

CLEVELAND STREET SCHOOL

“Making the Impossible POSSIBLE!”

STAFF HANDBOOK

2021-2022



Mr. Robert Pettit, Principal

FOCUS * DISCIPLINE * RESPECT

518 Valley Street • Orange NJ 07050 • Phone 973-677-4100 • Fax 973-677-9109 • www.orange.k12.nj.us

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ORANGE TOWNSHIP BOARD OF EDUCATION

Shawneque Johnson
President

Jeffrey Wingfield
Vice President

Members

Guadalupe Cabido
Sueann Gravesande

Samantha Crockett
Derrick Henry
Fatimah Turner

David Armstrong
Siaka Sherif

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

ASSISTANT SUPERINTENDENT OF INNOVATION & SYSTEMS

Tina Powell, Ed.D.

BUSINESS ADMINISTRATOR/ BOARD SECRETARY

Jason Ballard, CEFM, QPA, RSBO

EXECUTIVE DIRECTORS

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

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

PRINCIPALS

Jason Belton, *Orange High School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *John Robert Lewis Early Childhood Center*
Dana Gaines, *Oakwood Avenue Community School*
Myron Hackett, Ed.D., *Park Avenue School*
Carrie Halstead, *Orange Preparatory Academy*
Frank Iannucci, Jr., *Lincoln Avenue School*

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

ASSISTANT PRINCIPALS

Patrick Yearwood, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School*
Oliverto Agosto, *Orange Preparatory Academy*
Terence Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy*
Kavita Cassimiro, *Orange High School*
Isabel Colon, *Lincoln Avenue School*

Nyree Delgado, *Forest Street Community School*
Emily Bischoff, *Orange Early Childhood Center*
Joshua Chuy, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*
Shadin Belal, Ed.D., *Orange High School*
April Stokes, *Park Avenue School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*

SUPERVISORS

Tia Burnett, *Testing*
MengLi Chi Liu, *Mathematics (9-12)*
Donna Sinisgalli, Ed.D., *Visual & Performing Arts*
Marc Levenson, *Social Studies (K-12)*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
David Aytas, *STEM-focused Learning (K-12)*

Henie Parillon, *Science (K-12)*
Rosa Lazzizzera, *ELA (3-7) & Media Specialists*
Belinda Komarica, *Mathematics (K-5)*
Caroline Onyesonwu, *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education*



“GOOD TO GREAT”

Revised: 8/4/21



Orange Township Public School District – 2021-2022 Calendar

Gerald Fitzhugh II, Ed.D.
Superintendent of Schools
Revised 07132021



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

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

SCHOOL
OHS
OPA
STEM
Elementary
Twilight Program

STAFF
8:05 am
8:05 am
8:20 am
8:15 am
2:00 pm

SCHOOL HOURS
STUDENTS
8:20 am – 3:25 pm
8:20 am – 3:15 pm
8:20 am – 3:30 pm
8:30 am – 3:20 pm
2:30 pm – 8:00 pm

ZERO period & College Block will be 7:30 am – 8:15 am
ZERO period & College Block will be 7:30 am – 8:15 am

STANDARD OPERATING PROCEDURES

SY 2021-2022

1. 8:15 a.m. – All staff must sign in via the biometric clock or virtually via email
2. 8:15 a.m. – Breakfast in the classroom. Teachers finalize preparations for virtual instruction
3. **Teachers will pick up their students from the assigned area. Teachers are expected to be on time. Staff are reminded that the in-school and virtual instructional day begins promptly at 8:30 AM. Teaching staff are expected to monitor their students beginning at 8:15 AM.**
4. Attendance is taken daily **by the classroom teacher only in Genesis.**
5. **Entry and Exit is through the Front Entrance. All other exits are to be used during emergency evacuations ONLY. This is a mandate not a request.**
6. 8:30 a.m. – **1st BLOCK BEGINS PROMPTLY AT 8:30 A.M. NO EXCEPTIONS**
7. All teacher's schedules, names and room numbers must be posted outside classrooms.
8. **3:00 p.m. – 3:20 p.m. – The additional State Mandated twenty minutes must be utilized to support physical activity for students in grades K-5 ONLY. It will be utilized for academic intervention for students in grades 6 and 7.**
9. The objective is to be written on the board daily. The only objective on the board should be the one(s) that being taught during that class at that time. Even though you may be teaching the same students the next period, the objective on the board should only relate to the objective of that period. The focus of each child is to be solely on the intended outcome of the objective(s) being taught. The objective should be written and explained so that the students understand the intended expectation. The objective should be visible, legible, and appropriate to the grade level.
10. **Teachers may not sit at their desks during instructional time, unless they are with a group of students.**
11. Textbooks – the textbooks are issued to teachers and teachers assign them to students. Each textbook must be numbered. Make the numbers consecutive across the grade level. The teacher is responsible for keeping an accurate tracking system of these textbooks.
12. Follow administrator approved schedules and observe indicated times. Any change (cancellation, change of period, make-up, etc.) can only be determined by the principal.
13. All students (K-7) must be escorted to their assigned seats in the multipurpose room for lunch. Students being detained for lunch must be escorted to and from the lunchroom by the detaining teacher, after the student(s) have received their lunch. They are not to be left in the cafeteria for lunch detention.
14. Classes should walk through the corridors in two single lines to your right (Right Arm). The classes should move while remaining to the right quickly and quietly. Students are to move to the right in the halls at all times.
15. **Remember that the first line of discipline begins with the teacher.** You should first attempt to resolve your own problems. Your efforts should be well documented. ***NO STUDENTS IN THE CORRIDORS WITHOUT A PASS. SECURITY WILL ESCORT STUDENTS BACK TO CLASS WITHOUT A PASS. ALL STUDENTS AT CLEVELAND STREET SCHOOL MUST HAVE A PASS WHEN LEAVING THEIR RESPECTIVE CLASSROOM. THIS IS NON-NEGOTIABLE.***
16. Always inform parents one day in advance when you are keeping their children after school and inform your administrator. An open line of communication between the school and home are critical.
17. **Staff members must read their email daily and respond accordingly in a timely manner!**

18. Students are expected to remain in the classroom for the duration of the class period to benefit from the full lesson. Teachers will restrict the use of passes. They will be issued for emergencies only, or to permit a student to use the lavatory, or to seek medical attention. Students in the corridors must always have a pass (**ONE PASS PER STUDENT**). A sign out log must be well-maintained. Abuse of privilege is the teacher's responsibility to correct.
19. Any student that is excused from the room with a pass must sign their name, destination, time out and time in on the Sign In/Sign Out Log. Teachers must monitor this process. (Grades K-7).
20. Students may not go to the nurse's office without a pass and a note from the classroom teacher. The note should indicate the reason for the visit unless there is an extreme emergency. Some of our students take medication during the school day. It is the responsibility of every homeroom teacher to know the medical status of every child as it pertains to receiving medication in school. The nurse is the only staff member who has the authority to administer medication of any kind.
21. We are all responsible for all our students. Students that you are assigned to teach are your responsibility whether they are with you or away from you.
22. Parent visitations to the school are welcomed. Teachers are required to send written notification of the conference to be held during the teacher's preparation period or after 3:20p.m. on said date and time to the home. Parents, upon entering the building, must present their conference notification letter. Please inform the main office of parent conferences in writing. Visitors must enter through the main entrance, sign in the logbook, and state business in the main office. You will receive a call from the office staff indicating the arrival of a visitor. If it is a preparation period, please report to the office immediately to meet the visitor or come to the main office if you are not in your room.
23. Staff members are not permitted to leave the building without authorization from the principal (except for lunch). Preparation Periods are for planning and preparing for students.
24. Dismissal is at 3:20 p.m. **All teachers are to escort their last period class to the to their designated waiting room area in the multipurpose room. Teachers are to remain with their students or at their assigned post until students board the bus.** Instruction continues until that time. Students should not be sitting around and losing valuable instructional time awaiting the sounding of the bell.
25. Homework is to be assigned daily (THIS IS NOT OPTIONAL). Refer to the District's Grading, Promotion and Retention Guidelines.
26. Substitute folders need to be retrieved from the office and completed prior to your absence. All requisite documents need to be included. The substitute folder needs to be returned to the office with all pertinent information attached. The substitute teacher will pick up and return your folder to the main office at the end of the day. These plans should reflect current instruction in the classroom. A minimum of 5 days of instruction must in the folders at all times. **THE SUBSTITUTE FOLDER MUST BE UPDATED MONTHLY.**
27. ***Absenteeism*** – All absences must be reported no later than 6:45 a.m. This will ensure that a substitute will be assigned to cover your class during your absence.
28. Hand-held electronic games, MP3 Players and other entertainment devices are not allowed in the school. They are to be confiscated, labeled and delivered your respective administrator.
29. During the length of any suspension, a student will not be eligible to participate in any extracurricular activities. A suspension terminates when the student attends school on the first day following the last day of suspension. **Only the principal may suspend.**

30. Students who achieve perfect attendance and/or honor roll status during a marking period will receive recognition.
31. Staff are reminded to implement Restorative Questioning to resolve discipline issues, and Restorative Circles to set the tone of the day and/or week.
32. Sexual Harassment/Bullying, Harassment, and Intimidation – The Affirmative Action Officer is **Shebra Jones-Desmuke x6019**. If you have any questions or concerns, please feel free to contact her.
33. Lesson Plans must include instructional objectives, cross curricular connections, homework assignments, technology integration, NJSLS and in full alignment with curriculum and pacing guides. **WEEKLY LESSON PLANS ARE TO BE POSTED FOR ADMINISTRATIVE REVIEW ON FRIDAY AFTERNOONS BY 3:00 PM (SEE ATTACHED SCHEDULED SUBMISSION DATES). THEY ARE CONSIDERED LATE AFTER 3:00 PM**
34. Referral to Special Services – Seek guidance from Child Study Team Members, the guidance counselor and the school nurse. Referral to the I & RS, must be channeled to the chairperson of the I & RS committee (Daryll Smith). Be reminded that I&RS interventions must take place prior to referring a student for CST evaluation.
35. The main and lower level offices are places of vital information; **you must be announced prior to reporting to the Principal's Office. The administrative assistant will announce you and then you may proceed to conduct your business.** The administrative assistant will assist all persons at the main office counter.
36. Parent Meetings will be conducted in the Principal's Conference Room located in the multipurpose area.
37. Adhere to the implemented dress code.
38. **Active supervision** is key for the general health, safety and achievement of our students.
39. Committee participation is encouraged for all staff members.
40. **UPDATE GENESIS WEEKLY TO ENSURE THAT STUDENT GRADES ARE NOT COMPROMISED. MR. PETTIT WILL CHECK EACH INSTRUCTIONAL STAFF MEMBERS' GRADE BOOK TO ENSURE THAT UPDATING IS OCCURRING AS EXPECTED.**

PRINCIPAL'S MESSAGE

Dear Cleveland Street School Staff,

I would like to welcome everyone to the 2021-2022 school year! I hope you all had an enjoyable and relaxing summer and are ready for another exciting and challenging school year. Dr. Fitzhugh has set the stage for our work to continue. I am looking forward to another rewarding school year, and the work that lies in front of us. This work will yield many challenges that we will meet head on.

Collaboratively we will attain our goal(s) by reaching for high standards instructionally, academically, and professionally. This goal will be achieved by way of:

- Developing and Maintaining a Growth Mindset
- Remaining Flexible and Adaptable
- Instructional Rigor
 - Bloom's Critical Thinking Cue Questions
- Purposeful Objective and Guiding Questions
- Intentionally Focused Walkthroughs
- Professional Development

We will continue to use data to develop rigorous targeted instructional learning experiences to meet the needs of all our learners. Feedback from the focused walkthroughs will allow me in collaboration with district directors and supervisors to provide you with purposeful professional development, which will strengthen your content knowledge and pedagogy.

We have been charged to routinely delve deeper into student data, thus identifying areas in need of remediation, enrichment, and enhancement. Once identified we will develop the appropriate "prescription" to address those student needs via small group and one-on-one instruction.

Our collaborative efforts will ensure that we make the impossible, possible and take Cleveland Street School from good to GREAT!

Sincerely,

Robert Pettit

Robert Pettit,
Principal

The Orange Board of Education
Vision and Mission Statement

Vision

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

Mission

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

Good to GREAT!



Orange Township Public Schools

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



2021-2022 District Goals

Goal #1: 21st Century Integration

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

- 1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 60% from SY 20-21**
 - Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
 - Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Zoom/Google Meet as well as in person meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.
- 2) By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.**
 - The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
 - The district will continue to report out all data in the area of mathematics.
- 3) By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.**
 - The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
 - The district will continue to report out all data in the area of English Language Arts.
- 4) Provide Learning Loss Support through disaggregation of data and pre-assessments across content areas.**
 - Institute intervention supports at the elementary level through the master schedule to remediate areas of academic concern.
 - Provide High School Students with SAT and NJSLA Prep courses in the master schedule.

- Partner with Bank Street College to provide Early Childhood Supports for the district's youngest learners.

Goal #2: Community Engagement

The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 50% from the previous school year (the previous year was at a 35% increase.)

- Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for SY 21-22 at 35%.
- Superintendent's Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.
- Routine face-to-face opportunities to engage with community and stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.
- Provide Bilingual Supports for all families to ensure their engagement within the school district.

2) Increase the use of emerging and available communications outlets to transmit information by 30%

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in-person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.

3) Continue Parent and Student Councils at the Superintendent's Level

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.

Goal #3: Facilities and Finance

The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

- 1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data**
 - Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels
 - Examine and evaluate contracted services provided to the district and continuously improve effectiveness
 - Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need)

- 2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations**
 - Redesign district- and school-level organization charts that provide departments and schools with a blueprint of essential instructional and non-instructional positions
 - Provide a new vehicle to budget more efficiently and effectively at the district and school levels
 - Create a staff retention program via the Kathy Kram Model for novice educators district wide.
 - Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district.

Goal #4: Social and Emotional Supports

The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

- 1) Provide research-based curriculum to strengthen students' social/emotional relationships**
 - Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving.
 - Utilization of the ESSER II funding in mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.

- 2) Enhance community-based partnerships in order to assist students and families**
 - Utilize the District's community engagement officer to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
 - Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members.

Cleveland Street School

SCHOOL VISION

Our vision is to prepare our children for the future, which will require them to demonstrate competencies throughout every phase of their educational experience. They must be able to collaborate, understand and reason effectively using higher order thinking skills. In order to be productive and viable citizens in this 21st century, they must also be proficient in the use of state-of-the-art technology.

SCHOOL MISSION

Cleveland Street Elementary School is committed to the delivery of instructional services, which will provide a safe, positive, and challenging climate conducive to teaching and learning. The Common Core State Standards along with brain-based research activities will be our guiding principles in achieving our mission.

ATTENDANCE

All staff members must sign in daily via the Biometric Clock and/or virtually via email and be at their assigned duty by 8:15am (as per contract). If you are going to be absent, including professional development, **you must log your absence in Source4Teachers prior to 6:45 a.m. the day of your absence.** If you have not signed in using the Biometric System you will be marked absent and will have to prove your attendance to human resources.

Taking Pupil Attendance:

- **Attendance must be put in Genesis DAILY no later than 9:00 a.m.**
- 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 placed in the mailbox of the School Counselor.
- Religious holidays: A child can not be penalized for being absent for observing their faith. A list of holidays will be disseminated once it is received from Central Office.

Arrival/ Dismissal:

- Staff members must sign in and out using biometric or Via email (as per contract).
- Students should not be in the hallways or classrooms unsupervised.
- Students **MUST** be picked up promptly by 8:15 a.m. You are responsible for your own homeroom class. If an emergency arises, you **MUST** notify the main office immediately.
- Instruction begins promptly at 8:30, no exceptions.
- Students will be dismissed at the end of the afternoon announcements at 3:20 p.m.

Homeroom Procedures:

- Take daily attendance in Genesis.
- Establish homeroom routines from the first day of school. Student's **MUST** hang coats and book bags in the closet. Nothing should be left on the chairs or on the floor.
- Morning exercises/do-now's should be posted and ready for students to begin working at 8:30 a.m. It is a good idea to get them ready before you leave each afternoon.

Flag Salute/School Pledge:

- All movement and activity must stop during the Pledge of Allegiance.
- Teachers, you **MUST** teach the students the Pledge of Allegiance

STAFF PROFESSIONAL DRESS (See Attached Policy)

Staff members are to dress in professional attire, regardless of weather conditions outside of the school building. Physical Education and dance instructors may dress in job related attire.

LUNCH APPLICATIONS

Lunch applications are due to Ms. Davis on or before Thursday, September 16, 2021.

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

LESSON/SUBSTITUTE PLANS (See Attached Lesson Plan Due Dates & Sub Plan Format)

- Maintaining effective lesson plans is important in:
 - The organization of instruction and future planning
 - Assisting in monitoring the curriculum
 - Providing continuity of instruction during staff absences
- **Lesson plans MUST** be submitted by 3 p.m. every Friday beginning Friday, 9/3/21

Requirements:

- Lesson plans must be maintained in Genesis
 - All plans must contain objectives, including procedures, evaluation and must include materials you plan to use.
 - The SMART objective must identify what the students will be able to do at the conclusion of a particular lesson.
 - The criteria for evaluation of the lesson must be stated. Include page number and exercises both in textbooks and in teacher's manual or an outline of points to be covered written clearly.
 - Homework is to be indicated at the end of the day's plan.
 - **New Jersey State Learning Standards must be documented in your lesson plan**
-
- **Learning goals and Objectives** for each lesson **Must** be written on the board
 - **Substitute/Emergency Plans** must be maintained in the main office. A minimum of five days of plans must be kept in your file at all times. These are due in the main office no later than Friday, September 20, 2019. Additionally, all sub plans must be replenished as needed.

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District Policy

3216- DRESS AND GROOMING

Section: Teaching Staff Members
Date Created: March, 2009
Date Edited: March, 2009

The Board of Education believes that the appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their pupils are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for teachers and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of teaching staff members in the performance of their professional duties:

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

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

- 1. Torn or dirty clothing.
- 2. See-through blouses.
- 3. Excessively tight fitting clothing.
- 4. Dungarees or jeans made of denim (corduroy is permitted).
- 5. Jogging suits (for Dance or Physical Education only).
- 6. Any dress or grooming which would attract undue attention, create disruption or would be potentially unsanitary or dangerous.
- 7. Beach wear (plastic thongs, beach jackets, swimwear, etc.)
- 8. Shorts. "Short" shall mean Bermudas, cut-offs, hot pants, culottes that look like shorts, athletic shorts, or swimsuits. Dresses and skirts shall be knee length or longer.

9. Hats in the classroom. "Hats" shall not include headwear of religious significance such as yarmulkes.
10. No flip flops or sneakers without a medical reason.
11. No leggings, pants made of spandex material, or low-rider pants.

Special Rules:

A. Physical Education/Dance

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

B. Vocational Education

Shop teachers may wear smocks, shop aprons, overalls, or their protective attire if appropriate for that subject area. Of course, safety equipment such as glasses, goggles and protective leather are permitted.

C. Other Classes

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

D. Other Employees

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

N.J.S.A. 18A:27-4

Adopted: 10 March 2009





Orange Township Public Schools

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



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

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

Lesson Plan/Sub Plans Due Dates

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

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

- April 14, 2022 is a Thursday

SUBSTITUTE LESSON PLAN FORMAT



Orange Township Public Schools
CLEVELAND STREET SCHOOL
"Making the impossible POSSIBLE!"
Mr. Robert Pettit, Principal



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

Substitute Lesson Plans for Grade _____ ELA

Good Day Substitute Teacher,

The following are the activities for second grade ELA (please complete the scripted information given to you on X Date and if time permits complete the following.)

Prediction of Outcomes on the Green Post It Notes supplied on X Date. I have attached additional post it notes just in case you run out. See directions from X Date of how to complete as well as the ELA Prediction Board given on X Date.

In the Literature Anthology, students will be expected to do the following:

What the teacher does: Read the story: Help: A Story of Friendship Pages 10-29 (Please read pages 10-15 on the first day, 16-22 on the second day, and finally 22-29 on the third day.)

Critical Questions must be explored asked throughout the story EX:

- 1) What does friendship mean to you?
- 2) Have you experienced a time when you had a friend that did not treat you well?
- 3) What did you do to work on the friendship?

Essential Question (Have the students answer this question on a post it note)

How do friends depend on each other? Ask the learners if they understand what the word depend means. Give them an example of depending on someone i.e. we depend on our parents to feed us daily or give us a place to stay.

Visualization: How might Mouse feel at the bottom of the hole? Have the students go back to the text to explain their answers.

Keep in mind the highlighted vocabulary words: Have the students use context clues to explain what the words mean. (Pages 20-21 have the meanings of the words in the Reading /Writing Workshop Book.)

Students will complete Friends Help Each Other (The Friendship Web). See the Talk About It component (See Attached) to guide you on how to complete. Last, the students must complete the text evidence activity (Numbers 1-3).

Homework is to be given to each of the three classes (this assignment can be completed regardless of where they are in the exploration whether it was the assignment given on X Date both classes know about friendship. Go over the assignment 10 minutes before the class is scheduled to end.



SUBSTITUTE LESSON PLAN FORMAT (Continued)

Text Evidence Activity
(Using the text to strengthen understanding of the story)

Name: _____
(First and Last)

Date _____

- 1) How do the animals use a stick to help Mouse get out of the hole? Provide specific details from the text to support your answer.

- 2) Write about how Mouse feels about Snake at the end of the story. Use the details on page 28 to help you.

- 3) On page 14, the drawing makes you look down into the hole. On page 17, you look up from the bottom of the hole. Why do you think Holly changed how the reader looks at the drawing on the page?



SUBSTITUTE LESSON PLAN FORMAT (Continued)

Principal Fitzhugh's Homework Assignment for the _____ Grade ELA Scholars

DATE _____

Name: _____
(First and Last)

Date _____

Homework: The learners are to write a two-paragraph story describing the fun they have with friends at school and outside of school. Students must describe the experience of friendship with those that they consider to be friends. Be very descriptive!!!! Hint: Think of trips that you have taken with friends at school or at Jubilee/ Boys and Girls Club, Weekend Mall Trips or Basketball Games.

Alternative Ending of the Story

On the final day of the reading, students will be expected to create an alternative ending of the story. They will keep in mind how the main character's mood shifted throughout the story. Students will share their alternative endings within their comprehension small groups.

HOMEWORK POLICY

The primary purpose of homework is to foster a sense of student responsibility for the learning process through tasks requiring time budgeting and decision-making. It is an extension of the learning that occurs in the classroom each day and reinforces what is taught and what is to be tested in the future. The objective of assigning homework is to:

- Provide for essential practice in skills
- Enrich and extend classroom experiences and build positive work and study habits
- Provide experiences in finding resources and gathering data
- Encourage the development of self-discipline and integrity
- It is expected that homework serves a valid purpose

The amount of time your child should spend on completing homework assignments may vary from grade to grade. Of course, for kindergarten children, the homework assignment should be relatively short. For children in grades K-7 the following is a guide to the amount of time your child should spend on daily homework assignments:

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

It is highly recommended that all children read at least ***30 minutes a day***. Parents can help by reading to their children or reading with their children (something that is informative or just for pleasure). The time-spent reading to your child/children will be invaluable. **ASSIGNMENTS EACH NIGHT**. Remember, when the school and parents work together and collaborate, our children are the beneficiaries. **Please access the Grading Promotion and Retention Guidelines on the District Website. www.orange.k12.nj.us**

ACADEMIC GRADING

Tests	Authentic Assessments	Quizzes	Classwork	Homework
25%	25%	20%	20%	10%
4	2	Minimum of 4	Minimum of 10	Minimum of 8
Culminating Tasks	Benchmark Assessments	Text Dependent Questions	Entrance/Exit Tickets	Spelling City
Mid-Unit Assessments	Culminating Tasks	Graphic Organizers	Notebook Entries (i.e. stop & jots, reading responses, etc.)	Study Island
End of Unit Assessments	Module Performance Task	Entrance/Exit Tickets	Text Dependent Questions	Reading Logs/Contracts
	On Demand Writing	Reading Plus Progress/Usage	Graphic Organizers	Reading Rewards
	Published Writing Pieces	Independent Reading Culminating Task	Reading Logs (Independent & Content Read)	Text Dependent Questions
			iRead Progress/Usage	Notebook Entries (i.e stop & jots, reading responses, etc.)
				Graphic Organizers

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

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

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

PARENT/GUARDIAN COMMUNICATION

Teacher Conferences

Parent-teacher conferences are one means by which teachers report pupil progress to parents. There are two regularly scheduled conferences (Nov. / Feb) each year. This should be supplemented by other conferences as needed for individual students or classes. Teachers are expected to initiate contact with parents if students are experiencing difficulty. Teachers **must** maintain a communication log of their conferences and contacts or attempted contacts with parents in the notes section of Genesis. Teachers must have a conference with parents of any student averaging a grade of 72% or below as stated in the Grading and Promotion Policy.

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

Additional Communication

Teachers are encouraged to **send positive notes/telephone calls home** and not only those that convey negative messages. This should be kept in your parent communication log in the notes section of Genesis. Teacher must use district email or Class Dojo when communicating with parents / care givers in writing **only**. Notes/telephone calls to parents should reflect good common sense and information conveyed in a highly professional manner (administrative approval is required before any written communication is sent home).

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

SCHOOL VISITS

Parents

You must limit parent visits to non-instructional times unless it is an emergency approved by administration. All visitors must have a pass from the main office. Parents will not be allowed to report to the classroom without the pass, if they do refer them back to the main office.

Colleagues

For instructional purposes teachers are expected to engage in cooperation and collaboration not only in grade level but also across grade level teams to discuss and observe effective teaching practices. You cannot sit in another teachers' classroom to have your lunch or to visit during their instructional time. Teachers are free to visit with their colleagues for non-instructional purposes before school, during common prep, during lunch or after school.

EVALUATIONS/OBSERVATIONS/WALKTHROUGHS

Walkthroughs

Walkthroughs of the building and virtual walkthroughs will be conducted by both the building administrators as well as the district level administrators and will occur on a regular basis. The administrative teams will be “inspecting what we expect”. All teachers should have schedules neatly posted outside of their doors and in their Google Classrooms. Small group instruction should be the norm during literacy time. Resource teachers should be co-teaching and not functioning as assistants to the regular teacher. Particular attention should be given to tier 3 students in your classes. All students should be progressing, no matter what their performance levels are in September.

Evaluations

The school administrators shall evaluate all school personnel in the performance of their assigned duties (District Supervisors/Directors will also perform evaluations). The evaluation of personnel will begin early in the year. As you know we will use the Danielson Framework for Teaching Observation Rubric. In-building and virtual classroom observations are conducted to strengthen the pedagogy of staff and improve the quality of instruction provided to students.

MEETINGS

Staff Meeting PLCs and In-Service

Keep Monday afternoons free for staff and /or department meetings. Teachers are expected to attend all school/district meetings to which they are assigned. The district in-service calendar should be consulted. Please be reminded that your professional day is over when all professional responsibilities are met.

CLEANING OF ROOMS

Custodians have the immediate responsibility for the care and maintenance of the building and grounds. **In light of the covid-19 pandemic your cooperation and that of the students is absolutely necessary.** Please make a real effort to establish good classroom cleaning habits beginning the first day of school day following CDC guidelines (www.cdc.org). Before any child leaves for the day, his/her desk and area of the room should be in good order. Also, do your best to extend classroom cleanliness to halls, stairways and school grounds.

SCHOOL-BASED PANDEMIC RESPONSE TEAM

Cleveland Street School has established a diverse school-based Pandemic Response Team to centralize, expedite, and implement COVID-19 related decision-making.

Name	Position	Contact Email
Mr. Robert Pettit	Principal	pettitro@orange.k12.nj.us
Ms. Makala Haggan	School Nurse	hagganma@orange.k12.nj.us
Mr. Darryl Smith	School Counselor	smithdar@orange.k12.nj.us
Mr. Babatunde Ajayi	Child Study Team	ajayibab@orange.k12.nj.us
Ms. Cheryl Forbes	Child Study Team	forbesch@orange.k12.nj.us
Ms. Tera Carota	Child Study Team	carotate@orange.k12.nj.us
Ms. Juliana Perez	School Security	perezjul@orange.k12.nj.us
Ms. Magdalena Beras	Head Custodian	berasmag@orange.k12.nj.us

E-MAIL, MAIL and MEMOS

You are required to check your e-mail for any memos every day. It is a good practice to check before 8:15 am, again in the afternoon and one again at the end of the school day. Also check mailboxes before leaving school.

BULLETIN BOARDS

Bulletin boards must be standards based. The objective, rubric used and NJSLS **MUST** be posted. Give proper attention to maintaining an attractive bulletin board. The work should be displayed neatly and orderly and demonstrate cognitively appropriate learning. Keep in mind that it's an indication of what is occurring in your classroom. Children's work must contain teacher written teacher feedback that is geared to further the students' learning and scored based on the rubric. This is a direct reflection of the professionalism of our school and the quality of service we provide to students, families, and the community.

All bulletin boards must be updated by the first Friday of each month!

TELEPHONE USAGE

You **will not** be called from class to answer telephone calls unless there is an emergency. **Cell phones** should never be used for personal use during instructional time. Bluetooth and cell phones must be put away during instructional and professional development times.

FIELD TRIPS

All field trips are budgeted for 1 year in advance. Nonetheless board approval must be given. Teachers must complete all required trip forms in FrontLine **in a timely fashion.** **ALL TRIPS FOR THE 2020-2021 SCHOOL YEAR MUST BE IN MLP AND APPROVED PRIOR TO THE WINTER BREAK!** Teachers are asked to begin to plan out of town and local field trips at the beginning of the school year. Appropriate planning and follow up is expected. Be sure to adhere to all board of education policies/procedures.

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

Day of Trip Procedures

1. Leave a list of students going on the trip including emergency #'s.
2. Prior arrangements including identifying a supervising staff member must be made for all students unable to attend. **ALL STUDENTS MUST HAVE WORK ASSIGNMENTS.**
3. Trip coordinator must take a head count of each adult and all students on each bus. They also need an overall count.
4. If it is a large trip, we suggest numbering the buses and letting the classes know what bus they are on.
5. Unless Approval has been obtained, **all students should be in uniform.**
6. Trip coordinator should repeat the head count by bus and overall count prior to leaving the trip destination.
7. Students should not eat on the buses. Trip Coordinator should notify nurse at least 1 week in advance, if medical personnel are needed to accompany a student.
8. Trip Coordinator should have a First-Aid Kit with them.

EMERGENCY DRILLS

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

CHARACTER DEVELOPMENT

The development of student self-discipline is, of course, the ultimate aim. Building student character is a continuous process of acquired behavior acceptable for any situation in which one finds him/ herself. This includes, but is not limited to, the respect for personal, private, and public property as well as respect for self and the rights of others. It is the responsibility of every staff member to develop these traits in our students.

The teacher must serve as the model for students to follow. Discipline should be firm, fair, and consistent. Furthermore, it is every teacher's responsibility to take the necessary steps to maintain a safe, pleasant, and positive school environment at all times with all students. Students are expected to behave and conduct themselves within the parameters of safe and acceptable social behavior, including the use of proper language during the entire school day.

Students in the classroom should always be under the complete control of the teacher. There is no place in the classroom for ridicule or sarcasm. Similarly, there is no place for loud, threatening, or harsh voices, and no excuse for threats of unreasonable punishment.

CHARACTER DEVELOPMENT (Cont.)

Good judgment on the part of the teacher, placing minor infractions in perspective can add to the effectiveness of classroom organization, and will preclude major interruptions of the educational program. It should be understood, however, that no teacher will tolerate serious incidents of misconduct. Your building administrator highly supports the faculty in the maintenance of a classroom atmosphere, which is conducive to learning. A disciplinary form should be completed and forwarded to the guidance counselor and building principal if involvement is needed in areas of major misconduct.

STUDENT SUPERVISION AND DISCIPLINE

- **Student discipline is the responsibility of the classroom teacher.** Students should not be referred to the office unless the teacher has exhausted all avenues to address the disruptive behavior, as outlined on the ODR discipline referral form.
- Only a student who has committed a MAJOR Infraction, which has been indicated on the Discipline Referral Form, will be addressed at the administrative level. **All others will be sent back to class.**
- Classroom rules should be visibly posted along with rewards and consequences.
- Teachers are responsible for their own lunchtime or after school detention. **DO NOT** send students to the office for lunch detention.
- Students should never be found standing or sitting unsupervised in the hallway. Time-out arrangements should be made with other teachers and/or within your classroom.
- Requests for the school security guard should be limited to emergencies.
- Keep a detailed parent log for all contacts.
- Classes are to be escorted to all specials, assemblies, and lunch in a quiet and orderly manner. Never leave your class unattended until another staff member arrives and has taken responsibility for them.
- The entire staff at Cleveland Street School will use the following action plan when dealing with disciplinary concerns.
 - First three offenses will be dealt with in the classroom as outlined on the Discipline Referral Form
 - All documentation including the ODR will be kept in your data binder in its own section
 - Be sure to document all steps and contact with parents.

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

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

The Principal's office should be viewed not as the discipline center of the school, but rather as a supportive service to teachers in a continuation of their efforts to provide guidance to students. Once a child is involved with the Principal, the work begun by the teacher can be expanded with further guidance sessions, conferences, schedule changes and stringent strategies designed to develop positive character traits. Teachers must keep anecdotal records in Genesis for children who continually exhibit disruptive behaviors. Documentation must be provided for referrals to the intervention team. **NO CHILD is to be sent home by the classroom teacher.** This action can only be taken by the Principal. It is expected that the teacher will take the time to listen, arbitrate, and to help the student mature socially. Be consistent in holding firm to reasonable rules. If a student, in spite of your efforts, continuously disrupts the learning environment of your class, do not hesitate to contact the parent for assistance.

18A: 6-1 Corporal Punishment of Students

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

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

Intervention and Referral Services (I&RS)

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

Request for Assistance from Student Intervention Plan

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

Additional data reviewed by the committee:

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

PTO NEWS

“NOTHING IS MORE IMPORTANT TO SUCCESS IN SCHOOLS THAN THE QUALITY OF RELATIONSHIPS BETWEEN AND AMONG STUDENTS, STAFF, AND PARENTS (Dr. James P. Comer)”

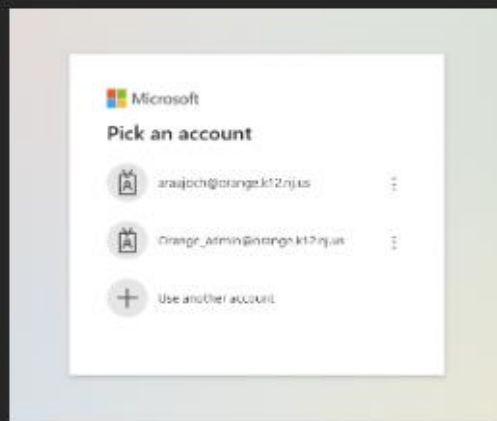
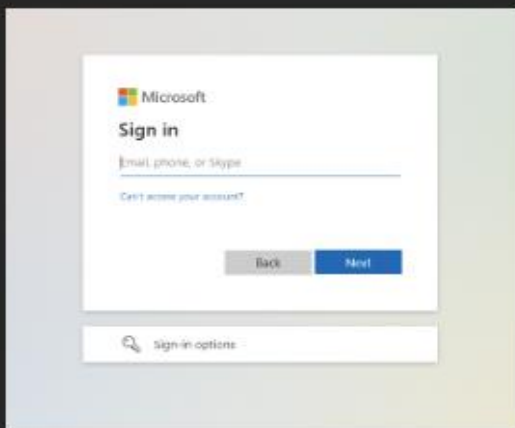
Teachers, please join and support the PTO (Parent Teacher Organization). This is your organization too and your commitment and hard work are needed to assist us with fund raising activities, and other programs in our school. Our PTO is dedicated to serving and supporting the programs and activities that in turn make it possible for us to provide additional field trips, special events and rewards / incentives for our children during the school year. Your ideas and help are needed.

TECHNOLOGY SUPPORT - (How to Submit a Ticket to the Helpdesk)

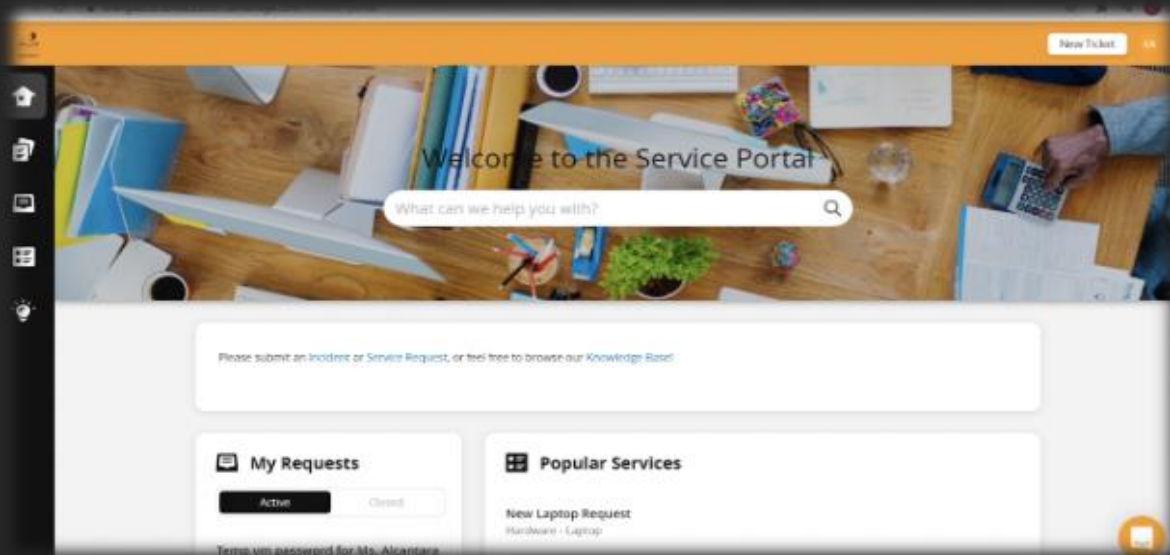
1. Go to: <https://orangeboardofeducation.samanage.com>
2. You can also access this Link on District Home Page>For Staff >Helpdesk Support.



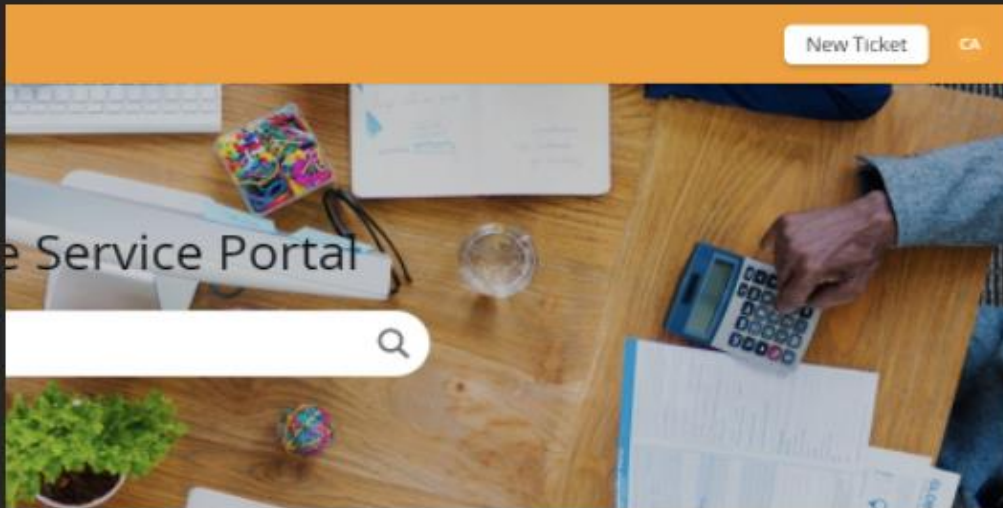
3. Type in your Office 365 email address and password to login (or choose your account from the list)



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




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



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



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

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

The screenshot shows a form for creating a ticket. It features a large text area for the description, a category and subcategory dropdown menu, a CC field, and site and department dropdown menus. At the bottom, there are 'Cancel' and 'Create' buttons.

Description

Category: Not Set

Subcategory: Not Set






CC

Site: Not Set

Department: Not Set

Buttons: Cancel, Create

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

New Ticket

New Ticket

Requester (Email or Name)*
Christopher Araujo


Title*
Computer won't power on





Description
I left my machine on overnight but when I got in this morning the power was off and it won't power back on.

Category: Hardware Subcategory: Desktop

CC

Site: Orange Board of Ed. (Admin Building) Department: Human Resources



New Ticket

My Tickets

Incident #28 created. view refresh

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