

Orange High School

To Educate, Elevate, and Empower Every Student!

STAFF HANDBOOK SY 2022-2023



Jason Belton, Principal

Shadin Belal, Ed.D., Assistant Principal

Kavita Cassimiro, Assistant Principal

Anthony Frantantoni, Assistant Principal

Yoniel Lopez, Ed.D., Assistant Principal

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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.

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Jonathan Clerie, *Visual & Performing Arts*
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Amina Mateen, *Special Services*
Jahmel Drakeford, *CTE & Physical Education (8-12)*

"GOOD TO GREAT"



District Professional Development

District Name	Superintendent Name	Plan Begin/End Dates
Orange Public Schools	Gerald Fitzhugh, II, Ed.D.	July 1, 2022 -June 30, 2023

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Mathematics</p> <p>Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches. During the 2022-2023 school year, systems of supports 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 supports such to mitigate learning loss and to establish baselines using available data from the NJ Student Learning Assessments (Spring 2022) to attain a 5 percentage point increase in the number of students scoring proficient as measured by the 2023 NJSLA for students in grades 4 – 8; Algebra I, II, and Geometry and 2021-2022 Spring Diagnostic data to attain a 5 percentage point increase in the number of students scoring proficient as measured by the progress on the Spring 2023 iReady and NWEA diagnostic assessments.</p>	<p>K-12 Mathematics Teachers Executive Director of STEM Focused Learning Supervisors of Mathematics Mathematics Coaches</p>	<p>2018-2019 NJSLA-M scores:</p> <p>Grade 3: 33% Grade 4: 36% Grade 5: 26% Grade 6: 25% Grade 7: 28% Grade 8: 24% Algebra I: 27% Algebra II: 15% Geometry: 22%</p> <p>Statewide 2020 and 2021 NJSLA testing were cancelled</p> <p>2021 – 2022 Spring Diagnostic Data (iReady/NWEA):</p> <p>Grade K: 54% Grade 1: 32% Grade 2: 20% Grade 3: 30% Grade 4: 27% Grade 5: 27% Grade 6: 34% Grade 7: 33% Grade 8: 18% Algebra I: 35% Algebra II: 41% Geometry: 45%</p>
2	<p>Science:</p> <p>Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches.</p> <p>During the 2022-2023 school year, the science department will 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 NGSS. Therefore, the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish increased support systems using available data from the NJ Student Learning Assessments (Spring 2022) so as to attain a 5 percentage point increase over 2022 scores on 2023 NJSLA science assessments in grades 5, 8, and 11.</p>	<p>K-12 science teachers Executive Director of STEM Focused Learning Science Supervisor STEM Supervisor Science/STEM Coaches</p>	<p>2018-2019 NJSLA-S scores:</p> <p>Grade 5: 9.0% Grade 8: 5.3% Grade 11: 7.6%</p> <ul style="list-style-type: none"> - Statewide 2020 NJSLA testing was cancelled - Statewide 2021 NJSLA testing was cancelled

3	English Language Arts: During the 2022-2023 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development and implement curricula and reading and writing strategies with fidelity, 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	LETRS Cohort II (K-2) & 3rd grade ELA Executive Director of Humanities ELA Supervisors ELA Coaches ESL/Bilingual Supervisor SE Supervisors Gr. 3-12 ELA teachers OHS & OPA VPs Bard Sequence Professor	2018-2019 NJSLA-ELA scores: Grade 3: 32% Grade 4: 38% Grade 5: 39% Grade 6: 45% Grade 7: 53% Grade 8: 46% Grade 9: 29% Grade 10: 29% Grade 11: 46% (Statewide 2020 and 2021 NJSLA testing was cancelled) 2021-2022 Benchmark II data Grade K: 35% Grade 1: 35% Grade 2: 37% Grade 3: 19% Grade 4: 10% Grade 5: 32% Grade 6: 37% Grade 7: 16% Grade 8: 26% Grade 9: 13%
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 Continue to expand technology training for synchronous and asynchronous teaching and learning 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 NJSL Continue to provide training and professional development for all NJDOE Mandated trainings 	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.	2018-2019 NJSLA results: See above M, ELA, Science

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 Institute the Use of Daily Anchor Tasks all K -12 classrooms Incorporate viable digital content platforms to support personalized learning districtwide (e.g., iReady, Aleks, and Dreambox) Utilize coaches and supervisors for Intervention Support based upon NJSLA performance targets Implement a protocol for the continuous review of 	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.

	<p>performance data to determine formats for revisiting non-mastered content.</p> <ul style="list-style-type: none"> • Institute a cross-sectional analysis process to monitor teaching and learning in classrooms and districtwide. • 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 • 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 • Institute Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices 	
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 • Provide opportunities reflective of research and best practices for K-12 Science Students to engage with Scientific phenomena • Facilitate the implementation of NJSLS-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 NJSLS-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 NJSLS-S. 	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"> • Complete the alignment of Curricula with the NJSLS-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. • 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 • Institute lessons learned from the district's At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports • Institute 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 9-12 in the utilization of the new curricular resource 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 III 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 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"> Continued professional development for grades K-12 in language dives in writing instruction Continued professional development with Bard for grades 9-12 Professional development for teachers on the new K-2 diagnostic assessments via Acadience and HMH Growth Measure assessment 	
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 Continue to expand technology training for synchronous and asynchronous teaching and learning 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 Continue to provide training and professional development for all NJDOE Mandated trainings Continue Anti-Bias Education in our PreSchool program 	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.

3: PD Required by Statute or Regulation

State-mandated PD Activities
Dyslexia Suicide Awareness (2 hours every 5 years) Harassment, Intimidation, and Bullying (HIB) (2 hours every 5 years) HIB: District Policy 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
<ol style="list-style-type: none">1. Frontline: Resource Library2. Voyager Sopris (LETRS)3. Houghton Mifflin Harcourt/Springboard4. Agile Minds5. Rutgers University Center for Mathematics, Science, and Computer Educations6. Buck Institute for Education (BIE)7. Pearson8. Rutgers School of Education9. Montclair State University10. Creative Mathematics11. Seton Hall University12. Essex County Prosecutor's Office13. Independent consultants14. NJDOE CTE Department15. The College of New Jersey16. Rutgers School of Health Professions17. Dreambox18. NJDOE19. Learning Ally20. PLTW21. MSUNER22. Bank Street College23. Dr. Helen Tinsley Institute for Multicultural Empowerment24. High Scope Preschool Curriculum Developers
Justification
<ol style="list-style-type: none">1. Provides cost effective state-mandated trainings and individual teacher needs based on observations and walkthroughs2. Sole provider for LETRS3. Continue use of HMH curricular resources, grades K – 8/Sole provider of new resource: Springboard, grades 9 - 124. Cost-effective dynamic trainers for mathematics best practices

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 HMH 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, NJSL 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 for sole-source mathematics blended learning for ELL students
18. Free professional development
19. Sole-source for SE reading blended learning
20. Cost-effective providers of engineering professional development
21. Montclair State University Partnership including free professional development sessions and Urban Educators Grant Partnership
22. Cost effective provider with proven success in Early Childhood Education
23. Provides cost effective state-mandated trainings
24. Cost-effective providers with proven success in Early Childhood Education

Signature: _____

Superintendent Signature

Date _____



Orange High School Professional Development Plan

School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Township Public Schools	Orange High School	Mr. Jason Belton	July 1, 2022-June 30, 2023

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 30, 2023, all staff members will continue to build capacity in the area of social emotional learning (SEL), with an emphasis on Restorative Practices, to provide support systems for academic, social and emotional growth of learners.	All OHS Staff Members Trainers: School Administrators, Restorative Justice Coordinator, Social Workers, counselors, as well as other IIRP trained staff members.	The infusion of SEL promotes students' social and emotional development, increases opportunities for academic success, and contributes to facilitating entry into the global workforce. (NJDOE SEL Competencies: https://www.nj.gov/education/safety/wellness/selearning/) Based on data provided in Genesis, during the 2021-2022 school year, there was total of 4 reported incidents of conflict and violence, 4 violence related suspensions, and zero students expelled due to violent behavior. In daily circles where restorative practices and mindfulness strategies have been fully implemented, students have reported that they benefit from the use of these circles and strategies. Therefore, further implementation will benefit all students. <ul style="list-style-type: none"> Restorative Justice Circles Comprehensive Needs Assessment (ASP) Chronic Absenteeism Rate Suspension Rate Evidence of students exhibiting on-going behaviors that impact school culture and climate.
2	By June 30, 2023, teachers will be supported to efficiently and effectively utilize the ELA curricular resources to improve writing participation on district benchmarks and performance tasks.	All OHS ELA Teaching Staff Members Trainers: OHS Administration, District Supervisor, and Literacy Coach	Currently, the school writing benchmark and performance task data reflect low participation rates. During the 2020-2021 school year, Orange High School's participation rate on the district Performance Tasks 43% for the current 10 th grade, 43% for the current 11 th grade, and 50% for the current 12 th grade. According to the NJ School Performance Summary Report for the school year 2018 – 2019, students that met or exceeded expectations on the statewide assessment were 32.1% on the statewide assessment. <ul style="list-style-type: none"> Teacher evaluation data, walkthrough data, teacher surveys and lesson plans. Lesson Plan Reviews NJSLA results SAT/PSAT results Benchmark/Performance Task Data Analyzing Student Work Protocol Sessions
3	By June 30, 2023, teachers in math will use diagnostic and summative data to inform classroom instruction and provide focused intervention/enrichment through small group instruction, posing purposeful questions, scaffolding and differentiation.	All OHS MATH Teaching Staff Members Trainers: OHS Administration, District Supervisor, and Literacy Coach	Based on data from the Spring 2021-2022 MAP Grade Report, 62% of 10 th grade students and 71% of 11 th grade students that took the test were identified as below grade level. SY 2021-2022 Start Strong data shows that: 80% of students in Algebra I, 61% of students in Algebra II and 51% of Geometry were in need of strong academic support. <ul style="list-style-type: none"> Teacher evaluation data, walkthrough data, teacher surveys and lesson plans. Lesson Plan Reviews NWEA Start Strong Data SAT/PSAT results Benchmark/Performance Task Data

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	The Care Team will utilize building professional development hours and monthly staff meetings to train staff on stress management techniques and mindfulness techniques.	<ul style="list-style-type: none"> • Staff Meeting Surveys • Walkthroughs • Survey data following training • Provide opportunities for staff to conduct peer visitations/observations to strengthen mindfulness and conscious practices.
	Staff Leaders from various content will participate in continuing professional development opportunities in the areas of Social Emotional Learning and Restorative Justice and will turnkey effective strategies to staff peers.	<ul style="list-style-type: none"> • Restorative circles both in and outside of the classroom • Restorative discipline implemented before and after school and during school day • School climate and culture events
	The Restorative Coordinator will train staff on trauma-informed teaching and strategies and provided subsequent literature.	<ul style="list-style-type: none"> • Follow up training in each CPT/PLCs • Ongoing literature provided
2	ELA teachers will be provided with an extended retreat to roll out the new pacing and curricular resource for the 2022-2023 SY.	<ul style="list-style-type: none"> • ELA Summer Retreat • Collect and Review Lesson Plans
	Common Planning Time will be used to develop student writing goals and sharing best practices.	<ul style="list-style-type: none"> • Data discussions • Follow up in each CPT • Analyzing Student Work Protocol
	Engage teachers in an on-going coaching cycle of support, collaboration, and feedback for improvement in teaching and learning. Monthly CPT/PLCs will focus on unit planning and lesson design with a focus on writing based on multiple sources and integrating textual evidence.	<ul style="list-style-type: none"> • Lesson plan review and feedback • Review of student work / portfolios • Coaching cycles • Peer visitation and reflection • Classroom walkthrough feedback
3	<ul style="list-style-type: none"> ○ Examine and interpret students' performance data on all high-stake assessments taken in SY 2021-2022. Data includes: NJSLA, NJGAP, PSAT, SAT, ACT, District Benchmark Data, NWEA, etc. ○ Conduct initial baseline mathematical practice rubric on teachers in the math department to determine teachers' proficiency on, posing purposeful questions, establishing mathematical goals focused on learning and implementing task that promotes reasoning and problem solving. 	<ul style="list-style-type: none"> • Data discussions • Follow up in each CPT • Baseline rubric on mathematic practice • Assessment Data
	Common Planning Time will be used to:	
	<ul style="list-style-type: none"> ○ Analyzing data to determine students' academic weakness and strengths ○ The use of data to creating individualized intervention/enrichment based on the needs of students ○ Analyze students' work, creating purposeful questions, and developing activities aligned to the students' learning objective that will increase students' engagement. 	<ul style="list-style-type: none"> • Data discussions • Follow up in each CPT • Analyzing Student Work Protocol • Instructional Walkthrough Feedback
	Engage teachers in an on-going coaching cycle of support, collaboration, and feedback for improvement in teaching and learning. Monthly CPT/PLCs will focus on unit planning and lesson design with a focus on posing purposeful questions, establishing mathematical goals focus on learning, utilizing project-based learning to allow students to engage deeply with target content and bring focus of long-term retention and implementing extended response task that promotes reasoning and problem solving.	<ul style="list-style-type: none"> • Lesson plan review and feedback • Review of student work / portfolios • Coaching cycles • Peer visitation and reflection • Classroom walkthrough feedback

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	School Administration School Care Team School Based Youth Services NJEA/NEA Professional Development Consultants, Workshop, and/or Webinars	Model SEL Practices & Restorative Circle Models Provide rewards and acknowledgements to celebrate student growth Involve student leaders / student government Home-School connection to encourage parent participation and support
2	Assessments Department Articulation - Writing Resources Aligned with Curricular Writing Workshops Staff – Administrators, Literacy Coach, Supervisor Writing Competitions and Incentives Saturday/Afterschool Tutoring Programs	Collaboration with Curriculum Committee, ELA Data Team Representative, Literacy Coach, and respective administrators. Scheduled time for teachers to review data results and discuss best practices. Scheduled writing competitions Budgeting for incentives and programs
3	Assessments District Curriculum Professional Development Common Planning Time Saturday/Afterschool Tutoring Programs Math Administrator, Supervisor, Coach	Collaboration with Math Data Team Representative, Math Coach, and respective administrators. Scheduled time for teachers to review data results and discuss best practices. Budgeting for programs



Orange Township Public School District – 2022-2023 Calendar

Gerald Fitzhugh II, Ed.D.
Superintendent of Schools
Approved 2/8/2022

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

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



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

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

District Closed for Staff and Students

Professional Development Staff Only

12:30 Dismissal Students Only

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 – Dr. Shadin Belal

Tel#: 973 – 677 – 4050 Ext. 41802

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

Vice Principal – Kavita Cassimiro

Tel#: 973 – 677 – 4050 Ext. 41803

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

Vice Principal – Anthony Frantantoni

Tel#: 973 – 677 – 4050 Ext. 41801

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

Vice Principal – Dr. Yoniel Lopez

Tel#: 973 – 677 – 4050 Ext. TBD

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

Dr. Yoniel Lopez, Assistant Principal – Grade 9
Mr. Anthony Frantantoni, Assistant Principal- Grade 10
Dr. Shadin Belal, Assistant Principal- Grade 11
Mrs. Kavita Cassimiro, Assistant Principal- Grade 12

September 1, 2022

Dear Orange High School Staff,

On behalf of Orange High School administration, we extend a warm welcome to our OHS family of new and returning staff. We are honored to be associated with such a talented group of faculty, staff, and students.

Preparing for the beginning of a new academic school year offers us the prospect of new challenges and goals in creating the best learning environment for our students. In preparing to meet those goals, we begin by reflecting on the past year, celebrating our successes and recognizing our deficiencies.

Enclosed in this handbook are the administrative procedures and assignments at Orange High School. Staff should review the handbook and utilize it as a guide and a source of information in answering any questions you may have for the 2022-2023 School Year. It is important to note that 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 manageable resource for staff. School rules, regulations, policies, etc. published in this handbook are subject to changes deemed necessary by the Principal or as the Board of Education mandates for a safe and orderly school. If there are questions that the handbook does not address, please don't hesitate to reach out to us.

Please accept our wishes for a successful school year at Orange High School. We look forward to a successful and productive school year.

Sincerely,

Jason Belton

Proud Principal of Orange High School

(973) 677- 4050 ext. 41800

**WHEN TIMES
ARE TOUGH
BE 
TORNADO
STRONG**

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 7 through September 28, 2022 to Ms. Frazier's (Attendance Interventionist) attention.
- b. Record class student attendance in Genesis within the first 20 minutes of every block.
- 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. 5038 or Mrs. McNeill, ext. 5081 (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 to school from 7:30am – 8:15am are to remain in the cafe until the 8:15am bell sounds to release to 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 get 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. Mail Boxes - 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 Mata:

- 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 intent 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 afterschool 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. McNeil** 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 decision 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 ERESC Transportation Form (in Appendix) and submit to Ms. Shelly Harper **at least one to two months prior to 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 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. 10:1.
- e. Each chaperone is also required to leave cell phone #s and medical requirements with 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 IEP's, 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.

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 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

Nurse Referrals:

Ms. Marlene Jean: 973-677-4050 ext. 51750, 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 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 new building. All time will be monitored by the Human Resources department at the district level. Failure to comply to 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 2:45p.m., 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, 2022.

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 school 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 12, 2022.

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. 5038. 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 2022 – 2023 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 29, 2022 (Thursday) 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:
 - **November 17, 2022 5:30pm to 7:30pm (Thursday)**
 - **March 13, 2022 5:30pm to 7:30pm (Monday)**
 - **March 14, 2022 1:15pm to 4:00pm (Tuesday)**

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 five 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 2022-2023

Lesson Plans	Sub Plans
September 1, 8, 15, 22, 29	September 13, 2022
October 6, 13, 20, 27	October 12, 2022
November 3 rd will cover 11/4-11/17	November 9, 2022
December 1, 8, 15 (December 15 th will cover 12/16-1/5)	December 7, 2022
January 5, 12, 19, 26	January 11, 2023
February 2, 9, 16 (February 16 th will cover 2/27 – 3/2)	February 8, 2023
March 2, 9, 16, 23, 30 (March 30 th will cover 4/10 – 4/13)	March 8, 2023
April 20, 27	April 12, 2023
May 4, 11, 18, 25	May 10, 2023
June 1, 8, 15	June 7, 2023

Lesson Plan/Sub Plans Due Dates

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

- a. Lesson plans, from all certificated staff are due every Thursday. First lesson plans will be due on **Friday, September 2, 2022, by 4pm**. Lesson plans **MUST** be submitted through Genesis, no exceptions. Each teacher **MUST** hand in his/her lesson own 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
 - 6) I Do, We Do, You Do
 - 7) Pre-planned questions

****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, Common Planning Time (CPT)

(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 with 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 block 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 the 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 specified 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):

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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. The Guidance office personnel will print and mail the report card to the student's home.
- 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
2022-2023
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of July 13, 2022**

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

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

ELA and Mathematics Assessment Graduation Requirements for the Classes of 2023-2025

There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

Pathways Available

Table 4: First Pathway — New Jersey Graduation Proficiency Assessment

ELA	Mathematics
New Jersey Graduation Proficiency Assessment-ELA	New Jersey Graduation Proficiency Assessment-Mathematics

Table 5: Second Pathway – Menu of Substitute Competency Tests

ELA	Mathematics
One of the following: <ul style="list-style-type: none">• NJSLA/PARCC ELA Grade 9• SAT Critical Reading (taken before 3/1/16)• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)• SAT Reading Test (taken 3/1/16 or later)• ACT Reading or ACT PLAN Reading*• ACCUPLACER WritePlacer• ACCUPLACER WritePlacer ESL• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)• ACT Aspire Reading*• ASVAB-AFQT Composite	One of the following: <ul style="list-style-type: none">• NJSLA/PARCC Algebra 1• NJSLA/PARCC Geometry• NJSLA/PARCC Algebra II• SAT Math (taken before 3/1/16)• SAT Math Section (taken 3/1/16 or later)• SAT Math Test (taken 3/1/16 or later)• ACT or ACT PLAN Math• ACCUPLACER Elementary Algebra• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)• ACT Aspire Math*• ASVAB-AFQT Composite

Table 6: 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

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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. Spaghts 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. Copeland. 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 same and give the slip to Mrs. Copeland 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.
- 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 student 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:

a. Main Office:

- **The Main Office copier is only for main office business.** Please use the copier in your department's office. Large amount or bulk copying should be sent to OHS Print Shop. If one of the copiers breaks while you are using it, please notify the Main Office, as well as the technology coordinator, Mr. Mitchell, immediately for servicing. Remember to be mindful of other staff members.
- 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. Spaight or Ms. Copeland in the Main Office, at least one day in advance.
- The telephone in the Main Office may be used to contact parents and guardians.

b. Substance Abuse: Staff referrals should be addressed to the Nurse's Office.

c. Smoking: Smoking is strictly prohibited on school grounds. It is against the law to smoke on school grounds!

d. 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.

e. Parking – All OHS staff must park in the lot on Clarendon Place. 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 will be restricted to the following OHS staff and/or District personnel:

- Mr. Belton
- Dr. Belal
- Mrs. Cassimiro
- Mr. Frantantoni
- Dr. Lopez
- Dr. Stewart
- Mr. Dorsey
- Mr. Vasquez

- f. **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)
- g. **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.
- h. **Cafeteria** - Breakfast and lunch are served in our cafeteria. Upon entering the building in the morning, students should go directly to the commons/cafeteria for breakfast. For 2022-23, 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.

- i. **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 concern.

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.

- j. **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.
- k. **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.
- l. **Detentions** - After school and Saturday detentions may be used as consequences for school and classroom misbehavior. Daily detention administered by individual teacher. Saturday Detention administered by Ms. Frazier.
- m. **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
- n. **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/Mrs. Copeland, in the main office, for a requisition number. All field trips require a 30-day notice.
- o. **Guidance Services** - Guidance services are available for every student in the school. These services include

assistance with educational planning, 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 concern 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:

- p. **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.

- q. **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.
- r. **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.
- s. **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 block.**
- t. **Health Services** - The office of the school nurse is 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 should 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.

- u. **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.**

- v. **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:

- o **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.

- w. **Maintenance** - Should you have a maintenance issue (repairs, plumbing, tile, A/C, etc.), please report it to Mr. Frantantoni via e-mail.

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.

- x. **Master Calendar of Events** - A master calendar of events is managed through Mrs. Cassimiro's office. All dates should be emailed to Mrs. Cassimiro and copied to the administrative team for approval. The calendar will viewable online.

- y. **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 Report in the Staff Policy Section.**

- z. **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.

- aa. **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.

- bb. **Technology** - It is your responsibility to review and follow district guidelines set forth in the district technology agreement.

- cc. **Textbooks** - Teachers will be furnished 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.

- dd. **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 15, 2022, for review. SGOs will be finalized by an administrator by October 30, 2022. 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)

Teacher SGOs will be utilized in 2022-23 as part of the Evaluation process. OHS Administrators and District supervisors will provide guidance to staff on the development of SGOs in 2022-23. As a reminder, SGOs must be:

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

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 authorize 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 Publics 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 comprised 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 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 counselor 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.

The Home-School Compact

Date: September 2022

As a parent/guardian, I will...

- Be active showing interest in my child's academic work by signing tests, assignments, and report cards.
- Check homework for completion and accuracy and sign off.
- Ensure my child completes any missing work.
- Ensure my child attends school on time and maintain appropriate attendance to receive full class credit.
- Support the uniform policy and ensure my child wears proper attire on dress down days.
- Ensure my child is adhering to school and district rules and policies.
- Collaborate with the school, with my child's teachers to advocate and be an active stakeholder promoting effective teaching and learning.
- Praise and reward when necessary to support my child's effort.
- Ensure my child reads every day according to district guidelines.

Parent: _____

As a student, I Will...

- Come to school on time with a positive attitude and develop self-respect and discipline.
- Come prepared, ready for daily work, complete all class and homework assignments.
- Accept responsibility for learning, effort, and behavior.
- Ask teachers, parents, and peers for help when needed.
- Make sure that I read every day 60 minutes (grades 5-12).
- Limit time spends on watching TV, on the phone, and on social media.

Student: _____

The School Will...

- Provide quality curriculum and instruction that is done in a supportive and effective learning environment which will enable all students to meet the standards and expectations.
- Develop opportunities for each individual student to meet his/her maximum potential.
- Provide appropriate materials and resources for students to meet 21st Century goals.
- Communicate regularly with both parents/guardians and students to inform them of important announcement, programs, and progress.
- Provide a safe and secure learning environment.
- Maintain highly qualified teachers/staff.
- Maintain good public relations with parents and community.
- Endeavor to make Orange an accessible school and a welcoming place for all students and their families.

Teacher: _____

Principal: _____

Convenio entre Escuela-Hogar

Date: Septiembre 2022

Los padres de familias se comprometen a....

- Mostrar interés en los trabajos académicos mediante la firma de ejercicios, tareas y tarjetas de calificaciones.
- Revisar que la tarea esté terminada y bien hecha y firmarla.
- Asegurar que los estudiantes terminen cualquier trabajo no hecho.
- Garantizar la asistencia y puntualidad.
- Asegurarse que los niños están cumpliendo con las reglas y pólizas del distrito y escuela.
- Balance de alabanza y recompensa para apoyar el esfuerzo de los estudiantes.
- Asegúrese de que su hijo lea todos los días de acuerdo a las normas del distrito.

Padre: _____

Los estudiantes nos comprometemos...

- Ir a la escuela con una actitud positiva y desarrollar el respeto propio y la disciplina.
- Ir preparado y listo para el trabajo diario y completar todas las clases y las tareas asignadas.
- Aceptar la responsabilidad de aprender, hacer el esfuerzo y mantener la conducta apropiada.
- Pedir ayuda a los profesores, padres y compañeros cuando sea necesario.
- Asegúrese de leer todos los días por lo menos de 60 minutos (grados 5-12).

Estudiante: _____

La Escuela se compromete a...

- Proveer un currículum e instrucción de calidad y apoyo efectivo con un ambiente de aprendizaje para que todos los niños puedan cumplir las normas.
- Proporcionar oportunidades para que cada estudiante exceda su máximo potencial.
- Proporcionar materiales y recursos apropiados para que los estudiantes puedan cumplir con los objetivos del siglo 21.
- Informar a los estudiantes y padres frecuentemente de los programas y progresos.
- Proporcionar un ambiente de aprendizaje seguro.
- Mantener maestros y empleados altamente calificados.
- Mantener buenas relaciones públicas con los padres y la comunidad.

Principal: _____

Maestro/a: _____

Kontra ant Lakay-Lekòl

Dat: Septanb 2022

Etan ke paran, mwen pral

- Aktif pou'm montre enterè nan travay akademik pitit mwen, lè mwen siyen ekzamen yo, devwa yo avèk kanè yo.
- Tcheke devwa pou wè si yo fèt byen epi siyen yo.
- Asire ke pitit mwen refè travay li te manke.
- Asire yo vini lekòl a lè.
- Asire ke pitit mwen al lekòl a lè e vini souvan ase pou li ka gen tout kredi klas li.
- Bay sipò mwen a règ inifòm nan e asire ke pitit mwen mete rad ki apropiye sou li lè se jou joune loulè yo.
- Asire ke pitit mwen respekte tout règ e kondisyon lekòl la.
- Kolabore avèk lekòl la, avèk profesè pitit mwen yo pou'm ka defann pitit mwen e vin yon moun entérese pou ansèyman.
- Bay louvanj avèk rekonpans lè sa apropiye pou'm sipòte efò pitit mwen.
- Asire ke pitit mwen li chak jou jan selon règ distri a.

Paran: _____

Etan ke elèv, mwen pral...

- Vini lekòl a lè avèk yon atitid ki pozitif e devlope respè pou tèt mwen avèk disiplin.
- Vini tou prepare, prè pou travay chak jou, konplete tout devwa nan klas la e lakay.
- Asepte responsablite pou aprann, efò, e aji byen.
- Mande pwofesè yo, paran mwen, e lòt elèv pou ede'm lè mwen nan bezwen. Asire ke yo chak jou mwen li pou o mwens 60 minit (Ane 5-12).
- Limite moman mwen pase ap gade television, nan telefòm, nan media sosyal.

Elèv: _____

Lekòl la Va...

- Bay bon liv avèk enstriksyon nan yon anviwònman kap sipòte elèv byen pou prepare yo pou yo rive nan standa yo avèk espèktasyon ki devan yo.
- Devlope opòtinite pou chak elèv rive nan potansyalite maksimòm li.
- Bay materyèl avèk resous ki apwopriye pou elèv yo rive nan objektiv 21èm syèk yo.
- Kominike regilièman avèk ni paran ak elèv pou enfòme yo bagay enpòtan, de program yo, e progre yo.
- Bay yon anviwònman ki gen sekirite pou elèv yo aprann byen.
- Mentni bon pwofesè e moun kap travay ki vrèman kalifye.
- Mentni bon relasyon piblik avèk paran yo e kominote a.
- fè pou objektif pou fè Orange yon andwa moun ka visite facil e ki akeyan pou tout elèv ak paran yo.

Direktè: _____

Pwofesè: _____



Orange Township Public Schools

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



Memorandum to: Principals

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

Subject: Student Growth Objectives Mandates/Signature Form

Date: September 1, 2022

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

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

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

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

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

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

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

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

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

- The teacher's schedule or assignment has changed significantly
- Class compositions have changed significantly
- New, higher-quality sources of evidence are available, e.g. baseline data or SGO assessments
- An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning, e.g. prolonged school closure
- The teacher has an extended leave of absence
- Closer inspection of the SGO has revealed flaws in its construction that make it impossible to use as an appropriate measure of teacher effectiveness

- 8) Students that enter the district after November 4th (Close of Business) will not be added to the SGO.

Enclosures: SGO Mid-Year Course Check In

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

Signature of the Superintendent of Schools and Date

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

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

SGO Step 4, Form 1: Track Progress, Refine Instruction
Mid-Course Check-in



Teacher: _____

Date: _____

Grade Level/
Subject/Period: _____

Evaluator: _____

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

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

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

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

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

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



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



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

Dr. Yoniel Lopez, Assistant Principal- Grade 9
Mr. Anthony Frantantoni, Assistant Principal- Grade 10
Dr. Shadin Belal, Assistant Principal -Grade 11
Mrs. Kavita Cassimiro, Assistant Principal- Grade 12

Orange High School 2022-2023

Regular Schedule

Period	Time
1	8:20am – 9:00am
2	9:03am – 9:43am
3	9:46am – 10:26am
4	10:29am – 11:09am
5	11:09am – 11:52am
6	11:54am – 12:34pm
7	12:36pm – 1:16pm
8	1:18 pm – 1:58pm
9	2:00pm – 2:40pm

Half Day Schedule

Period	Time
1	8:20am – 8:49am
2	8:52am – 9:21am
3	9:24am – 9:53am
4	9:56am – 10:25am
5	10:28am – 10:54am
6	10:57am – 11:26am
7	11:29am – 11:58am
8	12:01pm – 12:30pm
9	No classes

Delayed Opening Schedule

Period	Time
1	N/A
2	N/A
3	10:00am – 10:26am
4	10:29am – 11:09am
5	11:12am – 11:52am
6	11:54am – 12:34pm
7	12:36pm – 1:16pm
8	1:18pm – 1:58pm
9	2:00pm – 2:40pm

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

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

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

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.



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.
- Referral must be submitted directly to the I&RS chairperson—do not place in 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 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 2022-23

Harassment Intimidation and Bullying

The following procedure for reporting HIB incidents is to be put into place for the 2021-22 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 bully 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, trainings 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 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 Stake Holders

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 students assemblies, faculty and parent meetings.

Individual Schools Must:

- Provide ongoing HIB training for all faculty members during school year.
- Conduct two (2) school wide assemblies to address harassment, intimidation, and bullying through positive prevention programs.
- Participate in week of respect and school violence awareness.
- Provide staff with two-hour mandatory training on suicide prevention.
- Develop 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 trainings and school wide programs to the District Anti-Bullying Coordinator and Superintendent.

INSTRUCTION AND WEEK OF RESEPECT

- 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 2022: **October 4th-8th**
- 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

- School must develop a process for discussing the districts HIB policy with students.

SGO Mid-Year Review Form

SGO Step 4, Form 1: Track Progress, Refine Instruction **Mid-Course Check-in**



Teacher: _____

Date: _____

Grade Level/
Subject/Period: _____

Evaluator: _____

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

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

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

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

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



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

ORANGE TOWNSHIP PUBLIC SCHOOLS
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 2022 - 2023



September 1, 2022

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.