

A photograph of a dense forest with tall, thin trees and green foliage, serving as the background for the top half of the cover.

# **FOREST STREET COMMUNITY SCHOOL STAFF HANDBOOK**

**2022-2023**

DR. YANCISCA LOFTEN COOKE, PRINCIPAL  
MRS. SHANNON KEOGH, ASSISTANT PRINCIPAL



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## **I. PRINCIPAL'S MESSAGE**

Dear Colleagues,

**WELCOME BACK!** Once again, we have another year and many opportunities to mold the minds and hearts of our children. We are fortunate and privileged to play a major role in helping our students meet their destiny. I am especially excited about beginning a “normal” school year and look forward to interacting with our students! I am confident that you will continue to provide our students with the rigorous and engaging instructional program that they deserve!

My charge to you is to challenge our children to achieve academic and social success. Teach and operate with nothing less than a spirit of excellence and integrity. We must cherish every moment and make every experience meaningful, for this is how true learning takes place.

All Forest Street Faculty Members are expected to use energy, enthusiasm, guidance and support as we intermingle with our students. If you do not personally have children, think about your expectations for the educators that interact with your nieces, nephews or other family members: your interactions with our students must be uplifting and those which you would want for your loved ones! In addition to strengthening our student it is just as important that you take care of yourself, as we need you to achieve our goals!!

I cannot express the importance of our role as educators and role models! Our children face many challenges outside of school. Our environment and all time spent with each student must be nurturing and inviting! I thank you for your service to our community! In closing I ask that you please remember, our role extends far beyond educating the children; we must plant seeds of good morals and values and lead by example.

Dr. Yancisca Loftin-Cooke  
*Principal*

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

**Malcolm X**

*“Education must not simply teach work- it must teach life.”*

**W.E.B. DU BOIS**

"It never hurts to think too highly of a person. Often they become ennobled and act better because of it."

***Nelson Mandela***

## **ORANGE TOWNSHIP SCHOOL DISTRICT**

### **VISION**

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

### **MISSION**

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



## **ORANGE BOARD OF EDUCATION 2022-23 DISTRICT GOALS**

### **Goal #1: 21<sup>st</sup> Century Integration**

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

**1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 70% from SY 21-22**

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Administrative meetings will continue to have instructionally focused agendas with accompanying sign-in sheets. Meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.

**2) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.**

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
- The district will continue to report out all data in the area of mathematics in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

**3) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.**

- The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

**4) By May 2023, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in Science.**

- The assessments that will be used to measure progress towards the assigned growth targets include District Diagnostic and Benchmark assessments in the area of Science.
- The district will continue to report out all data in the area of Science in Curriculum Committee as per the assessment calendar as well as the Board of Education Meeting.

**5) By June 2023, 2023, 5% increases across all areas on the New Jersey Student Learning Assessment (Mathematics, Science, and English Language Arts) and the New Jersey Graduation Proficiency Assessment (Mathematics and English Language Arts) at the high school level.**

- The district will provide assessments to prepare students and staff for the high stakes assessment.
- Review of data from the last year's assessment in public as well as during several points throughout the year.

**Goal #2: Community Engagement**

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

**1) Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 60% from the previous school year (the previous year was at a 50% increase.)**

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



**2) Increase the use of emerging and available communications outlets to transmit information by 40% (Last Year the Percentage was at 30%)**

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

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

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

**Goal #3: Facilities and Finance**

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

**1) Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data**

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels
- Examine and evaluate contracted services provided to the district and continuously improve effectiveness
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need)
- The transfer of monies from account lines on the district level will decrease by 20% from the previous year.

**2) Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations**

- Continue to monitor the new budgeting module My Budget File to ensure adherence



to staff and federal mandates.

- Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district. These plans will be presented at the Facilities and Finance Committee Meetings as well as via the Regular Board of Education Meeting.

#### **Goal #4: Social and Emotional Supports**

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

##### **1) Provide research-based curriculum to strengthen students' social/emotional relationships**

- Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving. This includes at both the elementary and secondary levels.
- Continue the monitoring of mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.

##### **2) Enhance community-based partnerships in order to assist students and families**

- Continue to utilize the District's community engagement officer as well as community school liaisons to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
- Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members including the Superintendent's Trauma Informed Team.

##### **3) Improvement of Student Attendance from Pre-Kindergarten to Grade Twelve**

- By May 2023 students with severe and chronic absences will decrease by 30% through shared expectations, shared support and shared accountability by all stakeholders (parents, students and school staff)

## **FOREST STREET COMMUNITY SCHOOL**

### **MISSION**

Through the full collaboration of school personnel, parents, and the community, Forest Street Community School is committed to nurturing a generation of formidable global competitors and leaders. We will inspire our students to achieve their fullest potential, and to hold themselves accountable for operating with integrity, confidence, and compassion. Through exposure and life experiences we will motivate each student to exceed their own expectations as every child is an achiever.

### **VISION**

To ensure that Forest Street Community School produces lifelong learners and leaders, we must provide a safe environment to educate the mind, motivate the body, cultivate the spirit, as we teach with the heart.

### **OUR SHARED BELIEFS**

All children can and will learn through collaboration, enthusiasm, and motivation

- Learning never ends.
- Teachers will be creative, flexible, motivated and capable to meet all students' levels of learning abilities.
- Each child has special abilities! As educators it is our responsibility to ascertain and intensify each student's talents.

Collaboratively developed by  
Principal Y. Cooke,  
Assistant Principal N. Delgado and  
Forest Street School Staff Members  
(Revised 2021)



The following pages provide building and district policies/procedures designed to acquaint staff with operating practices to develop our scholars and serve as points of reference:

## **II. PROFESSIONAL RESPONSIBILITIES**

### **A. STAFF ABSENCE**

If you are going to be absent you are required to log on to Frontline Education and document your absence via the website. Identify the type of absence, sick or personal. If it is a bereavement day, you must state what relative this pertains to. You are required to call before 6:00 A.M., if possible. **All personal days must be requested in writing and approved two weeks in advance.** Any request that is not made following this procedure may not be approved. If you are going to be late, you must contact the school directly. Please do not rely on leaving a message on the office phone or ask a coworker to report your absence or lateness. It is your responsibility to inform the main office ASAP. **After three lateness episodes you will receive a verbal warning. After five lateness episodes you will receive an administrative write-up.**

If you would like a report of your sick/personal days, you may log on to Frontline Education to retrieve this information.

**\*In your absence substitute plans must be readily available on your desk or emergency plans are in Mrs. Keogh's office\* Emergency Sub plans must be updated after each use. Plans will be reviewed every month by Mrs. Keogh.**

### **B. BIO-METRIC SIGN-IN / SIGN-OUT**

All staff members are required to report for duty by 8:20 AM and the work day concludes when all professional responsibilities have been completed. All staff are required to scan in and out at the start and conclusion of the workday. A bio-metric clock is located in front of the security desk and in the parent waiting area. **The business office will monitor arrival times and excessive lateness which will result in payroll deduction.** During lunch periods all are permitted to leave the school premise, however, a Bio-Metric sign-out/sign-in is required for safety reasons.

### C. LESSON PLANS

Maintaining current standard based lesson plans is an essential part of an effective instructional program. Clearly defined instructional lesson plans and substitute plans must reflect the NJSLs (New Jersey Student Learning Standards). All plans **MUST** follow the outlined curriculum set forth by the Orange Township Board of Education. At no times is "Busy work" acceptable. Attached you will find the document entitled "*Lesson Plan and Substitute Plan Submission Dates School Year 2022-2023*". Please adhere to the noted dates to ensure that your lesson plans/substitute plans are submitted on time.

**Instructional plans must be posted via Genesis by opening of school every Friday. All co-planning with Resource Teachers and ESL Teachers MUST take place prior to submission.**

#### *Minimum Requirements:*

- All objectives are to be student friendly and stated in terms of "I can...." All plans must also include procedures, differentiated plans, technology integration and assessment/evaluation and visible on teacher desktop for access.
- The criteria for evaluation of the lesson must be stated.
- Include page number and exercises both in textbooks and in teacher's manual or an outline of the point to be covered written clearly.
- **Homework must be posted on the Genesis lesson plan and teachers web page daily.**
- NJSLs must be indicated and appropriately aligned.
- All plans must be data driven.
- Student friendly learning objectives (LO) for each lesson **must** be on the board.
- All Students must know what is expected.
- Although there may be occasions where it will be necessary to divert from the plans the purpose is to provide an outline/blueprint for the lesson. All instructional preparation must be ready upon the opening of the lesson and all plans/materials should be readily available on the teacher's desk. Lesson plans will be reviewed each Friday for the upcoming week and whenever you are observed. **They must be posted on Genesis on Fridays by 9:00 a.m.**

#### **\*\*\*PLANNING CONTENT\*\*\***

**When planning lessons/units, any material or content that is highly objectionable and/or questionable should be submitted with lesson plans and reviewed by the Principal prior to implementation.** Keep in mind all lessons, materials and activities should be age appropriate and aligned to the district's curriculum and NJSLs. Please refer to Policy 2240—Controversial Issues in the Orange School District Policies and Procedures Handbook located on the district's website.

The following items **must** be in an identified binder on the teachers desk consisting of: emergency plans, seating chart, weekly schedule (Include time of each special class), speech schedule, and half day schedule.

#### **REQUIRED INSTRUCTIONAL TIMES**

| <b>Course/Subject</b>            | <b>Time</b>               |
|----------------------------------|---------------------------|
| Language Arts/Literacy           | 80 minutes (1-4)          |
| Math                             | 80 minutes                |
| Middle School (Grades 5-7)       | 80 minute block schedules |
| Lunch                            | 30 minutes                |
| Recess (K-7- teacher supervised) | 20 minutes                |

|  |                                       |
|--|---------------------------------------|
| Social Studies/Science                                     | 80 min. daily (A day/B day)           |
| Sustain Silent Reading                                     | 15 minutes every-day (8:30-8:45 a.m.) |
| A Read-Aloud must be conducted daily in every class        | 10-15 minutes                         |
| Specials: Library, Art, P.E., World Lang., Media and Music | 40 minutes (K-7)                      |

**\*\*\*At no time during instructional time should a teacher be seated at the computer or teachers' desk unless they are assisting a student.**

**\*\*\*There should be no movement in the hallways 10 minutes before the period ends or 10 minutes after the period has begun.**

**D. SCHOOLWIRES**

All staff members are required to create and maintain weekly their school wires webpage to reflect the most current information. Your page should include teacher contact (e-mail), daily/weekly homework assignments and any other essential information in regard to your classroom instruction.

**E. STAFF DRESS CODE- Policy 3216**

All employees of the Orange School District must adhere to the districts dress code while participating in virtual and in-person instruction. The criteria for appropriate dress attire are as follows:

Females may wear skirts (skirts must be knee length or longer), slacks, blouses, sweaters or dresses. **NO Jeans, Jeggings or leggings (of any color) are allowed. Jeans are permitted on dress down days ONLY!!**

Males may wear dress or similarly tailored shirts and slacks. All shirts worn by males must have a collar. Turtleneck shirts and sweaters, suit or sports jackets are appropriate. Ties are strongly encouraged, but not required.

**Unacceptable attire consist of :** Torn or dirty clothing, See through blouses, low cut blouses, excessively tight fitting clothing, dungarees or jeans made of denim, jogging suits (PE only) beach wear, shorts (shorts shall mean Bermuda, cutoffs, hot pants, skorts that look like shorts, athletic shorts, legging pants made of spandex or low rider pants). No hats-unless for religious significance. Flip flops or sneakers unless accompanied by a medical excuse.

Custodial and lunch aides shall wear appropriate clothing to accommodate their working environment. Professional attire is expected at all times.

**F. PREP AND INTERVENTIONS**

Contractually teachers are required to have four 45minute prep periods per week and one 90-minute prep period per week for grades K-4. 5<sup>th</sup> -7<sup>th</sup> grade teachers will have two 90minute prep periods devoted to common planning time (CPT), data analysis and strategic planning; all teachers are required to participate in these important meetings to ensure continuity and collaboration on each grade level. All intervention plans must be documented in Genesis. Remember to include the date, time, objective and intervention strategies used and the outcome.

Special teachers have been assigned to assist with intervention periods. Special teachers will provide whole group instruction (specialty content) while the classroom teacher works one-on-one or in a small group setting. Intervention is MANDATORY and will be closely monitored for evidence of academic growth.

No instructional staff is permitted to leave the school premises during prep periods unless permission has been granted.

#### G. FULL DAY, HALF DAY, DELAYED OPENING SCHEDULES

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

### III. CLASSROOM ENVIRONMENT

#### A. PARENT-TEACHER CONFERENCES

Parent-teacher conferences are **one means** by which teachers report pupil progress to parents. There are two regularly scheduled conference (November and February) each year. It is your professional responsibility to conduct and document all parent meetings, notifications/attempted contacts and results in Genesis. **All communication (in person, phone, email and attempts) must be documented in Genesis.**

All parents are to be informed of the child's on-going functioning level (on grade level, above grade level, or below grade level) and of the child's progress or lack of. Again, this should be recorded Genesis. **No report card is to be sent home until a face-to-face conference is held or unless release is granted by the Principal.** Teachers should make every effort to meet the minimum requirement rate of 98% during parent-teacher conferences.

#### B. VISITS BY PARENTS

Parent visits must be scheduled during non-instructional times, unless it is an emergency. **All visitors** must have passes from the Security desk or Main office.

In order to reduce interruptions during instructional time, teachers are being asked to set appointments on specific dates and times. (Ex: before school, during prep at a lunch period (optional), or after school at 3:00). **Parents will not be allowed to report to the classroom without an appointment.** Please inform Security of all scheduled appointments.

#### C. VISITS BY COLLEAGUES

Peer observations of instructional programs are permitted, please advise the main office if coverage is required. This will eliminate interruptions of instructional time. **Teachers are free to visit with their colleagues before school, during instruction if approved, during lunch, or after school only.**

#### **D. VISITS BY ADMINISTRATORS**

Administrative walk-throughs of the building will occur on a daily basis. It is our goal to support all instructional programs with meaningful feedback on a daily basis. **All teachers must have schedules neatly posted outside of their doors.** Small group instruction must be the norm during all instructional periods. Particular attention should be given to those students who are identified as “At-Risk” and bubbles in your classes. **All students should be progressing, no matter what their performance level.**

#### **E. SUPERVISION OF CHILDREN**

**A teacher must act as a reasonable, cautious person at all times, otherwise she/he may be judged guilty of negligence.** The following can serve as a guide to ensure that you protect yourself:

- ❖ Do not leave your class at any time; always have someone cover for you.
- ❖ Do not leave your class unsupervised anywhere, particularly in potentially dangerous areas such as the outside play area, stairwells and hallways.
- ❖ Do not allow any child to be separated from your sight, such as in the classroom or hall for discipline reasons or outside for special projects, etc.;
- ❖ Do not permit a child to leave school without office clearance, except at regular dismissal time.
- ❖ Be on time to receive your students to avoid the possibilities of them being left unattended due to scheduling.
- ❖ All staff members must escort students outside the building (i.e. field trips, fire drills, dismissal, lunch, specials, etc.).
- ❖ All students must have a pass—whichever is appropriate- a bathroom pass, a classroom pass, an office pass, or a nurse’s pass when they leave the classroom.
- ❖ All classroom teachers in grades 3-7, are required to stand at their classroom door to greet your students and monitor the hallways when students are transitioning between classes.
- ❖ While in virtual space teachers are to closely monitor student behavior and activities to ensure that instructional time is maximized and students remain on task.
- ❖ **Students in grades 5-7 will only be allowed to go lockers prior to homeroom, before lunch and prior to dismissal. No student will be permitted to go to their locker during any other time.**
- ❖ If operating in a virtual platform, students must be closely monitored as well.

The Principal’s office should be viewed not as the discipline center of the school, but rather as a supportive service to teachers in a continuation of their efforts to **provide guidance to students**. Once administration is involved, the work begun by the teacher can be expanded with further guidance sessions, conferences, involvement of other departments, schedule changes and stringent strategies designed to develop positive character traits and to redirect student behaviors.

Teachers **must** keep anecdotal records in Genesis under the conduct tab for children who continually exhibit disruptive behaviors. Documentation must be provided for referrals to the intervention team. This action can be taken only by the Principal and only after notification has been given to the parent or guardian. **NO CHILD is to be sent home by the classroom teacher.** It is expected that the teacher will take the time to listen, to arbitrate and to help the child mature socially. *[Be consistent in holding firm to reasonable rules.]*

If a student, despite your utmost efforts, continuously disrupts the learning atmosphere of your room, do not hesitate to contact administration for assistance.

**Remember ~ good planning and teaching techniques are the best deterrents to potential discipline problems.**



### **The First Five Minutes**

The 5 or 10 minutes of getting settled at the beginning of each period is a tremendous loss of instructional time. Five (5) minutes times 5 periods totals 25 minutes per day, multiplied by 5 days – it is one hundred twenty-five minutes (125) per week or two hours + five minutes every week!!!  
**We cannot afford to lose this much time!**

### **F. STUDENT GROWTH OBJECTIVES**

Student growth objectives are a long-term academic goal that all instructional and support staff set for groups of students and must be:

- Specific and Measurable
- Aligned to the NJSLs.
- Based on available prior student learning data
- A measure of student learning between two points in time (pre and post)
- All teachers who receive a SGP (Student Growth Percentage Score grades 4-8) must set 1 SGO
- Teachers who do not receive a SGP score must set two SGO's
- A teacher develops SGO's in consultation with the Principal/or Assistant Principal

**\*\*Information regarding SGO's will be forthcoming from the Office of the Superintendent pertaining to current state mandates.**

### **G. HOMEWORK POLICY**

**Classroom teachers must assign homework appropriate to the age and ability level of the children in their classes every Monday through Friday.** Students in grades 3-7 will receive student planners. All planners must be checked and signed daily by the teacher and parent. The type and amount of homework will be consistent with Board of Education policy and procedure. **Grade Level Vacation Packets must be developed and distributed during Christmas, winter, and spring break.**

*(Note: Homework must be listed daily in the teacher's plans and on the teacher's website).*

Recommended minimum times by grade for homework:

|            |        |             |
|------------|--------|-------------|
| Grade 1    | 30min. | 5 days/week |
| Grade 2    | 40 min | 5 days/week |
| Grade 3    | 60min  | 5 days/week |
| Grades 4-7 | 90 min | 5 days/week |

**Homework assignments must be meaningful and require the students to apply critical thinking skills learned. Assignments must be reviewed on the due date (whole group or small group) and meaningful feedback must be provided.**

*\*Please be mindful of the number of assignments given and the weight of the book bags\*.*

### **H. SUBSTITUTE PLANS/TEACHERS**

Substitute plans are to be prepared by the classroom and special teachers for a minimum of three days. **All plans must be submitted to Mrs. Keogh by Tuesday, September 13, 2022 and must be updated monthly.**

The following information must be readily available for substitutes in a folder on the teacher's desk:

- ✓ Attendance Sheet (must be updated to reflect most recent class roster)
- ✓ Current Seating Chart
- ✓ Emergency plan
- ✓ Daily schedule
- ✓ Special events for the day – assemblies, etc.

- ✓ List of students who go to guidance, speech, etc. after school program.
- ✓ Character Development plan (rituals, routines, rules and consequences)
- ✓ Fire Drill procedures
- ✓ Location of teacher's edition, A.V. materials, and other special articles.
- ✓ Extra Duties (i.e. Lunch or hall)

Sub plans will be monitored by administration on a monthly basis. It is your responsibility to ensure that all sub plans and assignments have been updated.

#### **I. INTERIM AND MARKING PERIOD REPORTING DATES**

In the appendix you will find the district mandated reporting schedule for all interim report cards and making period report cards. Please adhere to all timelines and dates to ensure that distribution dates are met.

#### **J. ASSESSMENT AND RECORDKEEPING**

##### **ELA & MATH CURRICULUM FRAMEWORKS**

The instructional program provides a uniform curriculum that has a specific set of skills and content for each grade level and subjects that all children must learn within specific timelines. The district has aligned the curriculum to the New Jersey State Learning Standards (NJSLs). All teachers must be thoroughly familiar with the NJSL Standards.

Assessment of students is performance-based and must occur on a continual basis as teachers and assistant teachers observe and compile data about children's learning experiences. Individual records must be maintained for each child in a student portfolio, and the Genesis program.

**Portfolio should include the following information for each child:**

1. Parent-teacher communication log—inclusive of the date, time, method of communication (email, phone, conference, note home etc.), topic(s) discussed, recommendations, outcome of the dialogue and next steps. **This will be maintained in Genesis and can be printed as needed.**
2. Pertinent assessments MUST be maintained in your Data Binder—benchmark score, NJSLA scores, SRI (Scholastic Reading Inventory), iReady, and Reading Plus etc.
3. Health/Medical Information
4. Intervention strategies with timeline for each intervention
5. Discipline Referrals

Samples of some of the assessment tools that are utilized to evaluate the progress of children include the following:

- Individual Student Profiles
- Class Profile (used for flexible grouping to differentiate instruction)
- Standardized Tests
- Baseline data for Language Arts and Math
- Authentic Assessments – Student portfolios (a collection of work samples compiled over the course of the year); and progress Reports.

#### **K. DATA ANALYSIS**

Without data you are just another person with an opinion. Educators are under tremendous scrutiny to meet the standards brought forth, such as the NJSLs and to have students perform well on state tests (3<sup>rd</sup> – 7<sup>th</sup> grade NJSLA). The recent demands by the public for teacher and school accountability regarding the academic performance of students, is not going away. Schools can no longer make decisions based on opinions and/or hunches. A collaborative review of available information regarding student performance outcomes must drive classroom instruction.

Administrators and teachers have been more responsible for following rules than for achieving results. Current trends force schools to understand and explain our actions, and are results oriented.

Clearly stated purposes, well-planned data collection and analysis are the cornerstones of an effective school improvement and accountability effort. Time has been allocated weekly for data analysis, which will be facilitated by the classroom teachers and supported by the master teachers and administration. All instructional providers (classroom and resource teachers) are required to maintain a Student Portfolio inclusive of student data, intervention strategies/results and all parent contacts.

### **TYPES OF DATA**

#### **1) 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 have acquired specified knowledge, skills and attitudes and are measurable.

- Examples: Quantitative and qualitative Authentic Assessments, Projects, Performance Tasks, State Level Test, Informal Observations, Unit/ Chapter Exams, Running records, Portfolios, etc.

#### **2) DEMOGRAPHIC DATA**

Assists 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, pre-school experience, family configuration, socio- economic status, gender, ethnicity/ race.

#### **3) 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 variables 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.

### **L. STUDENT & STAFF SUPPORT TEAM & CHILD STUDY TEAM**

**Instructional staff with classified students (IEP) are mandated to meet with the CST to review and sign as confirmation (consultation form) that you have read and understand the outlined instructional program for the Special Education student(s) that will be serviced.**

Children who display **serious academic deficiencies and/or behavior challenges** may require an intervention meeting with the Intervention Referral team (I&RS). The teacher provides the school counselor with written notification of the intervention request. Forms are available in the guidance office. *By the 2<sup>nd</sup> week of October the Guidance Counselor will begin accepting I&RS referrals.*

***Note: Teachers will be required to provide evidence of strategies and interventions that were in place prior to I&RS Referral.***

**STEP 1: Request for Assistance Form Student Intervention Plan**

(Submitted by referring teacher and reviewed by School Counselor).

Additional data reviewed by the School Counselor:

- ✓ Test Scores
- ✓ Homework Assignments
- ✓ Behavioral Incidents Reports/ Office Discipline Referrals
- ✓ Parent Conference Notes
- ✓ Grade Level Team Meeting Notes and shared strategies
- ✓ Intervention strategies implemented thus far

*Note: this information is presented at the initial intervention screening (step 2).*

**STEP 2: Intervention Screening**

- 1) The request for assistance packet and additional data indicated above are reviewed with the intervention team.
- 2) Intervention screenings will be held during prep periods.
- 3) The School Counselors Office will schedule specific dates for intervention meetings and notify all parties, i.e. parent (s) or guardian (s), teacher, administrator and Child Study Team Member (only one CST needs to attend meeting): Nurse; School Counselor; and instructional leader.
- 4) Additional strategies aligned to the student's area of difficulty are developed, along with timelines for implementation and measurable realistic objectives.
- 5) Intervention efforts should be in place a minimum of 30 days or as long as it is necessary to determine further intervention or to close the case.

**STEP 3: Child Study Team Referrals**

The school counselor will forward the following completed documents to the Department of Special Services:

1. Notice Form to Parents
2. Intervention Forms (including strategies implemented)
3. Referral Form
4. Minutes from intervention meeting and grade level meeting notes
5. Report Cards, Progress Reports, Student work samples and assessments, including standardized test scores

**General Criteria for CST Referral**

- Functioning **two or more years below grade level** in reading and/ or math.
- Behavior that is potentially harmful to him/her and /or others.
- *Note: Intermittent acting out behavior may not be a cause for referral.*
- Excessively depressed or withdrawn behavior over a period of time.
- An outside evaluation may indicate a need for referral.
- 6-8 week completed I&RS process (including all follow-up meetings)

**CHILD STUDY TEAM MEMBERS**

**Curlin Edwards-School Counselor**

**Edwardcu@orange.k12.nj.us**

**M. CHARACTER DEVELOPMENT/DISCIPLINE**

The development of student self-discipline is, of course, one of our ultimate goals. Building student character is a continuous process of acquired behavior acceptable for any situation in which one finds him/ herself. This includes, but is not limited to, the respect for personnel, as well as respect

for self and the rights of others. **It is the responsibility of every staff member and parent to develop these goals of good attitude and appropriate conduct in our students.**

The **teacher must act as a model, both precept and by example**. Discipline must be firm, fair and consistent. Further, it is every teacher's responsibility to take the necessary steps in order to maintain a safe, pleasant, and positive school environment – at all times with all students. These steps must be clearly outlined in your behavior management plan, along with the consequences of inappropriate behaviors. **All parents and students must sign as consent of receiving notification of behavioral expectations**. Students are expected to behave and conduct themselves within the parameters of safe and acceptable social behavior, including the use of proper language during the entire school day.

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

**When pupils enter the building, they should be with their homeroom teacher or another staff member.**

Good judgment on the part of the teacher, placing minor infractions in perspective can add to the effectiveness of classroom organization and will preclude major interruptions of the educational program. It should be understood, however, that no teacher will tolerate incidents of misconduct. Your administrator (Principals) highly supports the faculty in the maintenance of a classroom atmosphere, which is conducive to learning. Please contact the Principal if involvement is needed in areas of **major misconduct. Only physical altercations or incidents that may cause injury to themselves or others will warrant a student to be removed from class.**

**Note: If a child is sent to the office, she/he must be accompanied by another student/adult with a completed Discipline Referral Form, explaining why he/she is being sent there (MAJOR INFRACTIONS ONLY). Teachers should maintain copies of all discipline referrals sent to the office. No child is to be left at the office when the Principal is unavailable. The Secretary or Security is not legally permitted to assume the responsibility of monitoring students.**

**Corporal punishment is not allowed under any circumstances.**

Students should be reminded to:

- Get permission before leaving a supervised area
- Leave play items at home
- Weapons of any type are not permitted
- Use the sidewalks at all times
- Avoid play fighting
- Use a low volume voice when inside the building

The teacher should take the following steps in an effort to encourage good student behavior in the classroom, lunchroom, and playground:

- On the occurrence of the first infraction, the classroom teacher will counsel the child and the teacher will utilize an appropriate corrective action (See discipline referral). The parent may also be contacted.
- On the occurrence of the second infraction, the teacher or aide will contact the parent by phone or by written notice. At this time a detention or some other sort of consequence must be issued.

- If unacceptable behavior is of such a severity that it requires actions beyond the parent conferences and teacher issued consequence, administration will take appropriate action.

### **Social and Emotional Learning (SEL)**

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Developing these core life abilities through social and emotional learning (SEL) is critical to a child's development, as it directly correlates to success and happiness as an adult. For many children, school is the only place where any deficiencies in these abilities can be addressed before they become active members of society.

Developing these core life abilities through social and emotional learning (SEL) is critical to a child's development, as it directly correlates to success and happiness as an adult. Combining these skills with academic development creates high-quality learning experiences and environments that empower students to be more effective contributors in their classrooms today and in their workplaces and communities' tomorrow. Below you will find the district link with self care information:

<https://www.orange.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=29187&dataid=27128&FileName=Taking%20Care%20of%20Yourself%20During%20a%20Public%20Health%20Emergency.pdf>

It is extremely important to maintain a high moral for students and staff. Therefore, we will continue to institute school spirit and PRIDE days that all are expected to promote and participate!

### **Administrative Discipline Procedures**

Procedures for reporting acts of violence, aggression, harassment, intimidation and bullying:

1. The principal will be contacted immediately.
2. The teacher will write up the incident on a discipline referral to include:
  - Date and time of incident
  - Description of incident
  - Person(s) involved
  - Name of adult (s) or student (s) witness to the incident
3. The Principal and Guidance counselor will meet with the teacher and student separately or as deemed appropriate.
4. The superintendent's office will be contacted (if appropriate).
5. The parent/guardian will be contacted. Principal may designate an individual to call.
6. A principal/teacher conference with parent or guardian will include the following:
  - a. Review of written statement
  - b. Recommendation(s) for action by the principal to the parent/ guardian and teacher may include:
    - Removal for specified limited time or warning – probation
    - Suspension (report to Superintendent)

- Expulsion (recommended to Superintendent for Board of Education action)
- 7. Written report to the Superintendent with a copy to the parent/guardian and teacher.  
(*Note: Suspension of a student is at the discretion of the School Principal or Assistant Principal per Board of Education policy/procedures 6:28 – 2.8 Disciplinary Action*)
- 8. Enforcement and follow-up.

#### **Law Enforcement Unit**

Forest Street Community School has a Law Enforcement Unit which indicates that there are surveillance cameras throughout the school. Surveillance recording may be utilized as evidence for incidences that may occur which may cause disruption or disorder to the school. Surveillance recordings may be viewed electronically.

#### **Special Education Suspensions/Procedures**

When an educationally handicapped pupil is suspended, the Principal shall forward, at the time of suspension, written notification and description of the reason (s) for such action to the parent (s) and a copy to the Child Study Team. A special education student may not be suspended if the action is a direct correlation to the manifestation of the disability. When the suspension of an educationally handicapped pupil approaches ten (10) school days in a school year, the Child Study Team shall review the status of that pupil in order to:

- Determine if the behavior, which resulted in the suspension was primarily caused by the pupil's disability;
- Determine if the pupil's individual educational program is appropriate; and
- Prepare and forward to the Principal and parent (s) a written report with recommendations.

#### **Special Education Expulsion Policy/Procedures**

Before an educationally handicapped student is considered for expulsion by a district board of education, the Child Study Team shall conduct a comprehensive evaluation according to N.J. A.C. 6:28-2.8.

This report shall indicate whether the student's educational program needs modification. All decisions resulting from this report are subject to due process procedures according to this subchapter and N.J.A.C. 1.16A.

#### **N. SPECIAL INSTRUCTIONAL PERIODS**

When a special teacher is servicing a class please exercise your best professional judgment and respect their instructional period. Cooperation between the teacher and the special teacher is essential for proper supervision and continuity of program. **Teachers are not to visit other teachers during instructional periods.** All paraprofessionals must remain in special periods for the entire instructional period.

#### **O. REFERRAL TO NURSE**

All accidents and illnesses must be reported to the nurse if she/he is in the building. If the nurse is not in the building, such cases should be reported to the office. In addition, all accidents and illnesses must be reported on forms to be provided by the nurse (Hydah Kilonzo-Ndiku- School Nurse [NdHydah@orange.k12.nj.us](mailto:NdHydah@orange.k12.nj.us))



**P. DOCTOR'S EXCUSES AND NOTES**

Schools, along with the parent/guardian, have a major responsibility in ensuring the health and welfare of all pupils. When a child gives you a note from a doctor concerning an illness or requesting no physical exercise, file a copy of the information in the classroom folder and D.R. card if it is of long term or major importance.

Send the doctor's memo to the nurse's office. The nurse will make the proper entry on the health cards and file the original note for follow up. **The school nurse should notify all teachers and special teachers with whom the child works, particularly if the child has a health handicap, asthma, heart condition, epilepsy, bladder problems, etc.**

\*\*\*Advise the parent/guardian to contact the school if his/her child is going to be absent or late.

**Q. CUMULATIVE CARDS (DR CARDS)**

Teachers are to refer to Genesis for vital information concerning pupils and their family circumstances. Check for change of address, telephone numbers and family status.

**R. CONFERENCE REQUEST**

All teachers are encouraged to participate in out of district professional development; however, a conference/workshop request must be completed in Frontline 30 days prior to the scheduled event and must await board approval. If a check is needed, be reminded that the business office will finalize checks after each board meeting. Board meetings are usually the second Tuesday of each month.

**S. DISMISSAL OF PUPILS/ERRANDS**

Students are not to be dismissed prior to the regular time unless a note is received from home and approved by the office. An adult (documented on record) is to pick up the student in the office. The teacher cannot send students home.

**The supervising teacher escorts all students to their designated dismissal area.**

**After regular dismissal, any students that remain in the building (ie. Detention, extra help, etc...) must be escorted to an exit by the teacher.** If they remain more than 15 minutes after school, a late note must go home with each child. Students are to be excused no later than 3:15 p.m. unless special permission is obtained from the office and the parent(s). If a student is being held afterschool the teacher must:

1. Walk class out and then return with students for detention
2. Have buddy teacher walk class
3. Notify security that the student is being held in detention

Students should not return to the building after dismissal. (Only the Principal may make an exception to this rule).

**Classroom doors are to be locked when the room is empty.**

**Children are not allowed in homerooms during lunch hours without the classroom teacher.**

Teachers must be present in their homerooms at all times when children are present. The classroom teacher must monitor lunch detentions issued by the classroom teacher.

If a student is asked to return to a classroom after they finish lunch a teacher must retrieve them from the lunch room or school yard.

**ERRANDS:** Children are not permitted to conduct errands without a hall pass

**IV. STAFF OBSERVATION/EVALUATION**

The school Principal (or any district Administrator) shall evaluate all school personnel in the performance of their assigned duties. The evaluation of personnel will begin early in the year. Formal/informal conferences will precede and/or follow each observation/evaluation. Classroom observations are conducted to assist in the improvement of instruction. Staff evaluations will meet all requirements of Achieve NJ.

**V. STAFF MEETING/IN-SERVICE**

Teachers and Paraprofessionals are contractually required to attend all staff meetings/district meetings to which they are assigned. Please be reminded that your professional day is over when all professional responsibilities have been met.

**VI. SUB-COMMITTEES**

All staff are expected to serve on one subcommittee, it is a vital part of your professional responsibility to invest the additional time to ensure successful events. Staff may volunteer for whatever sub-committee is of interest to them. The Principal reserves the right to request the expertise of certain staff on specific sub-committees.

**VII. HINTS FOR NEW TEACHERS**

The first few days of school are especially important for both you and the students. Establish rapport by providing students with specifics regarding classroom expectations. Collaboratively develop classroom rules that include appropriate consequences. The following guidelines should be adhered to:

1. Do not admit any student who is not on your class list. Please send them to the main office. During virtual instruction, should there be a student that is present and does not appear on your roster you must immediately contact via email Ms. Willis and Ms. Edwards.
2. Collect completed information sheets and emergency forms for every student in your class. **NOTE: Students should have their parent/guardian fill it out completely and return the required information sheet the day after received.** Impress upon the students the importance of having the business address and phone number of working parents. Ensure that the parent/guardian signs all completed forms.

**VIII. BOOKS and DEVICES**

Teachers must maintain accurate records of books/devices assigned to students and must notify the office if lost, damaged or stolen. Each student should be **assigned a number; this should be the same number that's on your students Student Information Binder**. This will allow for lost books/devices to be returned to the appropriate student and accurate inventory to be taken at the close of the year. **Teachers are responsible for collecting fines for lost/damaged books.**

**IX. DAILY/WEEKLY ROUTINES**

**A. ATTENDANCE**

Attendance must be recorded into the Genesis system by 9:00am daily. If a student arrives in your room tardy without a pass from security or the main office, please document time in Genesis. It is your responsibility to report students with excessive absences. You are to make contact with their parent/guardian and check with the school nurse. If you are unable to obtain any information, email me a request for an attendance referral along with supported documentation.

**\*Teachers (specialists, grades 3-7) MUST take attendance in all sections\***

**B. SUPPLIES**

Teachers should have ordered all supplies at the close of the previous school year. Some supplies will be provided by the office on a need basis. Submit a list of supplies that are needed, and if it is in stock, it will be provided.

**C. CLEANING OF ROOMS**

Custodians have the immediate responsibility for the care and maintenance of the building and grounds. Teacher and student cooperation is necessary. Please establish good classroom cleaning habits from the beginning of the school day. Before any child leaves for the day, his/her desk and area of the room should be in good order. Also, please do your best to extend classroom cleanliness to halls, stairways, and school grounds. **DO NOT PUT ANY PAPER, ETC., ON PAINTED WALLS.** Do not allow children to go to the bathroom with pencils, etc. Students must be made aware of the importance of marks on hall bulletin boards, walls, etc.

**D. INTERCOM/PAGING SYSTEM, MAIL, MEMOS and E-MAIL**

To ensure minimal disruption the office will limit the use of the school intercom system during the school day, except in cases of emergencies. Therefore, please do not contact the office inquiring as to the whereabouts of a prep teacher or a custodian to report to your class (emergencies only). If the prep teacher misses any of your allotted time, please forward this information to the office in writing as soon as possible. The prep teacher will be responsible for making up any missed time.

Please be sure to check your mailbox for any memos every day before 8:30 a.m., during your lunch break, and after school. Messages that require immediate action are placed in your mailbox. Our "Week at a Glance" (WAG) will be sent via e-mail on Monday Mornings.

**E. BULLETIN BOARDS**

Bulletin boards should always display student work with accompanied by the appropriate rubric and teacher comments. Students may help with bulletin boards. Concentration should be on student's WORK. Standards, learning objectives, and meaningful feedback must also be displayed on work sample.

**Bulletin boards must be changed and updated monthly. All boards must be completed and ready for viewing by the first of each month. Should the first fall on the weekend the board must be completed the Friday before. Please be reminded FERPA Laws prohibit student scores from being publicly displayed.** Make sure materials are hung in a neat manner and that they are properly secured (not falling down). This is a direct reflection of the professionalism of our school, the quality of service we provide to students, families and the community. It is also a window to your classroom work.

**F. TELEPHONE USAGE**

You will not be called from class to answer telephone calls unless there is an emergency.

- **Cellular Phones- Staff are prohibited from accepting or making calls from their cellular phones during the school day.**
- **Teachers may not call a parent of student during class time.**

Teachers should send positive notes (telephone calls) and not only those that convey negative messages. This must be maintained in your communication log. **ALL STAFF MUST MAINTAIN A PARENT COMMUNICATION LOG IN GENESIS.**

**Below you will find our Twitter and Facebook information. Please feel free to forward all notable activities, acts, and accomplishments to Ms. Irving, Ms. Jarrett, and/or Mrs. Florczak.**

**Twitter handle- @ForestStreet651  
Facebook-Forest Street Community School**

#### **G. PUPIL COMMUNICATION**

As educators we need to model effective communication standards for our students. Many educators utilize educational blogs/social media, however, exercise professionalism when communicating via school blogs for students. **At no time outside of the school day should teachers be in communication with any student.** Forms of communication include: phone, email, blogs, text-messages, social media-Facebook, Twitter, Instagram, etc. Please refer to Policy 3283 in the Orange School District Policies and Regulations Handbook.

#### **X. FIELD TRIPS**

All trips for the school year will be planned and processed before the end of November 2022. Please do not schedule rain dates, bus transportation does not allow for rain dates. Teachers should complete forms as soon as possible but no less than two (2) months prior to date. Teachers are asked to begin to plan out of town and local field trips at the beginning of the school year. Local field trips are encouraged, and all teachers are asked to take them in the fall or spring. Appropriate pre-lessons and post lessons are expected. Be sure to adhere to all Board of Education policies/procedures and it must be entered into My Learning Plan. NOTE: **Homeroom teachers are to secure signed walking field trip permission slips for each of their students by September 26, 2022.** While on virtual instruction student will participate in virtual field trips which will not require parent consent forms. Note: Verbal Permission is not acceptable.

If you are in charge of a field trip, we suggest that you contact the scheduled site two weeks prior, to confirm your arrangements. All trips must be requested and approved by the Principal. After approval has been given, a completed requisition must be submitted to the office via email with the following information (the company's name that will receive the payment, admission cost, all other field trip information should also be included on this form; i.e. place, time, date and number of persons attending in order to receive a purchase order number. A one adult to ten-student ratio is required for all trips.

No purchase orders can be "walked over" to the board for payment. They will not be accepted, nor will a check be provided. Lastly, it is your responsibility to make arrangements with cafeteria personnel for lunches at least one week prior to the trip. Again, confirm your arrangements two weeks in advance. **KEEP COPIES OF ALL CORRESPONDENCES**, including your field trip request form from the Board of Education.

**All Field Trip requests must be submitted to Ms. Willis three months prior to the trip.**

##### **Day of Trip:**

1. Leave a list of students going on the trip including emergency #'s with main office.
2. Prior arrangements should have been made for all students unable to attend and a list including the classroom in which students have been assigned to must be submitted to the main office. **THOSE STUDENTS MUST HAVE ASSIGNMENTS TO COMPLETE.**

3. Trip coordinator needs a head count of each adult and all students on each bus. They also need an overall count. All of the required information must be forwarded to the main office.
4. IF it's a large trip, we suggest numbering the buses and letting the classes know what bus they are on.
5. Unless approval has been obtained, all students should be in uniform. (If alternate attire is desired prior approval must be obtained).
6. TRIP COORDINATOR should repeat the head count by bus and overall count prior to leaving the trip destination.
7. Students should not eat on the buses. Trip Coordinator should notify nurse at least one (1) week in advance, if medical personnel are needed to accompany a student.
8. Trip Coordinators should have a First-Aid Kit with them. (See school nurse)

#### **XI. EMERGENCY DRILL PROCEDURES**

- Children must line up in a quiet orderly manner.
- Teachers must have their classroom emergency plan book with them during fire drills.
- All classroom doors must be closed after the class leaves the room.
- Drill procedures are to be posted in each classroom as well as the emergency plan book.
- If a fire alarm goes off in bad weather (rain or snow) proceed to your exit, and if no sign of fire, individual (principal, team leader, etc.) in charge will instruct you how to proceed.
- Drill instructions/procedures must be posted in every classroom along with the emergency plan book.

**Note: If your class is in a “special class” during a drill, you are to go to their designated drill area and ensure that all students are accounted for.**

#### **XII. DISTRIBUTION OF FLYERS AND ALL OTHER CORRESPONDENCES**

1. **No printed material may be distributed to pupils in the classroom or on school grounds unless it has been submitted to the principal and permission has been given to do so. If you have any questions regarding the nature of the material to be distributed, particularly if it is teacher made and not in direct relation to your classroom curriculum, check with the Principal before you distribute.**
2. From time to time, teachers will be distributing flyers to children to be taken home. Flyers and notices are to be distributed on the day they were placed in your mailbox. Be sure to check your mailbox each morning and noon hour.
3. The PTO especially depends upon this avenue of communication to all parents.
4. All outside agencies, etc., flyers must be approved by the Superintendent's office. I will send all flyers to the Superintendent of Schools per his direction.

#### **XIII. TIME SHEETS (STIPENDS)& MILEAGE**

Time sheets are to be submitted in a timely fashion. A list of due date submissions will be posted by the sign in book for stipend positions. If you miss this deadline you must wait until the following month. **Staff members are never to deliver their own time sheets to the board office.** All timesheets must be submitted along with a copy of the Board approval sheet. By not submitting this documentation, it will result in a delay of your pay. In order to receive reimbursement for mileage, you must provide the board with a copy of the following information:

- your approved conference requests
- all original receipts
- a voucher stating your name, home address, school and your signature.

All of these items should then be sent to the business office. Please retain a copy for your file.

**XIV. CHAIN OF COMMAND**

Administrators have varied supervisory styles. All concerns and questions should be brought forth to an administrator to avoid inaccurate information being distributed. Please confirm all procedures that have not been included in this booklet with administration, prior to acting on them.

**I thank each of you in advance for your anticipated cooperation and look forward to an AWESOME school year!**

**\*\*This document has been electronically forwarded and your signature is required upon receipt. Please sign electronically at the link below:**

**[Electronic Acknowledge](#)**

## **XV. APPENDIX**

Link to Appendix Documents:

[https://drive.google.com/drive/folders/1CrTX5QwByyhj6xHAod9sK\\_vW8n9sQQiu?usp=sharing](https://drive.google.com/drive/folders/1CrTX5QwByyhj6xHAod9sK_vW8n9sQQiu?usp=sharing)

### **A. Lesson Plan and Substitute Plan Submission Dates School Year 2022-2023**



**Orange Township Public Schools**

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



#### *Lesson Plan and Substitute Plan Submission Dates School Year 2022-2023*

| <b>Lesson Plans</b>  | <b>Sub Plans</b>   |
|--|--------------------|
| September 2, 9, 16, 23, 30   | September 13, 2022 |
|  |                    |
| October 7, 14, 21, 29  | October 12, 2022   |
|  |                    |
| November 4th will cover 11/7-11/18, November 8th will cover 11/21-12/2 | November 9, 2022   |
|  |                    |
| December 2, 9, 16 (December 16th will cover 12/19-1/6/2023)            | December 7, 2022   |
|  |                    |
| January 6, 13, 20, 27  | January 11, 2023   |
|  |                    |
| February 3, 10, 17 (February 17 <sup>th</sup> will cover 2/27-3/3)     | February 8, 2023   |
|  |                    |
| March 3, 10, 17, 24, 31 (March 31 <sup>st</sup> will cover 4/10-4/14)  | March 8, 2023      |
|  |                    |
| April 21, 28   | April 12, 2023     |
|  |                    |
| May 5, 12, 19, 26  | May 10, 2023       |
|  |                    |
| June 2, 9, 16  | June 7, 2023       |
|  |                    |
|  |                    |

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

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

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



## B. Interim and Marking Period Report Card Grade Posting Window Schedule 2022-2023

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<br>4:00pm   | Thursday 10/13/22<br>End of Day   |
| MP1 Report Card       | Monday 11/14/22         | Monday 11/7/22        | Monday 11/18/22<br>4:00pm    | Conferences<br>(PreK-7) 11/22/22 5:30-7:30<br>(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<br>4:00pm | Friday 12/23/22<br>End of Day   |
| MP2 Report Card       | Friday 1/27/23          | Friday 1/20/23        | Friday 2/3/23<br>4:00pm      | Tuesday 2/7/23<br>End of Day  |
| Interim Report Card 3 | Monday 3/6/23           | Wednesday 3/1/23      | Friday 3/10/23<br>4:00pm     | Conferences<br>(8-12) 3/13/23 5:30-7:30<br>(8-12) 3/14/23 1:15-4:00<br>(PreK-7) 3/15/23 1:15-4:00<br>(PreK-7) 3/16/23 5:30-7:30 |
| MP3 Report Card       | Monday 4/17/23          | Wednesday 4/12/23     | Wednesday 4/19/23<br>4:00pm  | Friday 4/21/23<br>End of Day  |
| Interim Report Card 4 | Friday 5/19/23          | Thursday 5/11/23      | Friday 5/26/23<br>4:00pm     | Tuesday 5/30/23<br>End of Day   |
| MP4 Report Card       | Tuesday 6/20/23         | Thursday 6/15/23      | Wednesday 6/21/23<br>3:00pm  | Friday 6/23/23<br>12:30 PM  |

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

## C. SGO Memorandum



### 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.

**Commented [DGFI1]:** I sent the updated SGO letter after 8:00 PM last night, insert that letter as I had a typo in the letter sent yesterday afternoon.

|  |                                  |                                     |  |
|--|----------------------------------|-------------------------------------|--|
| <b>4</b><br>Exceptional<br>Equal to<br>75% or<br>Greater<br>than 75% | <b>3</b><br>Full<br>70% -<br>75% | <b>2</b><br>Partial<br>65% -<br>69% | <b>1</b><br>Insufficient<br>Less than<br>or equal to<br>64% and<br>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 15<sup>th</sup>. 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 4<sup>th</sup> (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

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Signature of the Superintendent of Schools and Date

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

## D. SGO Mid-Year Review Document

*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?

## E. District Assessment Calendar 2022-2023



### Orange Township Public Schools

Tina Powell, Ed.D.  
Assistant Superintendent of Innovation and Systems



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

Tia Burnett, Supervisor for Testing

### BULLETIN #3 District Assessment Schedule SY2022-2023 (revised 7/26/22)

| Marking Period Dates | MP1               | MP2               | MP3              | MP4            |
|----------------------|-------------------|-------------------|------------------|----------------|
| Opens                | September 7, 2022 | November 15, 2022 | January 30, 2023 | April 18, 2023 |
| Closes               | November 14, 2022 | January 27, 2023  | April 17, 2023   | June 20, 2023  |

| Annual School Plan Dates | Submission 1      | Submission 2      | Submission 3   | Submission 4  |
|--------------------------|-------------------|-------------------|----------------|---------------|
| Due                      | November 15, 2022 | February 17, 2023 | April 14, 2023 | June 16, 2023 |

| DISTRICT ASSESSMENTS: PRE-KINDERGARTEN CHILD OBSERVATION RECORD (COR) |                                       |                                  |
|---|---------------------------------------|----------------------------------|
| Baseline  | Period 2                              | Period 3                         |
| September 7, 2022 – November 18, 2022                                 | November 21, 2022 – February 17, 2023 | February 20, 2023 – May 26, 2023 |

| DISTRICT ASSESSMENTS: DIAGNOSTIC |                 |                                       |   |
|----------------------------------|-----------------|---------------------------------------|---|
| Assessment Area                  | Grade Levels    | Administration Window                 | Subjects Tested   |
| District Diagnostic 1: Fall      | 1-12<br>Grade K | September 7 – 16<br>September 19 – 30 | ELA: 1 – 12; MATH: 1 – 12; SCIENCE: 5, 8, 11<br>ELA: K; MATH: K |
| District Diagnostic 2: Winter    | K-12            | December 12 – 22                      | ELA: K – 12; MATH: K – 12; SCIENCE: 5, 8, 11                    |
| District Diagnostic 3: Spring    | K-12            | April 10 – April 14                   | ELA: K – 12; MATH: K – 12; SCIENCE: 5, 8, 11                    |

| DISTRICT ASSESSMENTS: INTERIM |              |                                |   |
|-------------------------------|--------------|--------------------------------|---|
| Assessment Area               | Grade Levels | Administration Window          | Subjects Tested   |
| District Interim 1 (Midyear)  | K-12         | January 9 – 20                 | MATH, SCIENCE: 5, 8, 11 & MIDTERM: SCIENCE K, 1-4, 7, HS<br>ELA: K – 12; SS: 5 – 12 |
| District Interim 2 (Spring)   | K-12         | March 13 – 24<br>March 27 – 31 | MATH: K – 12; SS: 5 – 12<br>ELA: K – 12; SCIENCE: 5, 8, 11                          |

| END OF COURSE EXAMS (CTE/PLTW/DUAL ENROLLMENT/CAPSTONE)      |              |                       |  |
|--|--------------|-----------------------|--|
| Assessment Area  | Grade Levels | Administration Window | Subjects Tested  |
| CTE: NOCTI/ End of Course Assessments (SEMESTER 2/FULL YEAR) | K-12         | June 5 – 9            | ACCOUNTING - 520301<br>AV DIGITAL MEDIA - 100304<br>CULINARY ARTS - 120503<br>ENTREPRENEURSHIP - 520701<br>GRAPHIC ARTS - 500409<br>HEALTH SCIENCE - 510000<br>ROTC - 280401 |
| PLTW: Midyear – Part A<br>PLTW: Midyear – Part B             | K-12         | February 6-17         | PBS, HBS, MI<br>IED, CIM, POE  |
| PLTW: End of Course  | K-12         | May 30-June 9         | PBS, HBS, MI<br>IED, CIM, POE  |
| SENIOR CAPSTONE (STEM Only)                                  | Grade 12     | June 5-9              | BIO MED, MECH ENG, COMPUTER SCI  |

| STATEWIDE ASSESSMENTS: START STRONG  |              |  |  |           |
|--|--------------|--|--|-----------|
| Start Strong Assessment  | Grade Levels | Administration Window                                | Performance Levels                                   | Reporting |
| ELA  | 4 – 10       | State Window:<br>August 31 – September 30<br>Makeup: | Performance level 1:<br>Strong Support May Be Needed |           |
| MATHEMATICS  | 4 – 11       |  | Performance Level 2:<br>Some Support May Be Needed   |           |
| SCIENCE  | 6, 9, 12     |  | Performance Level 3:<br>Less Support May Be Needed   |           |
| Practice Tests:<br><a href="https://nj.mypearsonsupport.com/practice-tests/">https://nj.mypearsonsupport.com/practice-tests/</a> |              |  |  |           |

| STATEWIDE ASSESSMENTS: NJSLA FALL BLOCK FOR HS SEMESTER COURSES |  |   |  |           |
|---|--|---|--|-----------|
| New Jersey Student Learning Assessment                          | Grade Levels   | Administration Window   | Performance Levels   | Reporting |
| ELA<br><br>NO 10 <sup>TH</sup> Graders OR ELA10                 | 9  | State Window:<br>November 28 – December 16<br><br>Paper testing:<br>November 28 - to December 9<br><br>Make-up:<br>November 19-23, 2022 | Performance level 1:<br>Did Not Yet Meet Expectations<br><br>Performance Level 2:<br>Partially Met Expectations<br><br>Performance Level 3:<br>Approached Expectations<br><br>Performance Level 4:<br>Met Expectations |           |
| MATHEMATICS   | High school students enrolled in Algebra I Algebra II Geometry | State Window:<br>November 28 – December 16<br><br>Paper testing:<br>November 28 - to December 9<br><br>Make-up:<br>November 19-23, 2022 | Performance Level 5:<br>Exceeded Expectations  |           |

| STATEWIDE ASSESSMENTS: NJSLA SPRING    |   |  |  |           |
|--|---|--|--|-----------|
| New Jersey Student Learning Assessment | Grade Levels  | Administration Window  | Performance Levels   | Reporting |
| ELA                                    | 3-9   | State Window:<br>May 1 - May 26<br><br>Paper testing:<br>May 1-May 12<br><br>Make-up:<br>May 30-June 2 | Performance level 1:<br>Did Not Yet Meet Expectations<br><br>Performance Level 2:<br>Partially Met Expectations<br><br>Performance Level 3:<br>Approached Expectations<br><br>Performance Level 4:<br>Met Expectations |           |
| MATHEMATICS                            | 3-9<br>Algebra I<br>Algebra II<br><del>Grade 10</del> |  |  |           |
| SCIENCE                                | 5, 8, 11  | State Window:<br>May 1 - May 26<br><br>Paper testing:<br>May 1-May 5<br><br>Make-up:<br>May 30-June 2  | Performance Level 5:<br>Exceeded Expectations  |           |
| NJ GPA: ELA & Math                     | 11  | State Window:<br>March 13 - 17<br><br>Make-up:<br>March 20-24  |  |           |

| STATEWIDE ASSESSMENTS: NJSLA (SUMMER)  |  |                                      |  |           |
|--|--|--------------------------------------|--|-----------|
| New Jersey Student Learning Assessment | Grade Levels   | Administration Window                | Performance Levels   | Reporting |
| ELA                                    | 9  | State Window:<br>July 24 – August 4  | Performance level 1:<br>Did Not Yet Meet Expectations  |           |
| MATHEMATICS                            | High School students enrolled in Algebra I Algebra II Geometry | Paper testing:<br>July 24 – August 4 | Performance Level 2:<br>Partially Met Expectations   |           |
| NJ GPA (ELA & Math)                    | 11 & 12  |                                      | Performance Level 3:<br>Approached Expectations<br><br>Performance Level 4:<br>Met Expectations<br><br>Performance Level 5:<br>Exceeded Expectations |           |

| STATEWIDE ASSESSMENTS: SUB GROUP             |               |                       |                    |           |
|--|---------------|-----------------------|--------------------|-----------|
| Assessment                                   | Grade Levels  | Administration Window | Performance Levels | Reporting |
| ACCESS                                       | K - 12        | February 6 - March 31 | TBD                | TBD       |
| ALT ACCESS                                   | 1 through 12  |                       |                    |           |
| DYNAMIC LEARNING MAPS: ENGLISH LANGUAGE ARTS | 3 - 8, and 11 | April 3 - May 26      | TBD                | TBD       |
| DYNAMIC LEARNING MAPS: MATHEMATICS           | 3 - 8, and 11 |                       |                    |           |
| DYNAMIC LEARNING MAPS: SCIENCE               | 5, 8 and 11   |                       |                    |           |

| COLLEGE/CAREER READINESS ASSESSMENTS: PSAT/SAT/ACT/ASVAB   |                          |   |   |                                   |
|--|--------------------------|---|---|-----------------------------------|
| Assessment Name  | Grade Levels             | Administration Window   | Graduation Requirement  | Reporting                         |
| PSAT/9 & PSAT/NMSQT<br>Additional information and Practice Tests:<br><a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a> | 9 – 11;<br>Select Gr 8   | October 12  | Math score $\geq$ 22; Reading score: $\geq$ 22  | December 2021                     |
| SAT<br>Additional information & Practice Tests:<br><a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a>                   | 11 - 12                  | August 27      March 11<br>October 1      May 6<br>November 5      June 3<br>December 3<br><br>Administered off-site          | Math section $\geq$ 440 or Math test $\geq$ 22<br>EBRW section $\geq$ 450 or Reading Test $\geq$ 22 | 14 days after the assessment date |
| SAT School Day<br>Additional information & Practice Tests:<br><a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a>        | Grade 12<br><br>Grade 11 | October 12<br><br>March 1 & 22  | Math section $\geq$ 440 or Math test $\geq$ 22<br>EBRW Section $\geq$ 450 or Reading test $\geq$ 22 | 4-6 weeks after test submission   |
| ACT<br>Additional information & Practice Tests:<br><a href="http://www.act.org/">http://www.act.org/</a>                                       | 11 - 12                  | September 10      April 15<br>October 22      June 10<br>December 10      July 15<br>February 11<br><br>administered off-site | Math score $\geq$ ; Reading score $\geq$ 16   | 14 days after the assessment date |



|                                 |          |              |   |  |
|---------------------------------|----------|--------------|---|--|
| ACT School Day                  | Grade 11 | March 7 & 28 | Math score $\geq$ ; Reading score $\geq$ 16 | 4-6 weeks after test submission        |
| ASVAB<br>Military entrance exam | 11 - 12  | TBD          | ASVAB-AFQT Composite $\geq$ 31              | Within 1 week of assessment submission |

| COLLEGE/CAREER READINESS ASSESSMENTS: ADVANCED PLACEMENT (AP)       |              |                                 |  |           |
|---|--------------|---------------------------------|--|-----------|
| Note: All exams are on-site and administered at the offering school |              |                                 |  |           |
| Assessment Name   | Grade Levels | Administration Window           | Graduation Requirement                           | Reporting |
| Chemistry   | Grades 11-12 | May 1<br>(12 pm – paper-based)  | Required to take exam based on course enrollment | July 2023 |
| Environmental Science   | Grades 11-12 | May 2<br>(8 am – paper-based)   |  |           |
| Psychology  | Grades 11-12 | May 2<br>(12 pm - paper)        |  |           |
| English Literature & Composition                                    | Grades 12    | May 3<br>(8 am - paper-based)   |  |           |
| Computer Science A  | Grades 11-12 | May 3<br>(12 pm - paper-based)  |  |           |
| United States History   | Grades 11-12 | May 5<br>(8 am- paper-based)    |  |           |
| Calculus A/B; B/C   | Grades 11-12 | May 8<br>(8 am - paper-based)   |  |           |
| Computer Science Principles   | Grades 11-12 | May 8<br>(12 pm – paper-based)  |  |           |
| English Language and Composition                                    | Grades 11-12 | May 9<br>(8 am - paper-based)   |  |           |
| Spanish Language & Culture  | Grades 11-12 | May 10<br>(8 am - paper-based)  |  |           |
| Biology   | Grades 11-12 | May 10<br>(12 pm – paper-based) |  |           |
| French Language & Culture   | Grades 11-12 | May 11<br>(8 am - paper-based)  |  |           |
| World History: Modern   | Grade 11     | May 11<br>(8 am - paper-based)  |  |           |
| Physics   | Grades 11-12 | May 11<br>(12 pm – paper-based) |  |           |

| STATEWIDE ASSESSMENTS: NEW JERSEY GRADUATION PROFICIENCY              |              |   |                    |           |
|---|--------------|---|--------------------|-----------|
| New Jersey Student Learning Assessment                                | Grade Levels | Administration Window   | Performance Levels | Reporting |
| New Jersey State Graduation Proficiency Assessment (NJGPA ELA & Math) | 11           | State Window:<br>March 13 - March 17<br><br>Makeup: March 20 - March 24 | TBD                |           |
| Portfolio Appeals   | 12           | January 3 - May 5   |                    |           |

| NATIONAL ASSESSMENTS  |                              |                       |                    |           |
|---|------------------------------|-----------------------|--------------------|-----------|
| National Assessment of Educational Progress (NAEP)                  | Grade Levels                 | Administration Window | Performance Levels | Reporting |
| National Assessment of Educational Progress (Mathematics & Reading) | 4 and 8<br>(Select students) | TBD                   | TBD                | TBD       |