. **Staff members may leave the building at 2:55 p.m., unless they are supervising a group of students (tutoring, detentions, or clubs). Please do not release students until the bell rings.**

Staff members are on duty all day and should leave school only in case of necessity after gaining approval from administration. If it is necessary to leave before 2:45 pm., the principal must approve, and you must use the Biometrics system to sign out.

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

Please complete the Staff Emergency Contact Information Survey sent via Google prior to September 10, 2024.

Staff Attendance (Domain 4B)

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

Teachers should not be absent without proper notification. To secure a substitute teacher, contact Frontline via online and/or phone. You will need your pin number to access the program. You should have received a copy of instructions for Frontline, along with your pin number, upon employment. The web address is: <https://www.frontlineeducation.com/pg-login> .

Your PIN is: _____

Please familiarize yourself with district policies.

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

Reports (Domain 4B)

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

Substitute Plans

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 schools throughout the district. Our number one goal is to ensure that instructional pedagogy and practice continues when teaching staff is absent. First substitute plan due no later than September 11, 2024.

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

- ✓ Seating chart/class roster
- ✓ Your daily schedule
- ✓ Activities that engage students
- ✓ Location of books/ Materials needed
- ✓ General expectations and classroom rules
- ✓ Name and room number of a colleague who might help a substitute teacher

When a student shows excessive absences or exhibits a pattern of chronic absences, please contact Ms. Frazier at ext. 41714. These actions will be taken at the following benchmarks of absenteeism:

1. 3 Days of absence - Letter from the attendance office
2. 6 Days of absence - 2nd Letter from attendance office
3. 9 Days of absence - Parent meeting with administration

Faculty Meetings/Committee Meetings (Domain 4D):

Please make allowances for 3 Mondays per month, this is contractual.

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

During the 2024 – 2025 School Year ALL Back-To-School nights and Parent-Teacher Conference will be held In-Person, unless otherwise changed by the Superintendent's Office.

- a. Back to School Night will be held **September 10, 2024 (Tuesday) from 6pm to 8pm**. All staff are required to be in attendance. Make an effort to personally invite parents/guardians through a phone call or a written communication.
- a. Discuss curricula, grading, homework, policies, etc.
- b. Please provide a time convenient for parents/guardians to reach you (**Prep schedule, morning, afternoon, etc.**) in your course syllabus.
- c. All certificated staff must actively participate at a minimum of **four-night** functions/meetings. Back to School Night (Sept. 16) and Parent Conferences on the following dates:...
- d.
 - **November 20, 2024 1:15 pm to 4:00pm**
 - **November 21, 2024 5:30 pm.-7:30pm**
 - **March 24, 2025 1:15 pm to 4:00 pm**
 - **March 25, 2025 5:30pm to 7:30pm**

Optional events include: (1) PTA sponsored event/meeting, and/or (1) School sponsored or Student Council sponsored event (ex: plays, musicals, sporting events, CTE fair, math Olympics, etc.). Please obtain an Event Sign in sheets from the main office to keep record of all events attended. **You will be asked to provide documentation of your minimum four nights at your summative conference. Only records obtained from the Event Sign-In sheet may be considered.**

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



Orange Township Public Schools

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



Lesson Plan and Substitute Plan Submission Dates School Year 2024-2025

Lesson Plans	Sub Plans
September 11, 18, 25	September 11, 2024
October 2, 9, 16, 23, 30 (October 30 th covers 11/4-11/15)	October 9, 2024
November 13 (covers 11/18-11/29)	November 13, 2024
December 4, 11 (December 11 th will cover 12/16/24 - 1/10/2025)	December 11, 2024
January 8, 15, 22, 29	January 8, 2025
February 5, 12, 26 (February 12 th will cover 2/24-2/28)	February 12, 2025
March 5, 12, 19, 26 (March 26 th will cover 4/28-5/2)	March 11, 2025
April 2, 9, 16, 23, 30	April 9, 2025
May 7, 14, 21, 28	May 14, 2025
June 4, 11, 18	June 4, 2025

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 Wednesdays at Orange High School.**

- a. Lesson plans, from all certificated staff are due every Thursday. First lesson plans will be due on **Wednesday, September 11, 2024 by 4pm**. Lesson plans MUST be submitted through Genesis, no exceptions. Each teacher MUST hand in his/her lesson plans, no group plans will be accepted. It is your professional obligation to submit lesson plans weekly, and on time. Disciplinary action will be taken in the event staff members do not comply with this district policy.
- b. Your plans should include 6 items:
 - 1) NJSLA Standards
 - 2) Assessment
 - 3) Lesson Objective utilizing Bloom's Taxonomy
 - 4) Differentiation
 - 5) Instructional Strategy

****Please note this information regarding plans is subject to change by building level and/or district level administration. ****
- c. All classroom lessons should follow the pacing guide. Textbooks and other instructional materials are supplemental to the curriculum and should be used accordingly.
- d. A digital or hard copy of your lesson plans MUST be accessible throughout the school day.

Policy for Homework:

- a. **Orange Board of Education – Bulletin #12**
- b. Students are expected to complete all their homework. If students do not complete homework, please place a call to the parent. Please be sure that you have talked directly to the parent or received a note/email back from the parent. Do not assume that the parent has heard the phone message or read the note/e-mail you sent home. Do not randomly assign homework - make sure it is meaningful and has a purpose.
- c. Homework is not a choice – students should complete homework even if it means the revocation of privileges, assigning tutoring, detention, or an office referral. Students should also be responsible for tracking their own progress on data tracking sheets provided by teachers with the unit outline/plan.
- d. Late policy: Orange High School does not accept work that is below a minimum level. Students are expected to redo assignments/tests/projects that do not meet these requirements, as the assignment of a “zero” is not best practice. Several attempts to collect the work should be made. Parent contact about missing assignment(s) is required and must be documented in Genesis.
- e. As per policy 90 minutes of homework can be assigned.

Make Up Work

Please assist students in gathering any work missed due to absences. Making assignments available electronically is both efficient and convenient. Missed work must be made up within a reasonable amount of time depending upon the length and cause of the absence. **A general rule: students should have the same number of days to make up work as the number of days that they were absent.**

Preparation Periods, Teacher Enrichment Success Period

(Domains 1A – 1F, 4D, 4E)

Preparation Periods: Preparation periods are to be used to prepare PD and data analysis, coordinate lesson plans, common plan, contact parents, and conduct professional business related to the operation of your classroom. **Teachers are NOT allowed to**

leave the building during PREP periods to run personal errands and/or conduct business of personal nature.

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

- a. Meetings will start no later than 10 minutes after the period begins. Please ensure to sign in when you arrive.
- b. Lunch will not be eaten during the meeting as all staff have scheduled lunch periods.
- c. Cell phones and electronic devices should be silenced during meetings. This is not the time for social networking or personal phone calls.
- d. CPT is predicated on instruction and should not be used for “housekeeping” events.
- e. Everyone will be the note taker for at least one month (4 weeks) of CPT/SLC meetings.
- f. Minutes need to be sent to all members and administration within 24 hours of the meeting via Google Drive.

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

Data Analysis (Domains 4B & 4D):

All of us must make greater use of the data available to us on our students. As a main goal for the 22-23 School Year, data will be analyzed to document areas in which students are struggling to assist the instructional programs at all grade levels. Data will help us to develop relationships with our students as well as help us to understand their individual needs. Data also informs our instructional practices by presenting information demonstrating the performance of our students and hence our performance in instructing them well. Data walls should be present in the classroom or outside to show academic growth and progress with students and to support the instructional practices that are occurring within the classroom.

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

Types of data

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

Grading/Gradebooks/Assessments (Policy 2624):

Orange Board of Education – Bulletin #11

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

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

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

OHS Grading Scale & Category Percentages:

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

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

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

**Orange Township Public School District
2024-2025
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of July 11, 2024**

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
<i>Interim Report Card 1</i>	<i>Friday, 9/6/24</i>	<i>Tuesday, 10/8/24</i>	<i>Tuesday 10/1/24</i>	<i>Friday 10/11/24 4:00pm</i>	<i>Thursday 10/15/24 End of Day</i>
MP1 Report Card	Friday, 9/6/24	Wednesday, 11/13/24	Tuesday 11/5/24	Friday 11/15/24 4:00pm	Conferences (Prek-7) 11/18/24 1:15-4:00 (Prek-7) 11/19/24 5:30-7:30 (8-12) 11/20/24 1:15-4:00 (8-12) 11/21/24 5:30-7:00
<i>Interim Report Card 2</i>	<i>Thursday, 11/14/24</i>	<i>Wednesday 12/18/24</i>	<i>Monday 12/9/24</i>	<i>Thursday 12/19/24 4:00pm</i>	<i>Friday 12/20/24 End of Day</i>
MP2 Report Card	Thursday, 11/14/24	Friday 1/31/25	Friday 1/24/25	Wednesday 2/5/25 4:00pm	<i>Friday 2/7/25 End of Day</i>
<i>Interim Report Card 3</i>	<i>Monday 2/3/25</i>	<i>Monday 3/10/25</i>	<i>Friday 2/28/25</i>	<i>Thursday 3/13/25 4:00pm</i>	Conferences (8-12) 3/24/25 1:15-4:00 (8-12) 3/25/25 5:30-7:30 (Prek-7) 3/26/25 5:30-7:30 (Prek-7) 3/27/25 1:15-4:00
MP3 Report Card	Monday, 2/3/25	Monday, 4/14/25	Monday 4/7/25	Monday 4/28/25 4:00pm	Wednesday, 4/30/25 End of Day
<i>Interim Report Card 4</i>	<i>Tuesday, 4/15/25</i>	<i>Friday, 5/23/25</i>	<i>Thursday 5/15/25</i>	<i>Monday 6/2/25 4:00pm</i>	<i>Wednesday 6/4/25 End of Day</i>
MP4 Report Card	Friday, 4/15/25	Friday, 6/27/25	Friday 6/13/25	Thursday 6/19/25 3:00pm	Friday 6/27/25 12:30 PM

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

Classes of 2023–2025 High School Graduation Assessment Requirements

First Pathway—NJGPA

Note: Students are required to sit for the NJGPA before being able to explore any additional pathway.

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA \geq 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics \geq 725 (Graduation Ready)

Second Pathway—Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Reading \geq 17 • Accuplacer WritePlacer \geq 5 • Accuplacer WritePlacer English Second Language \geq 4 • PSAT10 Evidence Based Reading and Writing (EBRW) \geq 420 • PSAT10 Reading \geq 21 • PSAT/NMSQT EBRW \geq 420 • PSAT/NMSQT Reading \geq 21 • SAT EBRW \geq 450 • SAT Reading \geq 23 	<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Math \geq 17 • Accuplacer Elementary Algebra \geq 49 • Accuplacer Next-Generation QAS \geq 250 • PSAT10 Math Section or PSAT/NMSQT Math Section \geq 420 • PSAT10 Math or PSAT/NMSQT Math \geq 21 • SAT Math Section \geq 440 • SAT Math Test \geq 22

Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Orange Board of Education – Bulletin #4

Correspondence/Communication (Domain 4C):

- a. Address all correspondence as follows:
Orange High School
400 Lincoln Avenue
Orange, New Jersey 07050
- b. An administrator **MUST** approve all correspondence sent out to parents, guardians, central office staff, or any other district contacts.
- c. **All correspondence must go out on school letterhead.** Digital copies of school letterhead can be obtained from Ms. Spaight via email.
- d. Please be mindful of emails you send within the district. Please adhere to the specific guidelines set forth by the technology department. Please remember to proofread all correspondence.
- e. Check your mailboxes before school, at lunchtime, and after school for messages or notices that need to be sent home.
- f. **It is imperative that staff check their email before, during, and after school. Almost all communication from administration and staff will be in the form of an email. We are going to try to be paperless!**
- g. All Certified Staff is responsible for keeping a parent log. This log is meant to confirm parental contact throughout the entire school year and serves as a tool for both a student's positive school progress and issues that may arise with discipline and more importantly academics.
- h. **Staff must input all contact with students and parents in Genesis Notes to be shared with other staff and administrators.**

Requisitions: (need electronic file from Mr. Belton)

Requisitions/Purchase Orders are to be used to purchase classroom related items. Teachers must submit a "Requisition" for approval. Preferred requisitions are typed from the Requisition spreadsheet furnished by the office. The requisition should be complete: accurate name and address of vendor, individual costs, and total cost. A quote from the vendor must also be attached to the requisition. This requisition is to be given to your immediate supervisor for approval who will forward it on to Ms. Chatmon. Unapproved orders are the responsibility of the person ordering, not the school. The requisition must be accompanied by a quote unless otherwise stated.

Once order arrives,

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

Workshops/Conferences (Domain 4D):

- a. No staff member is to attend a workshop with a cost factor involved without prior approval from Mr. Belton.
- b. **Forms (My Learning Plan) for out-of-district workshops/conferences MUST be submitted at least 30 days in advance. Workshops will not be approved if submitted after the deadline. Do not ask for exceptions to this action item as all PD out of the district MUST be board approved under the recommendation of the Superintendent of Schools.**
- c. Conferences/Workshops that require an overnight stay cost will not be accepted, as per the district. Conference attendees are required to pay lodging costs on their own, if required,
- d. If you need assistance with My Learning Plan, please contact Mr. Mitchell

Classroom Environment (Domain 2A, 2E):

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

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

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

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

Supervision of Students:

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

General Staff Information:

- **Main Office:**
 - **The Main Office copier is only for main office business.** Please use the copier in your department's office. If one of the copiers breaks while you are using it, please fill out the technology request form and notify Mr. Mitchell and the main office.
 - Mailboxes should be checked frequently throughout the school day. **Students are NOT permitted to check teacher mailboxes.**
 - Submit all school-related items to be faxed to the Main Office.
 - Submit all intercom announcements to Ms. Spaights in the Main Office, at least one day in advance.
 - The telephone in the Main Office may be used to contact parents and guardians.
- **Substance Abuse:** Staff referrals should be addressed to the Nurse's Office.
- **Smoking:** Smoking is strictly prohibited on school grounds. It is against the law to smoke on school grounds!
- **Cell Phones** - The utilization of cell phones during instructional classroom time is not acceptable. Cell phones should not be visible during instructional time but stored. If you need to make a phone call, it should be done in the morning, at lunchtime, during your prep time, or afterschool. Please do not use class time to call parents. You are taking away valuable learning from the students not involved in inappropriate behavior.
- **Parking** – All OHS staff must park in the lot on **Clarendon Place**. Placards will be provided to place on your dashboard. When utilizing street parking make sure to observe municipal signage to avoid ticketing from the Orange Police Department and to adhere to the directives of our OHS parking lot security. Parking in the Admin lots require a parking placard and will be restricted to the following OHS staff and/or District personnel:
 - Lincoln Avenue Lot
 - a. Principal Belton
 - b. Dr. Fitzhugh
 - c. Asst. Principal Frantantoni
 - d. Twilight Principal Dr. Stewart
 - e. Admin. Asst. to the Principal (Ms. Spaights)
 - f. Guidance Staff: Counselors (5) & Admin Asst.
 - g. Admin. Asst. for Attendance
 - h. Mr. Dorsey
 - i. 1 Visitor Space
 - Clarendon Avenue Lot (next to Media Center)
 - a. Asst. Principal Lopez
 - b. Asst. Principal Montesino
 - c. Asst. Principal TBD

- d. Care Team/Social Workers (4)
- e. Ms. Frazier
- f. Nurses (2)
- g. Admin Asst. (3)
- h. Mr. Vasquez
- i. Supervisor of Guidance
- j. 4 Spots for District Staff/Visitors
- k. Staff with Electric Vehicles may use the 4 designated spaces for charging purposes

- **Assemblies** - Assemblies are a regularly scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide one of the few opportunities in school for students to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. It is the individual teacher's responsibility to instruct students that all talking, whispering, whistling, stamping of feet and booing are discourteous. Teachers are to escort their individual classes to the assembly site. All teachers should be seated with their classes and help with the supervision of all students. Teachers should check role at each assembly and upon returning to the classroom (when possible)
- **Bulletin Boards** - Each hall/department has a designated bulletin board. A schedule containing the bulletin assignments will be distributed to staff. Please reference the bulletin number posted on each bulletin along with the schedule to identify your assignment.
- **Cafeteria** - Breakfast and lunch are served in our cafeteria. Upon entering the building in the morning, students should go directly to the commons/cafe for breakfast. For 2024-2025, unless changed, breakfast and lunch will be held in the cafe.

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

- **Classroom Management** - Classroom management is the key to having few discipline issues! Effectively managing your classroom is an essential part of maintaining control and discipline. An effective teacher manages a classroom. An ineffective teacher disciplines a classroom. The number one problem in the classroom is not discipline; it is the lack of procedures and routines. Classroom management deals with the procedures that you must establish at the beginning of the school year. Students must know how you want them to begin the day: get a Chromebook, Do Now, turn in assignments, etc. Procedures must be rehearsed repeatedly until the students do them automatically. When this happens, you have a routine.

Discipline Plan - Each teacher should develop a discipline plan for their classroom, which shall be posted in the room and turned in to the office. Discipline is concerned with how students behave. The plan shall include rules to follow in the room, consequences for not following the rules, and possible rewards for following the rules. When all alternatives have been exhausted in the classroom, the teacher should ask the school administrators for help. Before a child is sent to the office for constant misbehavior, classroom teachers should have contacted parents, informing them of any behavior concerns.

From the beginning, know what you are going to do every minute of the day, quarter, semester, and year and do it! The key to maintaining classroom control is respect. Being consistent in your decisions and

actions will greatly help your ability to earn the respect of your students. **Students must be shown respect and you must expect it back from them.**

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

Discipline is not a group matter. A whole room should not be punished for the misdeeds of a few. Please remember to talk with a student individually, instead of humiliating them in front of the entire class.

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

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

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

- **Classroom Website (Teacher Webpages)** - All staff is required to develop and maintain a classroom website. All websites should include Google Classroom codes, Remind codes, information about the classroom, curriculum, special events, and other pertinent information. All assignments should be posted on the website. The website should be updated each week. Parents and students should be given the website information through your classroom communication. Administrators will use this information to see what you are teaching to assist with walk-through visits. Websites will be approved and monitored by the administrative team.
- **Copyrighted Material** - It is the intent of the Board to delineate, enforce and abide by the provisions of current copyright laws as they affect the school district and its employees. Copyrighted materials, whether printed or not, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been obtained. The board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of board policy. They do so at their own risk and assume all responsibility.
- **Detentions** - After school and Saturday detentions may be used as consequences for school and classroom misbehavior. Daily detention administered by an individual teacher. Saturday Detention administered by Ms. Frazier.

- **Duplicating Materials** - Teachers should not make excessive copies on the photocopying machine in the department offices (over 50 pages).

--Teachers should restrict students from using the office machine

- **Field Trips** - All off-campus field trips must be approved in advance by the principals. All field trip requests must be entered into My Learning Plan. If a check is needed, please see Ms. Spaight/Ms. Chatmon, in the main office, for a requisition number. All field trips require a **60-day notice**.
- **Guidance Services** - Guidance services are available for every student in the school. These services include assistance with educational planning, hall passes, interpretation of test scores, occupational information, career information, information about various colleges, technical and vocational schools, job training programs, help with home, school, and social concerns. The student determines directions and goals in counseling.

With the counselor, a student may discuss and explore freely and in confidence any problem or feelings that are personally important. During counseling, these concerns may be talked through and examined, alternatives explored, and decisions made about future courses of action. Should the student find that special and/or additional assistance of some sort is needed; the counselor will assist in finding such help as may be needed. Parents are encouraged to talk to a counselor about any area of concern related to their children and the school.

Should you have concerns about any of your students, check with the counselor. Together, you can form a plan to best serve the needs of the student. In addition, faculty should be familiar with the following:

- **Referrals** - Crisis/Special Problems Intervention - If a teacher senses that a student is having problems beyond which the teacher can address, the teacher should communicate their concerns to a counselor for evaluation. (Examples of such problems may be divorce, possible abuse, a death in the family, possible destructive behavior, and conflicts with other students.)

Special Education - A student unsuccessful in the academic and social adjustment to the regular classroom may be referred to the guidance center. In prospective special education cases, a teacher should fill out the proper form for more adequate evaluation of the student's placement.

- **Parent Communication and Conferences** - Teachers should contact parents on a regular individual basis. Contacts should be logged in Genesis Notes. As a rule: all parents should be contacted at least once per quarter. This contact should be through e-mail, conference, or phone call. Always strive for positive parent contact.
- **Parent Volunteers and Visitors** - Guests are welcome in our school building. For these guests to be received properly, the office should be notified in advance. All guests are required to sign in the office and receive a visitor's pass before reporting to the classroom. When a parent/guardian comes into the office to visit the teacher, we will use the following guidelines:
 1. **They need to have scheduled an appointment. If they have not, they will be asked to make one and come back at that time.**
 2. Parents will not be allowed to come to your room unannounced.
 3. Parents will not be allowed in your room during the instructional day without prior authorization.
 4. If a parent comes in before school without an appointment, they can meet with you (if you give us permission), but they will need to meet with you in the office and the meeting will need to be finished by

8:15.

5. If a parent comes to your room unannounced, alert the office immediately for support and follow up to schedule a time with the parent.
- **Hall Passes** - Hall passes should be provided by the teacher. They should be used by all students when not in the classroom. Faculty should continually monitor the use of passes from their classes and students in the hall. Do not give students passes during **RED ZONE** times. **RED ZONE times are the first 10 minutes and last 10 minutes of a period.**
- **Health Services** - **The offices of the school nurses are located on the first floor.** Cumulative health records are maintained for all students, which include their immunizations, history of diseases, and results of testing at school, physical examination results and other health information. Students sent to the nurse must have a pass from the classroom teacher. If emergency care is needed, report over the phone to the office, or send a student for help. It is better to err on the side of caution than to not take action. Accident Report Forms are available in the nurse's office and should be promptly returned. In addition, faculty must be familiar with the **Bodily Fluids Policy**. Student medications should be taken in the nurse's office or in the presence of a nurse.
- **Keys** - Teachers will be supplied with keys to their rooms and storage areas as needed and as available. Master keys will only be supplied to personnel in regular need of such keys. All keys will be accounted for and turned in at the end of the school year. **Loaning keys to students is not permitted.**
- **Library Media Center Services** - The LMC is the Learning Center of the school. As such, we hope that all teachers will find materials and services found in the library helpful in making teaching more meaningful. Suggestions for materials may be made at any time.

The media specialist will give instruction in the use of the library to your classes whenever it is convenient for you. Faculty is encouraged to make use of the LMC facilities. Early scheduling of use facilitates management of the LMC and convenience for all the teachers. Faculty is to refer to the following procedures:

- **Class use of LMC** - Please schedule use of the LMC by more than four students or your entire class as early in advance as possible. A one-day notice is a minimum. Do not send students to the LMC just to get them out of your class.
- **Maintenance** - Should you have a maintenance issue (repairs, plumbing, tile, A/C, etc.), please report it to Mr. Frantantoni via email.

Our insurance provider requires that we only use district approved cleaning supplies in the classroom. Do not use any outside chemicals. If you need supplies to clean, please ask the custodial staff for supplies.

In addition, you are under no circumstance to stand on a chair. If you need something done that is above your reach, please call a custodian for assistance.

- **Master Calendar of Events** - A master calendar of events is managed by Ms. Spaight. All dates should be emailed to Ms. Spaight and copied to the administrative team for approval. The calendar will be viewable online.
- **Staff/Student Injury** - Anytime anyone is injured, the office should be notified, as well as the nurse. Do not move the injured person if the injury seems severe. Accident Report Forms are available in the Nurse's Office and should be completed as promptly as possible. It is better to err on the side of caution instead of getting a phone call from a parent. Contact the nurse if you have any doubt! **Please refer to the**

Report in the Staff Policy Section.

- **Student Handbook** - It is your responsibility to become familiar with the information in the Student Handbook. Classroom practices should follow the information contained in the handbook.
- **Suspensions** - Although rare, students may be suspended from school with approval from the principal. If this is the case, teachers are required to gather all assignments that the student is required to take and submit them to the school office. Students will be required to complete all assignments for a grade. Certain assignments will have to be modified due to the change in the student's environment.
- **Technology** - It is your responsibility to review and follow district guidelines set forth in the district technology agreement.
- **Textbooks** - Teachers will furnish enough copies of textbooks lists for each class so that an accurate record of books checked out can be kept. Names of students, numbers and condition of books are to be noted on these lists. Please use these correctly.

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

Fines should be entered into Genesis. Students are expected to pay for lost or severely damaged books at the end of the school year or upon leaving Orange High School.

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

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

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

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

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

2. Grooming and attire not acceptable during school hours:

- See-through tops, halter tops, midriff/crop tops, low cut tops, tank tops not covered by another garment or transparent slacks.

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

3. Special Rules

- Severe Weather Conditions: Dress standards may be modified by the principal to permit more casual attire on days of delayed opening due to inclement weather. This modification recognizes that staff members may have to shovel snow, etc. to arrive at work in a timely manner. Standards may also be modified in times of excessive heat.
4. “Dress Down Days”: As scheduled and approved by the school principal in keeping with a theme day or activity program. More casual attire may be worn by staff.
 5. Behavior - Classroom behavior by teacher should be an example of teaching by example. Proper language, gestures, emotional control, and mannerisms should be a role model for students.
 6. Confidentiality - Professional communication of educators requires no discussion of individual students and their problems in non-professional situations. The teacher's lounge and public places are inappropriate locations for these discussions.
 7. Controversial Issues- Free discussion of controversial issues—political, economic, social—shall be encouraged in the classroom whenever appropriate for the level of the group and relevant to the course being taught. Issues may be considered controversial which arouse strong reaction, based on either personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. It is essential that pupils be taught to distinguish fact from opinion, proof of allegation, and logical substance from assertion. In addition, pupils should be taught to recognize each other's right to form an opinion on controversial issues and should be assured of their own right to do so without jeopardizing their relationship with the teacher or the school. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils and the goal and objectives of the district. The handling of discussions on controversial questions, which arise unexpectedly, shall be the responsibility of the teacher, and shall be free from the assumption that there is one correct answer which should emerge from a discussion, and which should be taught authoritatively to the pupils.

Further, no political activity should be organized by staff members, parent(s) or legal guardian(s) involving pupils in campaigning for individual candidates or specific political issues other than those learning activities, which would constitute a balanced educational experience within the classroom. Pupils shall be taught to recognize each other's right to form an opinion on controversial issues and shall

be assured of their own right to do so without jeopardizing their relationship with the teacher or the school. The Principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the Principal before being introduced into the classroom.

Teacher Evaluation (The Framework for Teachers)

The purpose of teacher evaluation is improvement of instruction. Formal performance-based evaluation will be conducted as per school board policy. Administrators will conduct informal teacher evaluations on a continuous basis. Supervision will be conducted in a constructive, candid, fair, and realistic manner. Student Growth Objectives (SGO) will be developed in collaboration with administration and certificated staff, and submitted by staff no later than **October 16, 2024, for review. SGOs will be finalized by an administrator by October 30, 2024.** Once SGOs have been reviewed and finalized, each certified staff member must display them accordingly within their classroom for frequent review.

Achieve NJ 1617 New Jersey Educator’s Evaluation and Support System

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

Visit <https://www.state.nj.us/education/AchieveNJ/teacher/> for more information.

Student Growth Objectives (SGOs)

Governor Murphy signed a bill establishing a New Jersey Educator Evaluation Review Task Force to evaluate the educator evaluation system established by TEACHNJ. The new legislation also:

- Halts the collection of new SGO data for the 2024-2025 school year.
- Districts are to use existing SGO data from the most recent year in which the educator completed SOGs as a basis for educator evaluations.
- SGOs are required in the 2024-25SY for teachers in the first year of District employment and teachers without a record of pre-existing SGOs

Visit <https://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml> for more information on SGOs.

APPENDIX

EMPLOYEE EMERGENCY CONTACT FORM

Name _____ Department _____

Personal Contact Info:

Home Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Emergency Contact Info:

(1) Name _____
Relationship _____

Address _____

City, State, ZIP _____ Home # _____ Cell # _____

Work Telephone # _____ Employer _____

(2) Name _____ Relationship _____

Address _____

City, State, ZIP _____ Home # _____ Cell # _____

Work Telephone # _____ Employer _____

Medical Info/Contact Info:

Please list any medical problems: *

List of medications you are taking: *

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

Doctor Name. _____ Phone # _____

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

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

Employee Signature _____

Date _____

Nurse's Pass

Student's Name: _____

Date: _____

Arrival time: _____ Departure time: _____

School Nurse's Signature: _____

.....

Nurse's Pass

Student's Name: _____

Date: _____

Arrival time: _____ Departure time: _____

School Nurse's Signature: _____

Nurse's Pass

Student's Name: _____

Date: _____

Arrival time: _____ Departure time: _____

School Nurse's Signature: _____

GUIDELINES FOR THE UTILIZATION OF OPTION II N.J.A.C. 6A:8-5.1 ET SEQ.

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve Common Core State Standards in the same manner and/or with the same level of success. To this end, the Orange School District is permitted to allow students with individualized learning opportunities outside of the traditional classroom that are stimulating and challenging and that enable students to meet or exceed the Common Core State Standards. This is commonly referred to as, “Option II.” Option II allows for the design and implementation of programs to meet the needs of all students. Students are permitted to earn credit toward graduation through Option II learning experiences. These experiences include but are not limited to: interdisciplinary or theme-based programs, independent study, early college credit, magnet programs, student exchange programs, distance learning, on-line learning, work-based programs, internships, co-curricular or extra-curricular programs, and/or other structured learning experiences. In addition, Option II allows for group programs based upon specific instructional objects that meet or exceed Common Core State Standards. Participation in Option II is predicated on the application process through which students seek approval. The process for application, evaluation and assessment is detailed below. Attainment of credit toward graduation is based on the successful completion of assessments that verify student achievement in meeting or exceeding the Common Core State Standards at the high school level.

Option II Credit Attainment

Students planning to pursue course work for credit external to the traditional offerings of district curriculum are required to submit a completed application to the Principal’s Option II Credit Review Committee. This committee will be composed of the High School Principal, a designated Departmental Supervisor, Supervisor of School Counseling, and a designated School Counselor. Deadlines for submission are first week in September for Fall Semester course work and first week of January for Spring Semester course work. The Principal’s Option II Credit Review Committee will review each application to determine eligibility and grant approval/disapproval based on the criteria outlined. Each student’s application will be reviewed on its own merit. The committee will ensure that each student is on track to fulfill graduation requirements. The Assistant Superintendent will review all decisions of the committee.

Grades for approved Option II course work will be reflected on a student’s transcript in compliance with district policy 2624. Upon approval, policies regarding the dropping of said course work will follow those procedures as outlined by the institution providing the course work **and** the procedures as outlined in the district’s Program of Studies. Option II course work will not be included in the calculation of a student’s overall Grade Point Average (GPA). Official transcripts generated by course work taken outside of the district may be attached to a student’s transcript. Such requests must be made through the student’s assigned school counselor and approved by the school principal. Once credit has been earned in an approved Option II course, students will not be permitted to enroll in an equivalent district course.

Credit Recovery

Students receiving a final grade of “64” in a course will not receive credit. Student options include the repeat of the course during the next school year; enrollment in an approved summer school program; or enrollment in an approved Option II alternative. Option II alternatives require approval by the Principal’s Option II Credit Review Committee and Deputy Superintendent. **Completed applications must be**

submitted by the first week in September of each school year for enrollment in a Fall Semester course and the first week in January of the school year for a Spring Semester course. Credit

Recovery courses require students to be enrolled for a minimum of 60 hours for a 5-credit course. Grades for completed Credit Recovery courses will be reflected on transcripts as consistent with the district grading policy. Credit recovery courses are included in the calculation of a student's overall GPA. The original course and final grade will be retained on the student's transcript. Appropriate credits will be applied toward graduation requirements. Credit recovery can be achieved through in-person or on-line coursework.

Advanced Credit; Additional Credit; Acceleration

Students may opt to enroll in Option II courses to include on his/her transcript and/or to advance a course level. A common example of advanced coursework is the student who takes an additional mathematics course to advance to the next level of math or a world language that is not available for study at the high school. Advance credit, additional credit, or acceleration can be achieved through in-person or on-line coursework. The following guidelines must be followed:

1. Completed applications must be received by the Principal's Option II Credit Review Committee by the first week in September for enrollment in a Fall Semester course; and the first week of January for a Spring Semester course.
2. The course must be from an accredited institution and/or monitored by a certified staff member. Accreditation must be from a United States Department of Education recognized national or regional professional accrediting organization. Advanced/Additional/Acceleration Credit courses must meet the 120-hour enrollment requirement for complete course advancement.
3. The course must be approved by the Principal's Option II Credit Review Committee.
4. An official transcript from the institution must be submitted promptly following the completion of the course. Grades for completed Advanced/Additional/Acceleration Credit courses will be reflected on transcripts in compliance with district policy 2624.
5. Permission to advance a course level is dependent on a final assessment as determined by the school principal. The assessment will be utilized to determine proficiency and the ability to succeed in the next level. The assessment does not impact the awarding of credit based on course completion. If deemed not to meet proficiency standards, credit earned will be applied as elective credit, and the student will be required to enroll in the next, OHS level course.
6. Advanced credit can be awarded for successful completion of demonstrated proficiency in Algebra I and Geometry if taken at the middle school.

College Credit

Students may opt to enroll in college level courses and apply credits earned toward high school graduation requirements. Students enrolling in college level courses must meet eligibility requirements as established by Board of Education Policy 5460 **and** those established by the college or university. College credit can be achieved through in-person or on-line coursework. The following guidelines must be followed:

1. Completed applications must be received by the Principal's Option II Credit Review Committee by the first week of September for enrollment in a Fall Semester course and the first week of January for a Spring Semester course.
2. The course must be taken from a regionally accredited two- or four-year college/university.
3. The course must be approved by the Principal's Option II Credit Review Committee.
4. An official transcript from the college/university must be submitted promptly following the completion of the course. Grades for completed College Credit courses will be reflected on transcripts; however, the grade will be included in the calculation of a student's overall GPA.

Independent Study

The Independent Study program is intended for individuals who seek intense study in an academic area not currently offered by the OHS curriculum. Independent studies may not replace a course listed in the district's Program of Studies. Independent Study credit can be achieved through in-person or on-line coursework. The following guidelines must be followed:

1. Completed applications, Option II, and Independent Study, must be received by the Principal's Option II Credit Review Committee by the first week of September for enrollment in a Fall Semester Independent Study and the first week of January for a Spring Semester Independent Study. Independent Study applications are in addition to the Option II application. The Independent Study application provides specific details of requirements. See application for more information.
2. The course must be approved by the Principal's Option II Credit Review Committee.
3. A certified faculty member must serve as an advisor and be secured prior to the submission of required paperwork. Advisors are voluntary participants working collaboratively with the student to develop independent study goals. The responsibilities of student and advisor are detailed in the Independent Study application.
4. The Independent Study advisor is responsible for the final evaluation of the study and must submit verification those instructional objectives have been achieved. Grades for Independent Study courses will be reflected on transcripts in compliance with district policy 2624.

Internship

Students are encouraged to seek opportunities within the community to complement their education through volunteering. Under Option II, students may apply credit from Internship to high school graduation requirements if approved in advance by the principal. The following guidelines must be followed:

A PRE-APPROVED INTERNSHIP MUST BE ESTABLISHED

1. Completed applications, Option II and Internship, must be received by the Principal's Option II Credit Review Committee by the first week of September for enrollment in Fall Semester Internship and the first week of January for Spring Semester Internship. Internship applications are in addition to the Option II application. The Internship application provides specific details of requirements. See application for more information.
2. The Internship must be approved by the Principal's Option II Credit Review Committee.
3. The student must have an approved mentor for the project by the principal.
4. The student must complete a self-reflection and learning outcome report at the conclusion of the internship experience and submit it to his/her mentor. The mentor will include a copy of the report with his/her evaluation.
5. The Internship mentor is responsible for the final evaluation and must submit verification that Internship objectives have been met. Grades for Internship will be reflected on transcripts in compliance with the district's grading policy. Internships will be included in the calculation of a student's overall GPA. Failure to submit a report by the mentor will result in the designation of "64" or lower on the student's transcript.
6. Internship credit cannot be earned for providing assistance to a staff member.

**Orange Public School District
OHS, Twilight Program & OPA
Instructions for the Application for Option II Credit
N.J.A.C. 6A:8-5.1 et seq.**

1. Eligibility

- a. Option II Credit is available to students in grades 9 – 12; however, advanced/accelerated credit may be earned by students who have demonstrated proficiency in courses taken prior to high school. For example, middle school students who have demonstrated proficiency in Algebra I and/or Geometry may apply awarded credit toward graduation provided an Option II application was submitted and approved.
- b. Receipt of a completed Option II Credit Application by the Principal's Option II Credit Review Committee.

c. Acknowledgement of student, parent, and advisor/mentor (if applicable) responsibilities, expectations and means through which the credits will be reported in the student's permanent record.

2. Complete Application

- a. Obtain an application from the assigned school counselor or download forms on-line at Option II.
- b. Complete Sections 1, 2, and 3 of the **Application for Option II Credit** forms. Submit application to appropriate Department Supervisor for completion of Section 4. Independent Study and Internship Credit require the completion of additional application forms.
- c. Secure an advisor/mentor, if applicable.
- d. Obtain all signatures required in Section 5 of the **Application for Option II Credit**.
- e. Optional - include additional information that will assist the Principal's Committee in evaluating the request.
- f. Submit completed application to the Principal's Option II Credit Review Committee the first week of September Fall Semester course work and the first week of January for Spring Semester course work.

3. Application Review/Approval

- a. The Principal's Option II Credit Review Committee will review completed applications within 3-5 days following established deadlines and a determination will be made.
- b. Notification of the Principal's Committee's decision to approve or disapprove will be sent to the student and parent.

4. Certification of Option II Credit

- a. If approved, the student shall participate in the Option II Credit experience and submit necessary documents to verify completion. These documents shall include any or all the following and deemed necessary by the principal's committee: official transcript; evaluation report; attendance report; completed project; and any other elements agreed to in the Option II application agreement.
- b. Following the final review of the Option II Credit experience by the principal's committee, notice will be sent to student, parent, and school counselors regarding the decision to award credit. The student's transcript will be amended, as necessary.
- c. Appeals – students and parents have the right to appeal the decision of the principal's committee. Such appeals must be submitted within 3 days of the Committee's decision. The appeal should address the specific reason(s) cited by the Committee in reaching its decision. Appeals can be made regarding eligibility and/or regarding the awarding of credit.

If seeking to advance a level, the student shall arrange a final assessment with the content area Teacher in which he/she is seeking advancement. The content supervisor will then forward the results of the final assessment to the Principal's Committee. The student's transcript will be amended, as necessary.

OHS HOME SCHOOL COMPACT -ENGLISH

2024-2025 SY



OHS HOME SCHOOL COMPACT -SPANISH

2024-2025 SY



OHS HOME SCHOOL COMPACT -CREOLE

2024-2025 SY





STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: July 31, 2024
To: Local Educational Agency Leads
Route To: Principals, Supervisors and Teachers
From: Jorden Schiff, Ed.D., Assistant Commissioner
Division of Teaching and Learning Services

School Year 2024-2025 Student Growth Objectives Frequently Asked Questions

On May 17, 2024, Governor Murphy signed P.L.2024, c.14 ([S2082](#)), which establishes a 13-member task force designed to study and evaluate the educator evaluation system established pursuant to the TEACHNJ Act of 2012 and currently implemented in New Jersey public schools. See the related [broadcast from May 22](#) for more information.

Beyond the establishment of the Task Force, P.L.2024, c.14 also halts the collection of new student growth objective (SGO) data for the 2024-2025 school year for tenured teachers. Today, the Department of Education (Department) is releasing a [Frequently Asked Questions](#) (FAQ) document designed to address what is anticipated to be common questions local education agency (LEA) leads will have regarding the law's impact on local operations for the upcoming school year.

To accompany the FAQ, the Department has developed online technical assistance which will be offered three times during the summer. The dates and times for each session are listed below. Please visit the [Department's events page](#) to register.

- o Session 1: Wednesday, August 7: 10 a.m. to 11 a.m.
- o Session 2: Thursday, August 8: 10 a.m. to 11 a.m.
- o Session 3: Thursday, August 22: 10 a.m. to 11 a.m.

Contact information

Please contact the Office of Educator Effectiveness with any questions at EduEval@doe.nj.gov.

c: Members, State Board of Education
NJDOE Staff
Statewide Parent Advocacy Network
Garden State Coalition of Schools
NJ LEE Group

SY 2024-2025 SGOs (P.L.2024, c.14) Frequently Asked Questions

SY 2024-2025 Student Growth Objectives (SGO)

- 1) I am a tenured teacher working in a public school district. Am I required to develop and complete SGOs for the 2024-2025 school year?
 - No. The law not only does not require, but in fact prohibits, you from developing and completing new SGOs. Instead, your score from the 2023-2024 school year will be carried over to the 2024-2025 school year.
 - For example, if your final SGO score for 2023-2024 was a 3.25, then your final score for 2024-2025 will also be 3.25.
- 2) I am a tenured teacher who took a leave of absence during the 2023-2024 school year. Will I be required to develop and complete SGOs for the 2024-2025 school year?
 - No, in this case your score from the most recent year in which you completed SGOs will be used.
 - For example, if the most recent year you completed SGOs was 2022-2023, that is the year which will be used.
- 3) I am a non-tenured teacher; will I be required to develop and complete SGOs for the 2024-2025 school year?
 - Yes, any teacher in their first year of employment in a district, without a record of pre-existing SGOs, or any non-tenured teacher must develop and complete SGOs for the 2024-2025 school year.
- 4) I am a non-tenured teacher currently on a corrective action plan, will I be required to develop and complete SGOs for the 2024-2025 school year?
 - Yes. Non-tenured teachers must develop and complete new SGOs for the 2024-2025 school year.
- 5) I am a tenured teacher who has both observations complete, but I take a leave of absence and will not get to complete my summative conference. Will I receive a summative score since my SGO score from the previous year transfers?
 - No, you will not receive a summative score. The annual summary conference is a requirement. As stated in 6A:10-2.4(c) “the annual summary conference between designated supervisors and teaching staff members shall be held before the annual performance report is filed.”

- If your leave of absence is anticipated, the annual summary conference can be combined with the second post-observation conference. In this case, you could complete your year prior to your leave of absence occurring.
- 6) I am a tenured teacher in one of the following circumstances: my most recent SGO score was less than effective; I am on a corrective action plan; or I have changed grade bands or subjects since my most recently completed SGOs. Am I required or permitted to develop and complete new SGOs for the 2024-2025 school year?
- No. P.L.2024, c.14 states that tenured teachers “shall not collect new student growth objective data.” Therefore, tenured teachers must use their most recent SGO score for the 2024-2025 school year.
- 7) I am a tenured or non-tenured principal. Each year, part of my evaluation score is dependent upon the average of every teacher's SGO rating for the year in my school building. How will the law impact my rating?
- A principal's rating will still be partially based on the average of every teacher's SGO rating of the school they oversee. The average will result from a mixture of scores of nontenured staff who are required to set SGOs for 2024-2025, as well as tenured staff for whom their most recent year in which they completed SGOs will be used.
- 8) I am a tenured or non-tenured principal. Part of my summative rating each year is made up of administrative goals that I develop and complete. These measure student achievement. Will I be required to complete them for the 2024-2025 school year?
- The law states that “teachers shall not collect new student growth objective data.” Administrator goals are based on student growth and/or achievement, but they are not student growth objective data. Therefore, administrator goals are required for the 2024-2025 school year.
 - Administrator goals for the 2024-2025 school year cannot be measured using “student growth objective data.”
- 9) I am an Other Certificated Staff Member (OCS). In my role, I am not required by law to complete SGOs. However, districts have the option of requiring SGOs locally. My district has always assigned them. Can my district require me to complete SGOs?
- The law only applies to teachers. Therefore, it is up to local district discretion whether to require OCSs to complete SGOs.

10) Will these rules stay in place beyond the 2024-2025 school year?

- The law's provisions regarding SGO development only apply to the 2024-2025 school year.

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.

OHS High School 2024-25 SY

Regular Bell Schedule

Period	Time
1	8:20 a.m.-9:00 a.m.
2	9:03 a.m.-9:43a.m.
3	9:46 a.m.-10:26 a.m.
4	10:29 a.m.-11:09 a.m.
5	11:09 a.m.-11:52 a.m.
6	11:54 a.m.-12:34 p.m
7	12:36 p.m.-1:16 p.m.
8	1:18 p.m.-1:58 p.m.
9	2:00p.m.-2:40 p.m.

Half Day Schedule**Delayed Opening Schedule**

Period	TIME	Period	TIME
1	8:20 a.m.-8:49 a.m.	1	N/A
2	8:52am – 9:21am	2	N/A
3	9:24am – 9:53am	3	10:00am – 10:26am
4	9:56am – 10:25am	4	10:29am – 11:09am
5	10:28am – 10:54am	5	11:12am – 11:52am
6	10:57am – 11:26am	6	11:54am – 12:34pm
7	11:29am – 11:58am	7	12:36 pm – 1:16pm
8	12:01 pm – 12:30 pm	8	1:18pm – 1:58pm
9	No classes	9	2:00 pm – 2:40 pm

**Orange Township Public School District
2024-2025
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of July 11, 2024**

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
<i>Interim Report Card 1</i>	<i>Friday, 9/6/24</i>	<i>Tuesday, 10/8/24</i>	<i>Tuesday 10/1/24</i>	<i>Friday 10/11/24 4:00pm</i>	<i>Thursday 10/15/24 End of Day</i>
MP1 Report Card	Friday, 9/6/24	Wednesday, 11/13/24	Tuesday 11/5/24	Friday 11/15/24 4:00pm	Conferences (Prek-7) 11/18/24 1:15-4:00 (Prek-7) 11/19/24 5:30-7:30 (8-12) 11/20/24 1:15-4:00 (8-12) 11/21/24 5:30-7:00
<i>Interim Report Card 2</i>	<i>Thursday, 11/14/24</i>	<i>Wednesday 12/18/24</i>	<i>Monday 12/9/24</i>	<i>Thursday 12/19/24 4:00pm</i>	<i>Friday 12/20/24 End of Day</i>
MP2 Report Card	Thursday, 11/14/24	Friday 1/31/25	Friday 1/24/25	Wednesday 2/5/25 4:00pm	Friday 2/7/25 End of Day
<i>Interim Report Card 3</i>	<i>Monday 2/3/25</i>	<i>Monday 3/10/25</i>	<i>Friday 2/28/25</i>	<i>Thursday 3/13/25 4:00pm</i>	Conferences (8-12) 3/24/25 1:15-4:00 (8-12) 3/25/25 5:30-7:30 (Prek-7) 3/26/25 5:30-7:30 (Prek-7) 3/27/25 1:15-4:00
MP3 Report Card	Monday, 2/3/25	Monday, 4/14/25	Monday 4/7/25	Monday 4/28/25 4:00pm	Wednesday, 4/30/25 End of Day
<i>Interim Report Card 4</i>	<i>Tuesday, 4/15/25</i>	<i>Friday, 5/23/25</i>	<i>Thursday 5/15/25</i>	<i>Monday 6/2/25 4:00pm</i>	<i>Wednesday 6/4/25 End of Day</i>
MP4 Report Card	Friday, 4/15/25	Friday, 6/27/25	Friday 6/13/25	Thursday 6/19/25 3:00pm	Friday 6/27/25 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:** Academic Action Plan, meeting with stakeholders, and conference call with parents must be completed for students with a grade of 72% and below!



Orange Township Public Schools

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



Homework

Policy # 2330

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

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

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

Kindergarten: 20 minutes

Grades 1-2: 30 minutes

Grades 3-4: 45 minutes

Grades 5-6: 60 minutes

Grades 7-12: 90-120 minutes

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

Reading Homework (addition to times above)

Pre-K-to Grade 3 20 minutes per night

Grades 4-7 30 minutes per night

Grades 8-12 45 minutes per night

****Reading is not optional; it is a part of the homework.**

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

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

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

- Encouraging child/ren to make the work a priority.
- Setting aside a quiet study area and regular time.
- Signing all assignments as a verification of the partnership.

Homework should be discussed during parent conferences.



Orange Township Public Schools

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



I & RS Procedures

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

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

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

The chairperson reviews the referral for consideration.

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

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

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

The case manager sends the nurse the Health Report.

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

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

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

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

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

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

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

The case manager has a role with the student.

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

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

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

I&RS Team meet.

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

The case manager prepares an Action Plan.

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

The case manager schedules a follow up meeting.

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

I&RS members:

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

Meeting Schedule:

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



BULLETIN #20

SCHOOL YEAR 2024-25

Harassment Intimidation and Bullying

The following procedure for reporting HIB incidents is to be put into place for the 2024-25 school year.

Staff Responsibilities

- All acts of HIB must be reported verbally to the principal, or the principal's designee, on the same day the school employee or contracted service provider witnessed or received reliable information regarding the alleged incident.
- The principal must notify the parents or guardians of students involved in the alleged incident.
- An investigation must be initiated by the principal or the principal's designee within one (1) school day of the reported allegations. The investigation should be conducted by the anti-bullying specialist.
- All acts of harassment, intimidation, or bullying must be submitted in writing to the principal within two (2) days from the time of submission of the alleged incident.
- All acts of harassment, intimidation, or bullying and findings must be implemented into the schools' data reporting system (Genesis) identifying the final results of investigation.
- The investigation must be completed within ten (10) school days from the date of the written report of the incident. If additional information is pending after the ten (10) day period, the original report can be amended by the anti-bullying specialist to reflect the additional information related to the investigation. All cases and results that are determined a HIB case must be reported to the superintendent of schools within (2) days of the completion of the investigation. Based on the decision of the superintendent of schools, he/she may decide to provide intervention services, implement training programs to decrease harassment, intimidation or bullying and to ensure a positive school climate, impose discipline, or suggest counseling as a result of the findings of the investigation, or recommend other appropriate action.
- The board of education must receive results of each investigation no later than the date of the board of education's next meeting following the completion of the investigation, inclusive of all information on any services, training established, discipline imposed, or any other action taken or recommended by the superintendent.

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

Key Actions for Stakeholders

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

Individual Schools Must:

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

- Submit a monthly report on all HIB training and school wide programs to the District Anti-Bullying Coordinator and Superintendent.

INSTRUCTION AND WEEK OF RESPECT

- The week beginning with the first Monday in October of each year is designated as a “Week of Respect” in the State of New Jersey for the year 2024: **October 7th-11th**
- Violence Awareness Month: **October**
- School districts must observe the week by providing age-appropriate instruction focusing on preventing HIB.
- Throughout the school year the school district must provide age-appropriate instruction and programs on the prevention of HIB in accordance with the core curriculum content standard.

Discussions with Students

- Schools must develop a process for discussing the district's HIB policy with students.

ANTI-BULLYING SPECIALIST

Orange High School and the Orange School district support the anti-bullying legislation in place in New Jersey. OHS provides a school Anti-Bullying Specialist to help students discuss, report and receive counseling services for potential incident(s) of Harassment, Intimidation and or Bullying (HIB). Students who have witnessed or experienced HIB are encouraged to visit **Ms. Dana Jones** in her office located in Room 236B.

GSA Advisors

The presence of a Gender-Sexuality Alliance (GSA) in a school has a profound impact on the well-being of LGBTQ+ youth and students. GLSEN’s most recent National School Climate Study found that LGBTQ+ students with access to a GSA experienced lower levels of victimization and felt a greater sense of belonging and acceptance in their school communities. All secondary schools within the Orange School District have identified a GSA Advisor. Should your child need support in this area, the **GSA Advisors for Orange High School Academy is Mr. Lyle Wallace, and Ms. Dana Jones, Social Workers located in Rooms 236A and B.** As a school district, we remain committed to your child’s development and growth. Use our valuable resources as we are here to support your scholar.

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

**Annual Integrated Pest Management Notice
For School Year 2024 - 2025**



September 2, 2024

Dear Parent, Guardian, or Staff Member:

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

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

The IPM Coordinator for **The Orange Township Board of Education Public Schools District** is:

Name of IPM Coordinator: **Edwin Vasquez**, School Business Administrator

Business Phone number: (973) 677-4000

Business Address: 451 Lincoln Ave. Orange, N.J. 07050

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

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

The following items must be included with this annual notice:

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

Insect Monitors, Glue Boards, Tin Cat, Monitors for bedbugs,

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

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL



RESOLUTION

The List of Religious Holidays Permitting Student Absence from School

List of Religious Holidays Permitting Pupil Absence From School

WHEREAS, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.4(e), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

WHEREAS, the law provides that:

Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;

Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;

To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;

Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;

Such absence must not be recorded on any transcript or application or employment form or on any similar form; and

The Commissioner, with the approval of the State Board of Education, is required to:

prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and

prepare a list of religious holidays on which it shall be mandatory to excuse a student. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

WHEREAS, the New Jersey Department of Education makes every attempt to ensure the accuracy of the dates using the lunar, Gregorian and Julian calendars; and

WHEREAS, the district board of education has the right to add any bona fide religious holiday to the list for its own schools;

WHEREAS, dates within this resolution may not be fixed before the State Board adopts the annual calendar and may require additional revision; now therefore be it

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

RESOLVED, that the State Board of Education permits the Commissioner of Education, after annual adoption by the State Board of Education, to revise the dates provided in list of religious holidays; and be it further

RESOLVED, that the State Board of Education adopts the following list of religious holidays for the 2024 - 2025 school year:

July

Date Observance

- July 2 Foundation Stone of Shri Akal Takht Sahib Ji (Sikh)
- July 7 1st Muharram (Islamic New Year, Islam Dawoodi Bohra)*
- July 7-16 Ashara Mubaraka (Islam Dawoodi Bohra)*
- July 9 Martyrdom of the Bab (Baha'i)
- July 16 Yawm Aashura (Islam Dawoodi Bohra)*
- July 17 Ashura (Islam)
- July 21 Guru Purnima
- Asalha Puja Day (Buddhist)

August

Date Observance

- August 1 Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)
- Lammas (Christian and Wicca)
- August 6 Transfiguration of the Lord (Eastern Orthodox Christian)
- August 9 Naga Panchami (Hindu)*
- August 13 Tish'a B'Av (Jewish)
- August 14-16 Obon (Buddhist)
- August 15 Feast of the Assumption of the Blessed Virgin Mary (Catholic Christian)
- Dormition of the Theotokos (Orthodox Christian)
- August 18 Ullambana (Buddhist)
- August 19 Raksha Bandhan (Hindu)*
- August 25 Chehlum Imam Hussain (Islam Dawoodi Bohra)*
- August 26 Krishna Janmashtami (Hindu)*
- August 31-September 7 Paryushan (Jain)*

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

September

Date Observance

- September 1 Ecclesiastical Year begins (Eastern Orthodox Christian)
 First Prakash Shri Guru Granth Sahib Ji (Sikh)
- September 5-17 Onam (Hindu)*
- September 6 Ganesh Chaturthi (Hindu)*
- September 7 His Holiness Sakya Trizin's Birthday (Buddhist)
- September 8 Nativity of Mary (Christian)
- September 15 Maulid al-Nabi (Islam, Islam Dawoodi Bohra)*
- September 19 Urus-Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*
- September 21 Nativity of the Theotokos (Eastern Orthodox Christian)
- September 23 Mabon (Wicca/Pagan)
- September 27 Jyoti Jot Guru Nanak Dev Ji (Sikh)
 The Elevation of the Holy Cross (Eastern Orthodox Christian)

October

Date Observance

- October 3 Feast of Trumpets (Church of God, Philadelphia Church of God)
- October 3-4 Rosh Hashanah (Jewish)
- October 3-12 Navaratri (Hindu)*
- October 7 Milad Imam-uz-Zamaan (Islam Dawoodi Bohra)*
- October 12 Yom Kippur (Jewish)
 Day of Atonement (Christian, Church of God, Philadelphia Church of God)
- October 17-23 Sukkot (Jewish)
 Feast of Tabernacles (Church of God, Philadelphia Church of God)
- October 20 Installation of the Scriptures as Guru Granth Sahib (Sikh) Birth of B'ab (Bah'i)
- October 23 Milad Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*
- October 24 Last Great Day (Church of God, Philadelphia Church of God)
- October 24-25 Sh'mini Atzeret (Jewish)
- October 25 Simchat Torah (Jewish)
- October 31 Samhain (Wicca)

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

November

Date Observance

November 1	All Saints Day (Christian)
	Bandi Chhor Diwas (Sikh)
	Diwali (Hindu, Jain, Puja and Deepavali)*
November 2	All Souls' Day (Christian)
	Birth of B'ab (Bah'i)
	Goverdhan Puja (Hindu)*
November 3	Birth of Baha'u'llah (Bah'i)
November 15	Nativity Fast begins (Eastern Orthodox Christian)
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Martyrdom of Guru Tegh Bahadur (Sikh)
November 25	Day of Covenant (Baha'i) `
November 27	Guru Nanak Dev Ji Birthday (Sikh)
November 28	Ascension of 'Abdul'l Baha (Baha'i)

December

Date Observance

December 1	First Sunday of Advent (Christian)
December 8	Bodhi Day (Buddhist)
December 9	Immaculate Conception (Christian)
December 21	Yule (Wicca and Christian)
	Martyrdom of Wadde Sahibzade (Sikh)
December 25	Christmas (Christian)
December 25-January 2	Hanukkah (Jewish)
December 26	Zarathosht Diso (Zoroastrian)
	Martyrdom Chotte Sahibzade (Sikh)

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

January

Date Observance

January 1	Gantan-sai (Shinto)
	Mary, Mother of God - Catholic Christian
January 3-10	Holy Convocation (Church of God and Saints of Christ)
January 5	Birthday of Guru Gobind Singh Sahib (Sikh)
January 6	Feast of Epiphany (Christian)
	Feast of Theophany (Eastern Orthodox Christian)
	Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Eastern Orthodox Christian)
January 13	Maghi-Lohri (Sikh)
	Foundation of Shri Darbar Sahib (Maghi)
January 14	Makar Sankranti and Pongal (Hindu)*
	Ayyam al Beez (Islam Dawoodi Bohra)*
January 18	Urus – Syedna Taher Saifuddin (Islam Dawoodi Bohra)
January 19	World Religion Day (Baha'i)
January 26	Yawm al-Mab'ath (Islam Dawoodi Bohra)*
January 27	Lailat al Miraj (Islam)*
January 29	Chinese/Lunar New Year (Confucian, Daoist, Buddhist)
January 31-February 9	Midwinter Ceremonies (Native American)*

February

Date Observance

February 1	Imbolic-Candlemas (Wicca and Christian)
February 2	The Presentation of Our Lord to the Temple (Eastern Orthodox Christian)
	Vasant Panchami (Hindu)*
February 10-12	Jonah's Passover (Eastern Orthodox Church)
February 13	Tu B'shvat (Jewish)
February 14	Lailat al Bara'ah (Islam)*
February 15	Nirvana Day (Buddhist)
February 26	Maha Shivaratri (Hindu)*
February 26 – March 1	Intercalary Days (Baha'i)

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

February 28-March 30 Ramadan (Islam)

March

Date Observance

March 3	Clean Monday (Eastern Orthodox Christian)
March 4	Shrove Tuesday (Christian)
March 5	Ash Wednesday (Christian)
March 10	Govinda Dwadashi (Hindu)*
March 13	Holika Dahan (Hindu)* Ron Hubbard's Birthday (Church of Scientology)
March 14	Holi (Hindu)* Meena Sankranti (Hindu)* Purim (Jewish)
March 15-16	Hola Mohalla (Sikh)*
March 18	Shahadat – Amirul Mumineen (Islam Dawoodi Bohra)*
March 20	Naw-Ryz (Baha'i) Nowruz (Zoroastrian) Ostara (Wicca)
March 21-22	Laylatul Qadr (Islam Dawoodi Bohra)*
March 22	Milad Syedna Mufaddal Saifuddin (Islam Dawoodi Bohra)*
March 25	The Annunciation of the Theotokos (Eastern Orthodox Christian) The Annunciation of the Virgin Mary (Christian)
March 26	Khordad Sal (Zoroastrian) Laylatul Qadr (Islam)*
March 28	Aakhir Jumo'a (Islam Dawoodi Bohra)*
March 30	Souramana Yugadi (Hindu)* Chandramana Yugadi (Hindu)* Eid al-Fitr (Islam, Islam Dawoodi Bohra)*

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

April

Date	Observance
April 6	Ramnavami (Hindu)*
April 10	Mahavir Jayanti (Jain)*
April 12	Hanuman Jayanti (Hindu)*
	Lazarus Saturday (Eastern Orthodox Christian)
April 12-20	Passover (Jewish)
	Passover (United Church of God)
	Passover/Days of Unleavened Bread (Church of God and Saints of Christ)
April 13	Vaisakhi (Sikh)
	First Day of Unleavened Bread (Church of God)
	Theravadin New Year (Buddhist)
	Palm Sunday (Christian, Eastern Orthodox Christian)
April 13-19	Days of Unleavened Bread (Philadelphia Church of God)
April 17	Lord's Evening Meal (Christian, Jehovah's Witness)
	Holy Thursday (Christian, Eastern Orthodox Christian)
April 18	Prakash Guru Tegh Bahadur Ji (Sikh)
	Holy Friday (Christian, Eastern Orthodox Christian)
	The Last Friday of the Great Lent (Eastern Orthodox Church)
April 19	Last Day of Unleavened Bread (Church of God)
April 20	Easter (Christian, Eastern Orthodox Christian)
April 21	Easter Monday (Christian)
	First Day of Ridvan (Baha'i)
	Bright Monday (Eastern Orthodox Christian)
April 23-29	Memorial Feast of the Lords Passover and Days of Unleavened Bread (Church of God and Saints of Christ)
April 25	The 11th Panchen Lama's Birthday (Buddhist)
April 29	Ninth Day of Ridvan (Baha'i)

RELIGIOUS HOLIDAYS PERMITTING STUDENT ABSENCE FROM SCHOOL *continued*

May

Date Observance

May 1	Beltane (Wicca)
	Twelfth Day of Ridvan (Baha'i)
May 3	Yom Ha'Azmaut (Jewish)
May 5	Buddha's Birthday/Buddha Day*
May 12	Visakha Puja (Buddhist)
May 16	Lag B'Omer (Jewish)
May 23	Declaration of the Bab (Baha'i)
May 28	Ascension of Baha'u'llah (Baha'i)
May 29	Ascension of Our Lord (Christian)
	Feast of Ascension (Eastern Orthodox Christian)

June

Date Observance

June 1-3	Shavuot (Jewish)
June 4-9	Hajj Day (Islam)*
June 5	Yawm al-Arafa (Islam Dawoodi Bohra)*
June 6	Eid al-Adha (Islam, Islam Dawoodi Bohra)*
June 8	Pentecost (Eastern Orthodox Christian)
June 14	Eid-e-Ghadeer (Muslim, Islam Dawoodi Bohra)*
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
	Fast of the Holy Apostles (Eastern Orthodox Christian)
June 20	Litha (Wicca)

Kevin Dehmer, Acting Commissioner
Acting Secretary, N.J. State Board of Education

Kathy Goldenberg, President
N.J. State Board of Education