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TOGETHER

STEM



2025-2026

STAFF
HANDBOOK

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Orange Township Public Schools
STEM Innovation Academy of the Oranges
Eric Andrews, Principal



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

September 2, 2025

Dear STEM Innovation Academy Staff,

It is with great enthusiasm that I begin my tenure as Principal of STEM Innovation Academy of the Oranges and welcome each of you to the 2025–2026 school year. I am honored to join this team of professionals whose talent, commitment, and passion for student success have built a school known for academic excellence and innovation..

As we embark on this new chapter together, the path ahead will be defined by the unity we build as a community of educators dedicated to preparing our scholars for the future. Each of you plays an essential role in shaping not only the academic outcomes of our students but also their growth as thinkers, leaders, and citizens. I am excited to learn from your experience, support your efforts, and work alongside you in advancing the mission of our Academy..

This year will bring new opportunities as well as challenges, and our ability to succeed will come from the strength of our collaboration, trust, and shared vision. I believe that when staff are empowered and supported, students thrive. Together, we will create classrooms and programs where rigor meets relevance, and where our scholars can see themselves as innovators capable of transforming their world.

This Staff Handbook has been prepared to provide clear guidance on our administrative procedures, expectations, and responsibilities throughout the year. While it offers a comprehensive overview, we recognize that life in a school often brings unexpected challenges. For any questions not addressed in the handbook, please don't hesitate to reach out to our office staff by way of Ms. Laurore, we are committed to support one another.

With this handbook as a vital resource and your continued dedication, I am confident that we will rise to meet our shared mission: *One District. One Mission. Optimal Success.*

Thank you in advance for the commitment, creativity, and professionalism you bring to our school community. I am eager to begin this work with you and confident that together we will make 2025–2026 a year of growth, achievement, and pride for our staff, our students, and our community.

With Purpose and Pride,
Eric J. Andrews
Principal
STEM Innovation Academy of the Oranges

THE ORANGE BOARD OF EDUCATION VISION AND MISSION STATEMENT

"One District... One Mission...Optimal Success."

We are many schools, one community

Bound by a shared purpose and driven by a collective vision.

Every student and staff member matters.

Every voice counts.

Everyday is an opportunity to grow, lead, and inspire.

With unity at our foundation and excellence as our goal,

We rise together

One District. One Vision. One future.

Vision Statement:

To become a united, empowering community where every student and staff member thrives guided by purpose, inspired to lead, and driven toward a future defined by excellence and opportunity for all.

Mission Statement:

We believe in the power of unity, purpose, and collective growth.

We value every student and staff member, honor every voice, and embrace every opportunity to grow, lead, and inspire.

Rooted in community and committed to excellence, we rise together driven by shared purpose and dedicated to achieving optimal success for all.

STEM INNOVATION ACADEMY OF THE ORANGES VISION AND MISSION STATEMENT

Vision & Mission Statement

The long-range vision for The STEM Innovation Academy of the Oranges (the Academy) is to create a model for STEM education that unites the public and private sector to provide better options for our students and that strengthens the continuum from high school to college to careers. The Academy will provide a fully integrated STEM education model using engineering design, mathematical analysis, and

scientific investigation to leverage the natural connections between STEM subjects while offering multiple pathways to post-secondary study.

Its mission is to provide students, underrepresented in STEM college majors and careers, with a personalized pathway towards mastery of the skills and knowledge that they will need to make the transition from education to college and industry. The STEM Innovation Academy of the Oranges considers college admission, and completion, the goal for all students.

School Narrative

The STEM INNOVATION ACADEMY of the ORANGES encompasses the dualities of rigor and collaborative working relationships, results, and respect.

We have one common intellectual mission--to ready students for college success via exposure to DEEPER LEARNING ENVIRONMENTS (project based, highly personalized, blended learning experiences) that are strategically focused on the individual needs of ALL students. This focus is supported by the belief in ALL students' abilities and is reflective of high expectations.

This allows us to strike a seamless balance between striving and supporting-- demanding performance with purpose; systematically engaging students as scientists, authors, creators, inventors, collaborators and problem solvers.

This is a complex shift in mindset in which the STEM INNOVATION ACADEMY community embraces, takes ownership of, and subscribes.



SCHOOL/STAFF POLICY & PROCEDURES

Pupil Attendance (Domain 4B):

- a. Record class student attendance in Genesis within the first 20 minutes of every block.
- b. 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 Mrs. Laurore, ext. 32700.
- c. If a student is absent for three or more consecutive days, make a referral to Mr. Johnson the guidance counselor.
- d. 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 or have made arrangements with the principal.
- b. All students arriving to school from 7:30am – 8:15am are to remain in the student cafeteria until 8:15 am release to the first block.
- c. Students should not be in the classrooms unsupervised prior to 8:20am. Any student in need of obtaining access to the building outside the student's café, prior to 8:20am, must have a pass from a teacher, counselor, or an administrator.
- d. Late students should not be allowed to enter the classroom without a tardy slip. (after 8:25am)
- e. Student dismissal is at 3:30pm. **Do not release students prior to 3:30 pm unless announced by the principal.**

Communication

- a. Announcement/Daily Bulletin - The announcements will be delivered daily. Teachers should give any announcement to the main office the day before.
- b. Faculty and staff should refrain from asking that special announcements be made during instructional time. The office will not interrupt with the intercom except in the case of emergencies and special occasions. Administration approval is mandatory.
- c. Confidentiality - Comment and discussion regarding student personalities and records should only be discussed with appropriate people in the education setting. Student behavior problems should not be part of public discussions. Professional discretion and courtesy should be used in discussing all staff and district concerns.

d. Mailboxes - 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. **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.**

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

a. Classroom rules and goals should be clearly posted along with rewards and consequences.

b. Complete a discipline referral and enter discipline information into Genesis.

c. Corporal Punishment is against the law – Administrative Code 18A: 61

18A: 61 Corporal punishment of pupils

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

1. To quell a disturbance, threatening physical injury to others.

2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;

3. For the purpose of self-defense; and

4. For the protection of persons or property; and such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intendment of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or educational institution shall be void.

d. Utilize MTSS strategies for classroom management and discipline to reduce office discipline referrals for minor infractions.

e. Teachers are responsible for their own lunchtime and after school detentions. Saturday Detention will be held by the school but should be issued as a last resort and is only issued by an administrator.

- f. A *DISCIPLINE REFERRAL FORM* **MUST** be completed and sent with the student to the office. Extra forms can be found in the Main Office.
- g. Students should NEVER be found standing or sitting unsupervised in the hallway.
- h. Requests for the school Security Guard should be limited to emergencies only.
- i. Keep a parent/guardian log for all contacts.
- j. Classes are to be escorted to all assemblies and programs in a quiet and orderly manner.

Bullying

Refer to Orange Board of Education – Bulletin #20

Lunch Applications:

- a. Lunch Applications are due to **Mrs. Allie Laurore** in the main office 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 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 inside of the Frontline platform 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, a bus request form must be completed and provided to Mrs. Laurore.
- 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 Sussex has quoted, and a Lunch Request Form from Whitsons. Submit completed forms to Ms. Laurore who will review for accuracy, place account codes and then she will forward to the principal 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. Ensure accurate attendance is taken and provided to the Office before leaving for the trip.

Fundraisers

- a. All fundraising MUST be approved by the principal who in turn will send to the Superintendent and the School Business Administrator for approval.
- b. Be sure to submit an itemized financial report to the principal immediately after the fundraiser has been completed.

All money must be deposited into the STEM Innovation Academy General Account within 24 hours. The principal will take care of this action.

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 STEM’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

SPIRIT WEEK/PEP RALLIES

We will be holding seasonal spirit weeks, pep rallies, and other events throughout the year to ensure we find ways to engage students in social activities and to build upon our school culture. Student and staff participation is imperative to ensuring the success of the events in both the planning and implementation phases. An avenue for suggestions, volunteer sign-ups, and participation will be disseminated throughout the year and are always welcome. Please feel free to email Mr. Andrews Andrewer@orange.k12.nj.us at any time with suggestions.

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 school rules and regulations and penalties apply to school activities.
- b. Students who ride the bus to an activity must also ride the bus back to school.
- c. It will not be permissible for students to take privately owned vehicles to attend an activity in which they participate.
- d. 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.

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.

DCF/Substance Abuse:

- Complete a DCF form if you suspect abuse or informed about abuse. IT IS THE LAW!

Division of Children and Family
(855) 463 – 6323

- Notify Administration if you are making a call to DCF

Nurse Referrals:

Ms. Chizoma Uwakwe
(973) 677 – 4000, Ext: 32750
UwakweCh@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. 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 Policies & Procedures

Instructional Staff Arrival and Departure (Domain 4B)

Staff hours are **8:15 A.M. – 3:30/4:00 P.M.** - All staff members are expected to be here, on time, every day. **All staff members are expected to be in the building at 8:15am and at their respective teaching station. Please greet students at your door no later than 8:20am.**

Staff must code in by 8:15 am utilizing the biometrics machine located by the main office, side door by the back entrance. 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 4:00pm/3:30pm., unless they are supervising a group of students (tutoring, detentions, or clubs).**

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 4:00p.m/3:30pm., 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. Andrews must be informed immediately. Be sure to list any and all witnesses to the accident.

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 Source4Teachers system.

Teachers should not be absent without proper notification. To secure a substitute teacher, contact Source4Teachers via online and/or phone. You will need your pin number to access the program. You should have received a copy of instructions for Source4Teachers, along with your pin number, upon employment. The web address is: www.Source4teachers.com.

The number to call in an absence is: 856-482-0300 EXT 2200

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.

Progress Reports: A progress report will be sent for all students. This report will be generated through the on-line grading system. Dates will be provided in the Appendix. Please make sure all grades are up to date. Parents and guardians are encouraged to contact the teacher should they have any questions. When sending deficient grades home, please be sure to explain why the grade is low, i.e., missing work, low scores, etc. A parent should never be surprised that the D or F is coming home. Be sure to keep in constant communication with parents. All staff should be able to explain to any administrator why a student is failing and have adequate material to present.

Reporting Student Attendance

Attendance records are to be kept accurately in Genesis. Your obligation is to report your absent students within the first twenty (20) minutes of each block. Students arriving late to school must report to the cafeteria for a grab and go breakfast. Upon returning to the classroom, they should have a tardy slip or late to school slip.

Students are not allowed to enter official attendance into Genesis. Accurate attendance is the responsibility of the teacher; this is especially important in relation to the school's attendance policy of denying credit for absences in excess of seven per semester. Taking inaccurate attendance can have adverse effects on students and the school. Should a student enter late, it is the teacher's responsibility to adjust the attendance in Genesis accordingly.

When a student shows excessive absences or exhibits a pattern of chronic absences, please contact Mr. Johnson. It is the responsibility of the teacher to make the initial inquiry. These actions will be taken at the following benchmarks of absenteeism:

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

Faculty Meetings/Committee Meetings (Domain 4D):

- a. **Faculty meetings will be held the third Monday of each month.** Faculty meeting days should be set aside for school based and district sponsored meetings and professional development opportunities.
- b. All certified employees must attend. These meetings will be devoted to implementing professional practices in our school. The faculty meeting will take place on Mondays from 2:20 pm – 4:00 pm.
- c. Certified Staff Members are required to attend staff meetings and join district or building level committees as outlined by the principal.

d. Please follow the monthly agenda provided by building or district level administration. A sign in sheet and a bulleted summary of the discussion should be (electronically) **submitted within 48 hours** of the meeting to principal, assistant principal and director.

Meeting Discussion Norms

- Assume good intentions
- Monitor your airtime! Be succinct, concrete, and explicit when speaking • Refrain from using cell phones or computers for checking email or sending text messages except during breaks. If there is a need to do anything on your phone, please step out of the administrative meeting.
- Keep what occurs during administrative meeting confidential
- Listen to understand, and ask if you don't understand
- Wait until the person speaking is finished before talking
- No personal attacks on anyone. Don't take comments personally

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

- a. Back to School Night will be held **September 30, 2025 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.
- b. Discuss curricula, grading, homework, policies, etc.
- c. Please provide a time convenient for parents/guardians to reach you (**Prep schedule, morning, afternoon, etc.**) in your course syllabus.
- d. All certificated staff must actively participate at a minimum of **four evening** functions/meetings per the OEA contract.

Optional events include: (1) PTA sponsored event/meeting, (2) Parent fair or conference (September, November, March, May) and/or (3) School sponsored or Student Council sponsored event (competitions.). 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):

- a. Lesson plans, from all certificated staff are due every **Thursday**, beginning **Thursday, September 4, 2025 by 4 pm**. Lesson plans **MUST** be linked to Genesis and placed in your respective Google Folder, no exceptions. 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 a minimum of 6 items:

- 1) New Jersey State Learning Standards for your discipline.
- 2) Assessment modalities and how the results will be captured and how will students be involved in the evaluation of their performance as well as their peers?
- 3) Lesson Objective: include condition, expected outcome and measure of achievement 4)
Differentiation: application of intervention (who will receive [identify by initials] tier 2 and tier 3 interventions)
- 5) Instructional Strategy: research proven strategies informed by data from prior assessment data
- 6) Learner Activity: promotes critical thinking, student engagement, reflection, and assessment

c. Lessons plan will be due on the Wednesday before the due dates below.

Lesson Plan and Substitute Plan Submission Dates School Year 2025-2026

Lesson Plans	Sub Plans
September 5, 12, 19, 26	September 10, 2025
October 3, 10, 17, 24, 31 st will cover 11/3-11/14	October 8, 2025
November 3 rd will cover 11/17-11/28	November 12, 2025
December 5, 12, 19 (December 12 th will cover 12/15-1/2/2026 & December 19 th will cover 1/5-1/9)	December 10, 2025
January 9, 16, 23, 30	January 7, 2026
February 6, 13, 27 (February 13 th will cover 2/23-2/27)	February 11, 2026
March 6, 13, 20, 27 (March 27 th will cover 3/30-4/13)	March 10, 2026
April 17, 24	April 1, 2026
May 1, 8, 15, 22, 29	May 13, 2026
June 5 & 12 (June 12 th will cover 6/15-6/26)	June 3, 2026

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.**

*****Please note this information regarding plans is subject to change by building level and/or district level administration. All classroom lessons should follow the pacing guide. Textbooks and other instructional materials are supplemental to the curriculum and should be used accordingly.**

Policy for Homework:

Orange Board of Education – Bulletin #12

a. Students are expected to complete all of 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.

b. Homework and classwork are not optional – students should complete homework even if it means reassignment in advisory, lunch detention, mandated office hours, or morning tutorials. Students should also be responsible for tracking their own progress through Genesis and individual portfolios.

c. Late policy: Students will be given five scheduled class days with a daily 5-point penalty.

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. **With the appropriate documentation, students will be afforded two days to make up work for each day that they were absent.**

1-5 calendar days late: 5% deducted per day

6-7 calendar days late: 5% deducted per day and must attend office hours*

8 or more days late: Assignments will not be accepted unless you obtain permission to attend STEM's Saturday Make-up Session (maximum grade, 50)

To submit work more than 7 days late, scholars must request a special form from the main office to attend STEM's Saturday Make-up Session.

Preparation Periods, Teacher Enrichment Success Periods (TESP) (Domains 1A – 1F, 4D, 4E)

Preparation Periods: Preparation periods are to be used to prepare PD and data analysis, coordinate lesson plans, common planning, 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. Cell phones and electronic devices should be silenced during meetings. This is not the time for social networking or personal phone calls.

b. TESP is predicated on instruction and should not be used for “housekeeping” events. c. Everyone will be the note taker for at least one month (4 weeks) of TESP/SLC meetings. d. Minutes and sign in sheets should be sent to all PLC members and administration within 48 hours of the meeting via the Google Team Drive in appropriately labeled folder.

****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 on our students. A priority for the 25-26 School Year will be to analyze and document student data usage in order to assist the instructional program 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. All staff member will be required to present their data formally 3 times per academic year.

- 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 Professional Learning Community meetings (PLCs) and documented in the 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: labs, presentations, teacher made tests, report cards, projects, performance tasks, state level test surveys, informal observations, unit/chapter exams, NJSLA, etc.

b. **Demographic Data:** Helps the staff to understand the students and their unique needs; provides vital information regarding the students, their families, and their community and identifies factors that must be considered in instructional decision making. Examples: Language proficiency, attendance, age, preschool experience, family configuration, socioeconomic status, gender, ethnicity/race.

c. **Process Data:** Includes information related to the school and/or district’s efforts to promote a high level of student achievement; helps the staff make effective instructional decisions; and refers to variable of which the staff has some degree of control.

Examples: Instructional time, textbooks, resources, curriculum organization, schedules, expectations, staff attendance, expertise, classroom organization, classroom management, special support services, safety nets, etc.

Grading/Gradebooks/Assessments (Policy 2624):

Orange Board of Education – Bulletin #11

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

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

a. All teachers should keep an accurate record of each student's progress during the school year. Each teacher is responsible for placing grades in the electronic grade book through Genesis. Since we have an electronic grade book system, which includes parent access, it is imperative that you keep current on your grading and keep it updated. Grades should be updated AT LEAST once per week. Your failure to do so will be reflected in your Performance Based Teacher Evaluation. Administration will review updates weekly. All Missing assignments must be noted within 24 hours.

b. Report cards will be generated through the gradebook feature in Genesis. 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 STEM Innovation Academy to reflect in the grading portion of the grade book those things that are directly related to academic achievement.

STEM 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.

- Authentic Assessments (25% of total grade): 4 per Marking Period
- Tests (3 teacher made + 1 Benchmark) (25% of total grade): 4 per Marking Period • Quizzes (20% of total grade): 4 per Marking Period
- Homework Assignments (10% of total grade): 8 per Marking Period
- Classwork Assignments (20% of total grade): 8 per Marking Period

STEM HIGH SCHOOL Graduation Requirements

Students, as indicated in Board of Education Policy 5460, will receive a high school diploma based on the following graduation requirements:

Courses	Effective School Year 2017-2018
English	20 credits
Mathematics	25 credits

Science	15 credits
Social Studies	15 credits
Physical Education	16 credits
Health and Safety Education	4 credits
Visual and Performing Arts	5 credits
World Languages	10 credits
Financial, Economics, Business and Entrepreneurial Literacy	2.5 credits
21st Century Life & Careers or Career Technical Education	5 credits
Electives	15 credits

1. Fulfillment of the 125 credit program requirements (Option I);
2. Option II – in whole or in part with the 125-credit program listed above; 3. Proficiency in both ELA and Mathematics by meeting one of the aforementioned criteria 4. Attainment of Board of Education attendance requirements

All other requirements as established by the Orange Board of Education Policy 5460, Graduation Requirements.

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Correspondence/Communication (Domain 4C):

- a. Address all correspondence as follows:

STEM Innovation Academy of the Oranges 445 Scotland Road
South Orange, New Jersey 07079

- 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.** The body of all documents should be emailed to Mrs. Laurore with a request to place the content on school letterhead. She will then forward a PDF of the document to the requestor.

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. It is not an acceptable practice to initiate an email with an administrator outside of the STEM Academy without copying your building principal. 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! We will provide non-instructional updates and quasi- urgent “need to know” messages via SMS

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.

Requisitions:

1. Requisitions/Purchase Orders are to be used to purchase classroom related items. Teachers must submit a current quote with a clear quote number to Mrs. Laurore.
2. The quote number should appear on the body of the purchase order.
3. Ensure that shipping is added to a purchase order. If there is no shipping, please indicate on the purchase order.
4. Include a ship by date on the body of the Purchase order to avoid shipment being delivered in the summer when no one is in the building.
5. Include emails where the purchase orders should be sent to.
6. Please don’t forget to sign off.

Unapproved orders are the responsibility of the person ordering, not the school. The requisition must be accompanied by a quote unless otherwise stated.

Once order arrives:

- a. Check your orders to make sure they are complete.
- b. Please contact the vendor immediately if any order is incomplete.
- c. If your order is complete, sign off on the packing slip indicating the same and give the slip to **Mrs. Laurore** 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 the principal.
- 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.

Classroom Environment (Domain 2A, 2E):

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

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

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

a. Please greet students as they enter your classroom. Stand at your doors so that you can supervise the classroom and guide students into the classroom and out of the hallway.

b. Classrooms should be set up to maximize student interactions and instruction.

c. Classroom displays should reflect content being taught in class and the NJSLS.

d. Classrooms MUST have current student work visible. Work MUST be updated within 2 weeks. Displays should include student work – writing samples – scored with rubric, book reports, tests, etc.

e. All classrooms should be clutter free.

f. All classrooms must establish daily routines.

g. Lesson objectives must be reviewed with students prior to instruction beginning. It is required that all objectives and standards be posted on the whiteboard, smart board, poster board, etc.

h. Daily agendas should be posted daily and should be a part of the classroom routine. Daily agendas should not take more than 10 minutes to complete and go over.

i. All classrooms MUST have current student data visible. Data MUST be updated every month.

j. All classroom libraries must be accessible to students.

k. Remember, when you are organized, the students are organized!

l. Classroom teachers must be prepared with lesson material and content at all times. Prior to students arriving in the morning, classrooms should be ready for instruction. Valuable time is wasted when you are not prepared or late for your job assignment!

m. Stress no paper on the classroom floors or in the hallways.

n. Stress no graffiti inside or outside the school building.

o. Stress that uniforms are to be worn daily. Shirttails **MUST** be tucked in. **p.** Portfolios must be accessible at all times and updated periodically.

Supervision of Students:

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

General Staff Information:

Main Office:

- **The Main Office copier is only for main office business.** Please use the copier in the faculty lounge. Large amount or bulk copying should be sent to the OHS Print Shop by way of Mrs. Laureore after approval from the building principal.. If one of the copiers breaks while you are using it, please notify the Main Office, as well as the technology coordinator, Dr. Harlem, 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. Laureore, in the main office, at least one day in advance.
- The telephone in your classroom may be used to contact parents and guardians.

Substance Abuse:

Staff referrals should be addressed to the Nurse's Office.

Smoking:

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

Cell Phones:

The utilization of cell phones during instructional classroom time is not acceptable. Cell phones should not be visible during instructional time but stored. If you need to make a phone call, it should be done in the morning, at lunchtime, during your prep time, or afterschool. Please do not use class time to call parents. You are taking away valuable learning from the students not involved in inappropriate behavior.

Assemblies

Assemblies are a regularly scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide one of the few opportunities in school for students to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. It is the individual teacher's responsibility to

instruct students that all talking, whispering, whistling, stamping of feet and booing are discourteous. Teachers are to escort their individual classes to the assembly site. All teachers should be seated with their classes and help with the supervision of all students. Teachers should check role at each assembly and upon returning to the classroom (when possible)

Bulletin Boards

Each hall/department has a designated bulletin board. A schedule containing the bulletin assignments will be distributed to staff. Please reference the bulletin number posted on each bulletin along with the schedule to identify your assignment.

Cafeteria

Breakfast and lunch are served in our cafeteria. Upon entering the building in the morning, students should go directly to the cafeteria for breakfast.

Lunch

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

Classroom Management

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

Classroom Norms

Each teacher should develop norms for their classroom, which shall be posted in your Classroom visible to all who enter. The norms shall speak to the routines and expectations that the teacher has of the students. The teacher shall have a progressive discipline plan to employ when students are not observing the established norms. The plan must include varying degrees of responses to the undesired behavior(s).

When all alternatives have been exhausted in the classroom, the teacher should ask an administrator for help. Before a child is sent to the assistant principal for constant misbehavior, classroom teachers should have contacted parents, informing them of any behavior concern. Egregious violations may be referred directly to the assistant principal.

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 conduct issues 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.

Your response to misconduct should consider all factors and be specific to the incident. Please remember to talk with a student individually, instead of humiliating them in front of the entire class. Engage the school counselor to facilitate a restorative justice circle.

All classroom teachers are expected to show respect to all students. Fairness should be practiced. 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 misconduct 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 administration 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.

Copyrighted Material

It is the intent of the board to delineate, enforce and abide by the provisions of current copyright laws as they affect the school district and its employees. Copyrighted materials, whether printed or not, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been obtained. The board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of board policy. They do so at their own risk and assume all responsibility.

Detentions

After school and Saturday detentions may be used in response to repeated misconduct. Lunch and Daily detention are administered by the individual teacher.

Guidance Services

Mr. Jamaal Johnson

Guidance Counselor

(973) 677-4000 Ext:32810

johnsoja@orange.k12.nj.us

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:

- Referrals
 - Crisis/Special Problems Intervention - If a teacher senses that a student is having problems beyond which the teacher can address, the teacher should communicate their concerns to a counselor for evaluation. (Examples of such problems may be divorce, possible abuse, a death in the family, possible destructive behavior, and conflicts with other students.)
- Special Education
 - A student unsuccessful in the academic and social adjustment to the regular classroom may be referred to the guidance center. In prospective special education cases, a teacher should fill out the proper form for more adequate evaluation of the student's placement.
- Parent Communication and Conferences
 - Teachers should contact parents on a regular individual basis. Contacts should be logged in Genesis. Generally: all parents should be contacted at least once per quarter. This contact should be through e-mail, conference, or phone call. Always strive for positive parent contact.
- Parent Volunteers and Visitors
- Guests are welcome in our school building. For these guests to be received properly, the office should be notified in advance. All guests are required to sign in the office and receive a visitor's pass before reporting to the classroom. When a parent/guardian comes into the office to visit the teacher, we will use the following guidelines:

1. They need to have scheduled an appointment. If they have not, they will be asked to make one and come back at that time.
2. Parents will not be allowed to come to your room unannounced.
3. Parents will not be allowed in your room during the instructional day without prior authorization.
4. If a parent comes in before school without an appointment, they can meet with you (if you give us permission), but they will need to meet with you in the office and the meeting will need to be finished by 8:15.
5. If a parent comes to your room unannounced, alert the office immediately for support and follow up to schedule a time with the parent.

Hall Passes

Hall passes should be provided by the teacher. They should be used by all students when not in the classroom. Faculty should continually monitor the use of passes from their classes and students in the hall. Do not give students passes during **RED ZONE** times. **RED ZONE times are the first 10 minutes and last 10 minutes of a block.**

Health Services

The office of the school nurse is located on the upper level near the gymnasium. 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 act. Accident Report Forms are available in the nurse's office and should be promptly returned. In addition, faculty must be familiar with the **Bodily Fluids Policy**. Student medications should be taken in the nurse's office or in the presence of a nurse.

Keys

Teachers will be supplied with keys to their rooms and storage areas as needed and as available. Master keys will only be supplied to personnel in regular need of such keys. All keys will be accounted for and turned in at the end of the school year. Loaning keys to students is strongly discouraged.

Maintenance

Should you have a maintenance issue (repairs, plumbing, tile, A/C, etc.), please report to Mrs. Laurore via email and copy the principal.

- 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.

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.**

Student Handbook

It is your responsibility to become familiar with the information in the Student Handbook. Classroom practices should follow the information contained in the handbook.

Suspensions

Although rare, students may be suspended from school with approval from the principal. If this is the case, teachers are required to gather all assignments that the student is required to take and submit them to the school office. Students will be required to complete all assignments for a grade. Certain assignments will have to be modified due to the change in the student's environment.

Technology

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

Our Technology Coordinator can support you with items including, but not limited to, website management, software updates, network issues, technological needs, troubleshooting, and other support for platforms and Google Suite.

Textbooks

Teachers will receive enough copies of textbooks for their students. An inventory list for each class should be maintained so that an accurate record of books can be kept. Names of students, book numbers and condition of books are to be noted on these lists.

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 in Genesis. Students are expected to pay for lost or severely damaged books at the end of the school year or upon leaving STEM Innovation Academy.

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. Staff members at work at other times (e.g., in-service days, summer) shall be permitted to dress in a more relaxed fashion.

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.

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, or sliders. • 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.

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. in order to arrive at work in a timely manner. Standards may also be modified in times of excessive heat.
- 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.

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.

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.

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 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, 2025 for review. This is for all non-tenured staff members ONLY. SGOs will be finalized by an administrator by October 30, 2025 which is the state date for completion.. 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 Changes

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

Please visit <http://www.state.nj.us/education/AchieveNJ/resources/2016Beyond.pdf> for more information.

Student Growth Objectives (SGOs)

SY 2025-2026 Student Growth Objectives (SGO)

1) I am a tenured teacher working in a public school district. Am I required to develop and complete SGOs for the 2025-2026 school year?

- No, you are not required to develop and complete SGOs. Instead, your score from the most recent year in which you completed SGOs will be used. o For example, if your most recent SGO score was a 3.25, then your final score for 2025-2026 will also be 3.25.

2) I am a non-tenured teacher. Will I be required to develop and complete SGOs for the 2025- 2026 school year?

- Yes, any teacher in their first year of employment in a district, without a record of pre-existing SGOs, or any non-tenured teacher must develop and complete SGOs for the 2025-2026 school year.

3) I am a nontenured teacher who will be acquiring tenure mid-year. Am I required to develop and complete SGOs for the 2025-2026 school year?

- It depends. o If you attain tenure on or before February 15th (N.J.A.C. 6A:10-4.2(e)5) for the school year in which you are eligible to, then you will not be required to develop and complete SGOs and your score from the most recent year in which you completed SGOs will be used. o If you attain tenure after February 15th for the school year in which you are eligible to attain tenure, then you will be required to develop and complete SGOs.

4) I am a tenured teacher whose most recent SGO score was less than effective. As a result, I would like to have the option of developing and completing SGOs for the 2025-2026 school year. Am I allowed to develop and complete SGOs?

- Yes, all tenured teachers have the option of developing and completing SGOs if they choose to do so. They must inform their direct supervisor in writing on or before September 30th of the school year.

- In addition, supervisors are not permitted to require a tenured teacher develops and completes SGOs if the tenured teacher does not wish to do so.

5) I am a tenured teacher who has both observations complete, but I take a leave of absence and will not complete my summative conference. Will I receive a summative score since my most recent SGO score transfers?

- No, you will not receive a summative score. The annual summary conference is a requirement. As stated in 6A:10-2.4(c) “the annual summary conference between designated supervisors and teaching staff members shall be held before the annual performance report is filed.”

- If your leave of absence is anticipated, the annual summary conference can be combined with the second post-observation conference. In this case, you could complete your year prior to your leave of absence.

6) I am a tenured or non-tenured principal. Each year, part of my evaluation score is dependent upon the average of every teacher's SGO rating for the year in the school building. How will the law impact my rating?

- Principals’ rating will still be partially based on the average of every teacher's SGO rating of the school they oversee. The average will result from a mixture of scores of nontenured staff who are required to set SGOs for 2025-2026, as well as tenured staff for whom their most recent year in which they completed SGOs will be used

Marking Period Dates

Orange Township Public School District
2025-2026
Interim & Marking Period Report Card
Grade Posting Window Schedule
as of June 17, 2025

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Friday, 9/5/25	Tuesday, 10/7/25	Tuesday 09/30/25	Friday 10/10/25 4:00pm	Tuesday 10/14/25 End of Day
MP1 Report Card	Friday, 9/5/25	Wednesday, 11/12/25	Tuesday 11/4/25	Friday 11/14/25 4:00pm	Conferences (Prek-7) 11/17/25 1:15-4:00 (Prek-7) 11/18/25 5:30-7:30 (8-12) 11/19/25 1:15-4:00 (8-12) 11/20/25 5:30-7:00
Interim Report Card 2	Thursday, 11/13/25	Wednesday 12/17/25	Monday 12/8/25	Thursday 12/18/25 4:00pm	Friday 12/19/25 End of Day
MP2 Report Card	Thursday, 11/13/25	Friday 1/30/26	Friday 1/23/26	Wednesday 2/4/26 4:00pm	Friday 2/6/26 End of Day
Interim Report Card 3	Monday 2/2/26	Thursday 3/12/26	Friday 2/27/26	Wednesday 3/18/26 4:00pm	Conferences (8-12) 3/23/26 1:15-4:00 (8-12) 3/24/26 5:30-7:30 (Prek-7) 3/25/26 5:30-7:30 (Prek-7) 3/26/26 1:15-4:00
MP3 Report Card	Monday, 2/2/26	Wednesday, 4/22/26	Wednesday 4/15/26	Monday 4/27/26 4:00pm	Friday, 5/1/26 End of Day
Interim Report Card 4	Thursday, 4/23/26	Tuesday, 5/26/26	Thursday 5/14/26	Monday 6/1/26 4:00pm	Friday 6/5/26 End of Day
MP4 Report Card	Thursday, 4/23/26	Friday, 6/26/26	Friday 6/12/26	Friday 6/19/26 3:00pm	Friday 6/26/26 12:30 PM

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

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 Public Schools at this time.

Employee Signature

Date

**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 2025 - 2026**



September 2, 2025

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,



Orange Township Public Schools
STEM Innovation Academy of the Oranges
Eric Andrews, Principal



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

MEMO

To: All Instructional Staff

From : STEM Administrators

Date: September 2, 2025

Subject: Gradebook Guidelines

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

As we begin this school year, please ensure that you are adhering to the Genesis Gradebook Guidelines put in place for assignment categories for each marking period:

- 4- Authentic Assessments (25% of total grade)
- 4- Tests (3 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)

If your gradebook does not reflect the MINIMUM, it is recommended that you make the necessary changes.



Orange Township Public Schools

Gerald Fitzhugh, II, Ed.D.

Office of the Superintendent



2025-2026 District Goals

Goal #1: 21st Century Integration

The Orange Public Schools will continue to invest in its great instructional staff. 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 and will continue to be on best practices in teaching and learning. A continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide while keeping in mind how to integrate technology ;/to strengthen but not decline instructional practices.

1) Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 75% from SY 24-25

- 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 and integration of technology to enhance the current curricula through structured Teacher Enrichment Success Periods district-wide.

2) By May 2026, 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 2026, 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 Reading Diagnostics, 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 2026, 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 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 2026, 5% increases across all areas on the New Jersey Student Learning Assessment (Mathematics, Science, and English Language Arts)

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

6) By June 2026, 100% of students will continue to have access to meaningful experiences of powerful learning opportunities and will demonstrate competencies and skills for the digital age. o

- All students will continue to receive dedicated devices (Chromebooks) and accessories for year-round access in and out of school
- The district will continue to strengthen its device management plan to address repairs of accidental damage and provide extended warranties.
- The district will ensure processes and protocols at the school level are followed to replace lost, damaged, or stolen devices. This will include device management and inventory systems.
- The district will continue support of full-time, school-based Technology Coordinators and VILS Coaches to help build educator capacity districtwide in the integration of technology across all subjects
- Schools will continue to cultivate student tech teams to involve students directly in the planning, execution, and day-to-day management of implementation
- The district will continue to incorporate a 3-tiered system of assessing the degree of technology integration across the schools to include Technology Integration Matrix Lesson Observation Tool (TIM-O) walk throughs, Fall/Winter/Spring teacher/student surveys, and Usage Inventories (Time and Data).

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.

- Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 60% from the previous school year
- Social Media Platforms & Website (Instagram, Facebook, and X formally know as Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for as well as translated versions of all messages both 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 50% (Last Year the Percentage was at 45%)

- 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.
- Create an updated website that is easier to navigate with fidelity (Parent Square Implementation and Completion)
- Utilize class intercom as a vehicle to get messaging out to families and staff via the social media lens.

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.

- Continue the Nutrition Advisory Council alongside school level student councils. Ensure that the meetings take place quarterly.

Goal #3: Facilities, Finance, and Staff Support

The Orange Public Schools will continue to place an importance on 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 for partnerships to flourish and staff to be retained across the district.

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.)
- Transfers from account lines on the district level will decrease by 30% from the previous school year (25% was the percentage given for SY 24-25)

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

- Continue to monitor the budgeting module My Budget File to ensure adherence to staff and federal mandates.
- Align the 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 as we have several aging buildings in the district.
- Ensure equitable staffing distribution across all schools to address student needs and maintain compliance with class size and scheduling guidelines.
- 3) Maximize employee expertise and create a positive and supportive environment
- Conduct structured feedback sessions with staff to assess workplace satisfaction and identify areas for improvement.
- Continue to offer the Employee Assistance Program to allow for continued support of our staff holistically.
- District level personnel attend meetings at the school level in order to bridge the gap between the schools and district office.
- Visitations by the Superintendent's Executive Team to check in with all employees quarterly as a part of taking a pulse on the climate and culture of the Orange School District.
- Expand professional development opportunities for all staff, including leadership pathways and mentorship programs to improve retention and growth.
- Enhance recruitment strategies to attract and retain high-quality educators and support staff, ensuring alignment with district needs and goals.

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 support 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 with another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.
- Ensure that staff and students continue to have resources readily available by the district to ensure their social-emotional needs are met with fidelity.
- Ensure that we provide resources through the Superintendent's Trauma informed team in the effort of providing supports for students across the district.
- Provide additional supports and instruction in wellness and make sure that students have access in the development of oneself.

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 support 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.