

CHESTNUT RIDGE MIDDLE SCHOOL



**Washington Township Public Schools
Sewell, New Jersey 08080**

2018-2019 *STAFF HANDBOOK*

Revised: September 2018

INTRODUCTION

The Chestnut Ridge Middle School Staff Handbook is a basic guide. Schedules, bulletins, and notices will supplement this handbook and together will comprise the school procedures and policies.

This handbook is for reference purposes and should be referred to regularly so that each staff member is familiar with the contents therein. All procedures should be followed as prescribed.

Contact the building principal or the assistant principal if questions concerning the contents of the handbook arise or if the handbook is remiss in addressing a particular topic.

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MISSION STATEMENT

The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

SCHOOL PERSONNEL

ADMINISTRATION

James Barnes
Jennifer MacMillan

Principal
Assistant Principal

OFFICE STAFF

Janice Liggan
Barbara Chekemian
Jenna Ensign
Katie Siciliano

Secretary to Mr. Barnes
Secretary to Ms. MacMillan
Attendance Secretary
Bookkeeper

DEPARTMENT SUPERVISORS

Melissa Barnett
Donna Costa
Carole English
Beth Hinman
Jeff Snyder
Patricia Hughes
Joanne Henry
Casey Corigliano
Rosemary Armstrong
Steven Whalen
Joe Koenicki
Tricia Holmes

Language Arts Literacy
Physical/Health Education
Mathematics
Basic Skills
Social Studies
Science
Special Education
Visual and Performing Arts
World Language
Core-Practical Arts
Technology
Special Education

COUNSELING DEPARTMENT

Deana Leonard
Susan Kane
Jaclyn Vernon
Alex Illas
Michelle Bucci

Counselor: Grade 8
Counselor: Grade 7
Counselor: Grade 6
Substance Abuse Counselor
Counseling Secretary

HEALTH OFFICE

Rosemary Coleman
Jennifer Sullivan

Nurse
Nurse's Assistant

IMC

Elizabeth Thomas
Judy Finneran

Media Specialist
IMC Aide

INSTRUCTIONAL DEPARTMENTS

BSI

Becky Quinn -	6 th & 7 th Grades	BSI Math
Rob Scardino -	7 th & 8 th Grades	BSI ELA
Maryann Kwietkowski-	6 th & 7 th Grades	BSI ELA
Jason Kondas	6 th & 7 th Grades	BSI Math
Qiana Stanard	7 th Grade	BSI ELA
Joseph Petrone	6 th & 7 th Grades	BSI Math
Jennifer Reilly	8 th Grade	BSI Math
Amanda Wesh	8 th Grade	BSI ELA
Heather Halicks	6 th Grade	BSI ELA

COMPUTER LITERACY

Corinne Dowdell
Christina Longo
Joanne Pancoast
David Kopas

Computer Teacher
Computer Teacher
Computer Teacher
Computer Technician

ELA

Heather Halicks	6 th Grade
Melanie Fortunato	6 th Grade
Maryann Kwietkowski	7 th Grade
Qiana Stanard	7 th Grade
Deborah Barnes	7 th Grade
Maria Norris	8 th Grade
Amanda Wesh	8 th Grade

MATH

Joseph Petrone	6 th Grade
Anthony Sheridan	6 th Grade
Sarah Tomko	7 th Grade
Jason Kondas	7 th Grade
Michael Hengy	8 th Grade
Deanna Doyon	8 th Grade
Jennifer Reilly	8 th Grade

PHYSICAL EDUCATION/HEALTH

Mercedes Wolfe	6 th , 7 th & 8 th Grades
Jeremiah Laster	6 th , 7 th & 8 th Grades
Tonya DeRosa	6 th , 7 th & 8 th Grades
David Kalin	6 th , 7 th & 8 th Grades
Paulette Dugandzic	6 th , 7 th & 8 th Grades

SCIENCE

Victoria Devone	6 th Grade
Cindy MacMinn	6 th Grade
Lisa Schrumpf	7 th & 8 th Grades
Karen Carola	7 th Grade
Kathy Burke	8 th Grade
Megan Williams	8 th Grade

SOCIAL STUDIES

Milissa Wechter	6 th Grade
Michelle Maccarella	6 th Grade
Lori Bathurst	7 th Grade
Danielle Prendergast	7 th Grade
Marie Proko	8 th Grade
Michael Ranger	8 th Grade

SPECIAL EDUCATION

Jeanine Ianoale-Tracy	6 th & 8 th Grade
Carolyn Johns	6 th * 7 th Grade
Karen DeFranco	7 th Grade
Beverly Sambor	7 th Grade
Suzanne Balliet	6 th & 8 th Grades
Katie Ammerman	8 th Grade
Stephanie Monaghan	6 th & 7 th & 8 th Grades
Theresa Moore	8 th Grade
Daniel Volpe	7 th & 8 th Grades
Denise Smethurst	7 th Grade
Laura Consiglio	6 th & 7 th Grades

Kimberly Hinrichs
Kelly Brophy

BD Program
Speech/Language Specialist

Sandy Hickman
Carolyn Dieter

Sp. Ed. Assistant
Sp. Ed. Assistant BD
Sp. Ed. Assistant

Maureen Wohlgemuth
Colleen Laudenslager
Elaine Palmiero
Sara Smith

Sp. Ed. Assistant
Sp. Ed. Assistant
Specialized Instructional Aide
Sp. Ed. Assistant
Specialized Instructional Aide
Cafeteria Assistant
Special Ed. Assistant

Chante Clark
Kathleen Yerkes

TECHNOLOGY

Laura Kinney
Wendy Bradley

7th & 8th Grades
6th, 7th & 8th Grades

VISUAL AND PERFORMING ARTS

Antonia Benecchi
Julie Parker
Kathleen Kershaw
Veronica Akhtar
Jeff Hull
Michael Murro
Robert Scardino

Orchestra
Band
Chorus
Art
Art
Art
Drama

WORLD LANGUAGE

Lauren Vidal
Scott Mitchell
Kayla Berry
James Tarr
Jenny Kerfoot

Spanish
Spanish
German
French
French

PROGRAM

CLASSROOM VISITATIONS

The Principal, Assistant Principal, and Department Supervisors will conduct classroom visitations, walk thru and observations during the school year. The administrative and supervisory staff is prepared to assist all teachers in any way possible to improve the quality of instruction in their classroom. Classroom observations can be of particular assistance when a teacher desires an evaluation of a new teaching technique or strategy being implemented in the classroom. As soon as possible after an observation, conferences will be arranged to discuss the lesson observed.

Student Learning Communities

By organizing learning through a community of core academic teachers, students benefit through participation in:

- A positive, consistent learning environment
- A unified community of teachers providing guidance and supervision
- A developed community identity and sense of belonging
- An interdisciplinary approach to content
- An emphasis on the school and community

Student Learning Communities 2017-2018

6C- Titans Community

Michelle Maccarella
Carolyn Johns
Melanie Fortunato
Cindy MacMinn
Anthony Sheridan

6R- Olympians Community

Joseph Petrone
Milissa Wechter
Heather Halicks
Victoria Devone
Becky Quinn

7C-Shining Stars Community

Qiana Stanard
Lisa Schrupf
Danielle Prendergast
Jason Kondas

7R-American Heroes Community

Sarah Tomko
Lori Bathurst
Karen Carola
Deborah Barnes

8C-Trail Blazers Community

Kathy Burke
Mike Ranger

8R-Explorers Community

Marie Proko
Michael Hengy

NON-TEACHING DUTIES

RESPONSIBILITIES AND ASSIGNMENTS

All teachers have been assigned a variety of duties; the proper fulfillment of these duties is inherent to the well being of the entire school community. Duty assignments are to be included in the teacher's emergency lesson packet along with the description of the responsibility/assignment.

CLASSROOM HOUSEKEEPING

- Teachers are responsible for the condition of their classroom(s). Teachers must make a conscious effort to keep their rooms clean and free of clutter.
- Students should be instructed to keep shoes, etc., off classroom desks.
- At the end of each day, teachers should have students check the floor for paper, pencils, and other articles that may have fallen from desks.
- Desktops should be clear of books and pencils. Desktops should be frequently inspected for writing/drawing and cleaned when necessary.
- Teachers' desks, closets, and bookshelves should present an orderly appearance.
- Items are not to be stored on sink areas. These areas are to be kept clear.
- Desks and chairs are to be placed in order before dismissal.
- Vandalism occurring in the classroom must be reported to the principal. If the vandalism occurs when a teacher is in the room, that teacher will be expected to give a full accounting of the reasons for the incident.

FACULTY MEETINGS

Generally, faculty meetings are held at the close of the school day on the third Tuesday of each month. Meetings will be in accordance with the teacher contract. "Teachers may be required to remain after the regular workday, without compensation, for the purpose of attending faculty or other professional meetings. Such meetings shall be reasonably scheduled and of approximately one hour duration, except as dictated by emergency circumstances."

However, there are many concerns indigenous to every school which may require special meetings. Teachers will be notified of these meetings as they become necessary.

BUSES – STUDENT ARRIVAL

- Teachers are to report to the assigned area outside of the building by **7:45**.
- Teachers will remain outside until the buses have departed. (Inclement weather may necessitate the use of coats, hats, gloves, umbrellas, etc.) Bus duty is *not* the place for eating one's breakfast or drinking coffee, tea, etc.

- Students are to proceed directly into the building and are not to congregate outside the building or near the doorways.
- Teachers should notify the main office immediately of any major discipline problems.
- Teachers should notify the main office each day the identification number of any bus that arrives after 7:45 AM.
- Teachers will assist with “bus safety drills” – details will be provided at a later date.
- **Teachers are to refrain from cell phone use during this time.**

BUSES – STUDENT DISMISSAL

- Teachers are to report to the assigned area outside of the building immediately after classes have been dismissed. (Teachers should be prepared for inclement weather i.e. coat, umbrella, etc.).
- The lead bus should not be held for longer than ten minutes. This should be sufficient time for all students to visit their lockers before boarding their buses. A specific teacher will be assigned this responsibility.
- Teachers are to remain outside the building until all of the buses have departed.
- Students are to proceed directly to their buses and are not to congregate near the doorways of the building.
- Teachers are to notify the main office immediately of any major discipline problems.
- **Teachers are to refrain from cell phone use during this time.**

HALL SUPERVISION (DURING CLASS)

- Teachers are to remain on duty during the entire period.
- Teachers should frequent all assigned corridors, and “hiding places” (vacant classrooms, locker rooms, cafeteria, lockers, stairwells etc.).
- Students are to produce a hall pass, and the teacher on duty is to check the time, date, and signature.
- Any student who is continually in the hall without a pass or who is abusing a privilege pass during that time is to be referred to the administration. A student who is found in the hall without a pass the first time is to be sent back to his/her regularly scheduled teacher for a pass; also, the students should be told that detention will result should this behavior continue.
- **Teachers are to refrain from cell phone use during this time.**

LAVATORY SUPERVISION

- Teachers will be assigned to one of the following sites:
- 6C lavatories
- 6R lavatories

- 7th grade lavatories and 8th grade lavatories (Used by students in the appropriate grade level)
- Point lavatories
- Teachers are expected to arrive promptly at the beginning of each period.
- The teacher will station himself/herself at a desk near the lavatories. Teachers should check the passes of those students who travel through the halls.
- Any student without a pass (excluding those in emergency situations) should be sent back to their classroom to obtain an appropriate pass.
- The supervising teacher must remain on duty during the entire period.
- **Teachers are to refrain from cell phone use during this time.**

CAFETERIA SUPERVISION

- Teachers who are assigned to an “A” lunch should report to the cafeteria at the beginning of the assigned period. Some students find their way to the lunchroom very quickly; therefore, supervision **must** be provided from the onset.
- Teachers who are assigned to a “B” lunch and are coming from a lunch study hall **must** walk with their students to the lunch room. The teachers should keep the students together as a group and stay with them the entire way. Students on the second floor **must** use the center stairs.
- Teachers will circulate throughout the cafeteria, not congregate in one area.
- **Teachers are to refrain from cell phone use during this time.**

Arrival Procedures for Grades 6, 7 and 8:

- “A” lunch students should take their seats upon arrival and be directed to the lunch lines by their teachers/cafe aide.
- “B” lunch students **must** arrive in the cafeteria with their study hall teacher, take their seats in the cafeteria and be directed to the lunch lines and/or tables by that teacher/café aide.

Site Cafeteria Procedures

- Teachers are to circulate throughout the cafeteria and supervise the tables. It is important that teachers are in the proximity of the lunch tables and students **throughout** the lunch period.
 - The maximum number of students per table will be determined by the supervising teacher.
 - Students will sit at the table to which they have been assigned and will not change tables unless given permission by the table teacher, the team leader, counselor, or administrator.
 - Student seating charts will be developed by the table teacher and updated as necessary. (A copy of the seating chart should be placed in the appropriate lunch folder in the wall holder in the cafeteria near the courtyard door).
 - Students who arrive excessively late may receive an initial warning. Subsequent latenesses will result in assignment to a restricted lunch by the table teacher.

- Disruptive or uncooperative students may be assigned to a restricted lunch by the teachers on cafeteria duty.
 - Students are not to leave their tables unless permission has been granted by the table teacher
 - Students requesting to use the lavatory must sign out and take the appropriate pass.
 - No food or beverages are to be taken out of the cafeteria.
- Teachers who are supervising a serving line are to make sure that students are in single file. Do **not** let students “butt” in line or push and shove as they are waiting to be served. Please discourage students from borrowing money from other students.

Cafeteria Dismissal Procedures

- “A” lunch teachers will dismiss their tables about two (2) minutes before the end of the period. Teachers are not to dismiss students unless the tables/floors are food and litter free. Students are not permitted to leave the cafeteria until the area is clean.
- Teachers escorting students to study hall will permit *and* supervise all students as they visit their lockers.

STUDY HALL SUPERVISION

- All students are to have assigned seats. Students may choose their own seat but must remain there once that seat is recorded. A seating chart must be made for each period each day.
- Teachers **must** follow guidelines for sending students to the IMC during study hall period.
- The teacher should check all tables and desktops at the beginning and at the conclusion of the period. It is the teacher’s responsibility for knowing which student is writing on the desks.
- The teacher should circulate and station himself/herself at various locations in order to insure total area supervision.
- Students should move only with the teacher’s permission.
- Attendance must be taken each day. Teachers are to check the absentee and the IMC sign-in sheets before submitting a discipline referral.
- Eating is not permitted.
- Students are to remain quiet and encouraged to read or study. Talking is to be discouraged. Card playing and other “games” are not permitted.
- Students who continue to disregard study hall procedures or who misbehave are to be assigned a detention.
- Students may not leave without an authorized hall pass from the teacher. Good judgment should be used in issuing hall passes; wholesale dismissals can break down the maintenance of order within the entire building. Students who enter the study hall must remain for the duration of the entire period unless they can provide an authorized pass to another area of the building for that time.
- Students who report to study hall unprepared are expected to remain quiet--respecting the rights of other students to engage in an uninterrupted study.

AFTER SCHOOL DETENTION (Room 106)
(Monday, Wednesday, Thursday)

- Teachers on duty must arrive by **3:00**. Students arriving after 3:00 will be considered late; they should be admitted and assigned an additional detention.
- Teachers should pay attention to desktops and tables checking them at the beginning and at the conclusion of each period cleaning them if necessary.
- Students must remain absolutely quiet and seated. The time must be used for studying or reading.
- The teachers should keep the students separated whenever possible (every other seat, every other row).
- The teachers should notify the main office or assign additional detention(s) to any student who misbehaves or refuses to cooperate in any way.
- The teachers should check attendance carefully. A referral should be submitted for any student who “cut” detention.
- Late bus passes should be provided to the students.
- Students are to be dismissed when the buses arrive.
- Detention book, record of how students are being transported, and any new discipline referrals are to be submitted to the office.
- Students may use their laptop to complete academic work.

AFTERNOON HALLWAY SUPERVISION (between **2:55** and **3:05** PM)

- Teachers must be prompt and remain on duty during this ten minute period.
- Teachers should monitor the halls and encourage students to dismiss the building.
- Students in any classroom or any other area, (gym, stage, cafeteria, etc.), that are not being supervised by a teacher are to be removed.
- Detentions should be assigned to those students who remain uncooperative. They are to be reported to the main office immediately.
- Teachers are to assign a detention or bring to the main office any student who is continually found in the building without a pass.
- The main office should be notified of unauthorized visitors.

SUSPENSION ROOM DURING SCHOOL HOURS

- Teachers **must** arrive on time for this duty.
- Students are to be provided with a list of the rules and regulations for the suspension/restriction room (see below).

- Students must remain absolutely quiet and seated. The time should be used for studying and/or reading. Students are not permitted to work in pairs or with crafts, etc.
- Students are to be separated whenever possible (every other seat, every other row or in the carrels).
- The main office should be notified immediately of any student who misbehaves or refuses to cooperate in any way.
- Attendance is to be recorded carefully. The main office should be notified immediately upon identifying any student who is missing.
- Students may be assigned to the room by an administrator at any time during the day including before school. The internal teacher will be notified who the student is and for what interval of time he/she is being restricted
- Teachers must pay careful attention to the desktops which are to be checked at the beginning and end of every period.
- **There is no use of cell phones at any time.**

Rules and Regulations for Restriction Room:

- **Students will eat lunch during Period 6 only** unless specified differently by administration. It may be brought from home or purchased in the cafeteria. Eating or drinking at any other time is not permitted, unless a student is assigned specifically for a lunch restriction.
- Student work should be meaningful and directly related to recent instruction.
- Students may use the lavatory only at assigned times to be determined by the restriction room teacher. This guideline may be waived in emergency situations.
- Inappropriate behavior, disrespect, and failure to follow directions are unacceptable and will result in additional disciplinary measures.

NON-INSTRUCTIONAL ROUTINES

PARKING

Staff will park in designated areas. Except for reserved spaces, all parking spaces are on a first come, first serve basis. Staff members are expected to follow the established traffic flow pattern when entering an exiting our school campus regardless of the time of day. Travel spaces are reserved for those teachers arriving from other buildings after our school day has begun.

SIGNING IN AND OUT

All personnel are required to check in when arriving at school and check out when leaving. The sign-in and out book is located in the main office.

Teacher hours are **7:40AM – 3:05 PM**. Advisory teachers are to be at their respective areas by **7:45 AM**. Those teachers who have specific morning duties are to be in their assigned location by **7:45 AM** as well.

TELEPHONES

Teachers are to utilize assigned extension numbers designed for inter-district calls. "Outside" lines may be obtained on by dialing "9" before the number. Numbers outside of the 856 area code can be reached by dialing the main office for assistance. As always, building telephones are not intended for personal use unless an emergency situation arises.

SMOKING

The Washington Township Board of Education has adopted a **NO SMOKING POLICY. Refrain from smoking in all areas both inside and outside of the building.**

LUNCH

Teachers should eat in the staff dining room. It is important to be prudent in the selection of topics of conversation. Sensitivity and professionalism should be exercised at all times thereby making the environment comfortable for all staff. Staff members are to pick up after themselves out of consideration of others. Due to the size of the facility to staff dining, teachers are asked to eat lunch during their assigned lunch periods. This will assist in maintaining balanced numbers.

ANNOUNCEMENTS

All announcements to be made must be e-mailed to Mrs. Chekemian one day in advance. There will be no deviation from this policy without administrative approval. The vehicle for making announcements unless otherwise dictated by emergency will be the television. Announcements will be kept at a minimum.

FUND RAISING

All activities **MUST** be cleared through the principal before any funds may be raised. Once approved, the appropriate fund raising forms must be completed prior to the fund raising activity. These forms are obtained from and returned, once completed, to Mrs. Siciliano

SCHEDULING EVENTS

No event for students and/or teachers using the facilities of this building may be scheduled without the permission of the administration. A form must be submitted. These will be available in the main office.

Events will require sufficient adult chaperones and will generally be opened by the administrator in attendance.

ASSEMBLY PROCEDURES

Procedures for entrance to assemblies will precede the assembly by a special announcement.

SUPPLY REQUISITION

Mrs. Chekemian will stock a limited number of supplies in the main office for emergency requests only. It is important for teachers to **PLAN AHEAD**. Allow time for supplies to be procured.

Supplies will be processed **TWICE** a month.

MAINTENANCE REQUESTS

All requests for repairs on machinery or equipment are to be submitted to the principal's office. The request for repairs should be e-mailed to the Principal's secretary. Do not request repairs directly from the maintenance staff.

CUSTODIAL SERVICE REQUESTS

All requests for custodial services are to be e-mailed to the principal's office. The custodial request form is available from the secretaries. Do not request services directly from the custodial staff.

IMC

It is very important that all scheduling be done in the IMC through our media specialist. Scheduling is the key ingredient for the successful operation of teams and individual teachers using the IMC. This will make it easier for everyone to see who and how many will be using the facility at any given time.

Class Use of the IMC

- Requests to bring entire classes to the IMC with teacher supervision must be made in advance (usually two to five days).
- Teachers must state classroom assignment on the planning sheet for class visits and the approximate number of students on the weekly sign up sheets located at the circulation desk in the IMC.

Sending Students to the IMC

- **From Class:** Each teacher may send a maximum of **four (4)** students to the IMC without prior notice, except during lunch periods, when a maximum of **two (2)** students may be sent. PLEASE STATE THEIR ASSIGNMENT ON THEIR PASS.
- **From Study Hall: STUDENTS ARE NOT TO BE SENT TO THE IMC TO DO WORK THAT CAN BE COMPLETED IN THE CLASSROOM.**
- The study hall teachers should follow the same guidelines as they do for classes.

Important Notes

- There will be times when the media specialist will refuse admittance to students because the IMC is full. Please be understanding when this happens. The IMC is for the entire school.
- Discretion is to be used when issuing IMC passes.
- Students sent to the IMC will not return to class unless the teacher indicates on the pass the time the student is requested to return. If the time the student is to return is not indicated on the pass, the student will be dismissed directly to his/her next class from the IMC.

Student Behavior in the IMC

- The same guidelines which are outlined elsewhere in the teacher handbook will be followed by the IMC regarding discipline procedures.
- IMC offenses which will merit disciplinary action are:
 - Disruptive behavior
 - Damage to books and IMC materials
 - Abuse of borrowing privileges
 - Overdue books
- The media specialist will keep a sign-in log of students who come to the IMC. Teachers should use this log to check daily on students.

Classroom Libraries

- Any form of media may be placed on special reserve to be used in the classroom. It may be one or two items or enough for an entire class.
- Teachers may keep the material for a specific length of time or return it to the IMC each day.

Reserve Books/Audio-Visual Materials

- Teachers may place both books and/or audio-visual materials on reserve for student use by selecting the desired titles jointly with the media specialist.
- Teachers are to place materials on reserve before announcing an assignment to a class.
- Unless specified by the teacher, students may not take reserve materials from the IMC.

Borrowing Procedure

- Teachers may borrow books and audio visual materials for their own purposes. At the end of each marking period, a reminder will be sent with a list of materials borrowed.
- Teachers are financially responsible for lost or damaged materials signed out to them personally.

Overdue Books

- Overdue books and materials are a serious problem. We are asking for cooperation in returning materials promptly. Students owing school property including library books will not receive their report cards until the items are returned or the fine paid if the items are lost.
- The deadline for returning all books will vary from year to year.

TEACHER ABSENCES/PERSONAL LEAVE

SECURING A SUBSTITUTE TEACHER

To secure a substitute the teacher must log on to the **Source4Teachers system by visiting the web address: <http://www.aesopeducation.com>** the day prior to their absence or on the morning of the day of their absence. The Aesop service is available to you 24 hours a day, 7 days a week online.

Teachers who need to be absent from school for **personal reasons** must submit a written request to the principal at least seven (7) work days in advance. These request forms are available in the main office. All personal days granted without salary deduction must be approved by the Superintendent of schools.

In any case not precluded by an emergency, the request must be approved by the principal.

When a teacher receives permission for a personal leave, it is the teacher's responsibility to contact the Source4Teachers system to secure a substitute. The teacher should do this as far ahead of time as possible. If a teacher changes plans and decides not to take the day off, it is his/her responsibility to notify Source 4Teachers system immediately. **If this procedure is not followed, the cost of the substitute will become the responsibility of the teacher.**

PERSONAL LEAVE

When returning after **any absence not previously approved**, the teacher must complete the appropriate absence form. The form must be completed and submitted to Mrs. Siciliano on the day of return.

SUBSTITUTE PLANS

When a teacher finds it necessary to be absent, it is not always feasible for the substitute to carry out the teacher's regular plans. Emergency plans for a three (3) day period **must** be submitted to the office by each teacher. **PLEASE NOTE:** *Calling out ill and depending upon the kindness of colleagues to create emergency lesson plans for the substitute is **not** an acceptable professional practice. This becomes a hardship for those teachers present and strains collegial relationships.*

It is necessary for each teacher to supply up-to-date class rolls, seating charts, and schedules for all classes. General directions regarding advisory duties, procedures,

etc., should also be provided for the substitute. Emergency plans must be updated AFTER EACH ABSENCE. Lessons used should be replaced with additional plans. Periodic updating, including seating chart changes are also necessary.

RESPONSIBILITIES OF A SUBSTITUTE TEACHER

- The substitute is to report to the Main office by the designated time and must sign in for the purpose of payroll preparation.
- On the first day of the teacher absence, Mrs. Chekemian will secure the teacher's plans for the substitute. Thereafter, the substitute will check the mailbox of the teacher for whom they are substituting.
- The substitute is responsible for taking attendance and following the teacher's plans as outlined.
- If the substitute must leave the classroom for any length of time, he/she **must** notify the office by calling **Ext. 5300**.
- The substitute teacher is expected to follow school discipline policy.
- In the event a student indicates that he/she is ill, that student should be sent to the health office with a pass.
- The substitute teacher must respond to fire alarms by using the following as a guide:
 - Directions for evacuating the building are posted in each room.
 - The windows and doors are to be closed, the shades are to be up, and the lights are to be turned off.
 - Students are to be supervised closely to insure quiet, orderly movement.
 - Once outside, role must be taken.
- Prior to leaving the classroom at the end of the day all furniture, shades and general room organization should be left as originally found.
- The substitute should complete the appropriate section of the evaluation form and submit it at the end of the day to the appropriate main office personnel. The lesson plans with any notations necessary concerning work or problem situations should be placed in the teacher's mailbox.

SCHOOL EMERGENCY PROCEDURES

Refer to **"Yellow"** Emergency Folders located in each class/faculty room and office.

- Fire Drill
- Building Evacuation-Non-Fire Drill/Bomb Threat
- Lockdown/Active Shooter
- Shelter in place/Lockout
 1. Evacuation Attendance Forms

SCHOOL CANCELLATION/DELAYED OPENING

In the event it becomes necessary to close school or delay the starting time due to inclement weather or other causes, an announcement will be made through the Philadelphia area radio announced as **number 803**. Staff should not phone radio stations, school personnel, police department, or private numbers.

Staff will be notified via "Power Announcement".

EMERGENCY CLOSING WHILE SCHOOL IS IN SESSION

All faculty members must respond to the public address announcements. The teachers are to stress to the students the need for absolute cooperation within the classroom and in the hallways during early dismissals, etc. Students should remain in their seats until excused by the teacher. Teachers with regular assigned dismissal duties are to report to their regular assignments unless otherwise directed. All other teachers are requested to assist with hall monitoring until all students clear the building.

FIRE DRILL

- Teachers should take several minutes in every class and explain to students how they are to proceed down the hallway and that their teacher is responsible for them. It is conceivable that some exit areas may be blocked, as they might well be during an actual fire or emergency.
- Students in the lavatory should immediately exit the building and report to the area designated for his/her specific class/period; they should proceed quietly so that they may hear any instructions the teacher may give. The teacher **with roll book in hand** should proceed at the head of the line of students and should respond if confronted with a blocked exit by directing the students to an alternate route out of the building.
- Students should stand silently in a straight line at a reasonable distance away from the outside the building. The teachers should take roll immediately upon reaching their appropriate emergency position. Attendance Sheets will be collected by quadrant leaders.
- **Accurate attendance during a fire drill is imperative. Teachers will complete the appropriate attendance sheet noting students who are absent and students who may have joined the class during the emergency/drill. Teachers will monitor students during the drill**
- Students are to be reminded that setting a fire alarm off in a public building without reasonable cause is a serious offense. Any student found guilty of this will be turned over to legal authorities and dealt with accordingly.

STUDENT SERVICE PRACTICES

LOCKER ASSIGNMENTS

Locker assignments will be made to all students by the advisory teacher on the basis of information provided by the office. Each advisory teacher will be e-mailed a copy of the locker assignment sheet. If any changes are made in the assignments due to transfer in or out, behavior problems, etc., the office **MUST** be notified immediately. Locker assignments of all new students should be handled through the counselors office. Advisory teachers should keep the locker assignment sheet in a secure location and use it to assist students.

POLICY ON PARTIES

Middle school policy concerning parties is that there will be none. A number of activities, such as dances for students, are held beyond the scope of the school day.

LOST AND FOUND

A lost and found box is located in the cafeteria on the stage and in the Main office. If a student has lost an article of clothing, jewelry, etc. please ask him/her to visit the lost and found areas.

ATTENDANCES AND EXCUSES

The following procedures have been established to enable school personnel to determine the reason(s) for all student absences and to take appropriate action in cases of excessive and unacceptable absence and lateness.

- Recording Absences—Attendance will be taken daily by the Advisory teacher.
- Absence Verification—The Advisory teacher should receive a parent note or a doctor note verifying each pupil absence upon the student's return to school. These notes should be forwarded to Ms. Jackson in the attendance office.
- Parent Notification—Six (6) consecutive days of absence and ten (10) total absences during any semester will be reported to the Assistant Principal who will make parent contact.
- Parent Conference— The Assistant Principal will conduct a conference discussing the importance of regular attendance, state laws, Board of Education policies, parental responsibilities and the reasons for absences and collect medical documentation when appropriate (long term illness, recurring short term illness, etc.).

The parents and student will also be warned that future absences will result in strong action being taken.

A letter summarizing the major points covered in the conference will be sent to the parents with a copy of the letter being placed in the student's attendance folder.

- Post Conference Action and Appeals—When a student reaches nineteen (19) absences, he/she will be notified via registered mail by the assistant principal. For each day beyond fifteen (15) absences, the students will be required to attend one (1) Saturday session.

Any decision by the assistant principal can be appealed to the principal Then to the Superintendent, then to the Board of Education.

The burden for proving that the absences are justified lies with the parents.

- Make-up Work—Students who are absent will be given an opportunity to make up the work upon returning to school within the same number of days absent and receive credit. Acceptable reasons include illness, death in family, required court attendance, religious holiday, suspension from class/school, or other reasons approved by the principal or superintendent of schools. Consider all absences excused unless otherwise notified.

- Unacceptable Absences/Cutting class-the classroom teacher will investigate each absence from class and refer the student to the Assistant Principal.
- Truancy -the Attendance Office will investigate all absences from school. The assistant principal will handle those students found to be truant.
- Unacceptable Lateness-the classroom teacher will investigate each lateness to class and will assign the consequences for lateness as directed by the discipline code—warning, warning, teacher detention, etc.

RELIGIOUS HOLIDAYS/STUDENT TESTING

According to N.J.S.A. 18A 36-16, the Commissioner of Education with the approval of the State Board of Education is charged with the responsibility of formulating rules and regulations which address a pupil absence from school because of religious holidays. The law provides for the following:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence.
2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence.
5. Such absences must NOT be recorded on any transcript, Application, employment form, or on any similar form.

STUDENT ATTENDANCE

For a student to be considered present for a full day, the student must be present for at least four instructional hours.

LATE TO SCHOOL

Being punctual to school is extremely important. Lateness presents interruption to the student's academic program. Not only is the late student himself at a loss, but he/she also disrupts the teacher and class when he/she enters after school has begun. It is the responsibility of the student to be punctual.

- Any student who is late must report directly to the attendance office. He/she must sign in, giving name, time, and reason for lateness.
- Upon completing the sign-in procedure for being late to school, the student will be issued a pass to his locker and class. The child must present this pass upon entering the classroom.
- According to the discipline policy, three (3) or more lateness per marking period will result in detention(s), Saturday school, or internal suspension.

- Latenesses are classified as excused or unexcused. Doctor's appointments, appointments in court, and death in the family are excused. Oversleeping, missing the bus, etc., are not excused. Students are not held responsible when the bus makes them late.

MEDICAL

- When a student is ill or injured, he/she should be sent to the Nurses' office WITH A PROPERLY COMPLETED HALL PASS. ONLY EMERGENCY SITUATIONS WILL BE HANDLED WITHOUT A PROPER PASS.
- If a student is ill and must go home early, the nurse will make the necessary arrangements with the parents. Teachers may not allow students to use the classroom phone or go to the main office to make their own arrangements to go home because they feel ill. **The nurse must handle all situations pertaining to illness.**
- In the event that a child is injured in class, the nurse will complete an accident report which the teacher will be required to sign.

HOMEWORK- Refer to Policy # 2330

Educators have a responsibility for:

- Promoting the establishment of a definite policy.
- Communicating the policy to the parents and community at large.
- Recognizing the value of homework as an instructional tool as a vital instrument for public relations that acquaints the parents with the total educational program.

The obligation for the home should include the following:

- To encourage the student to strive for better achievement.
- To provide the best possible conditions for independent study such as a quiet, well lighted room with the basic materials.
- To regularly inquire about and examine completed assignments.
- To avoid attempting to "accelerate" the child by introducing the child to work that is not in keeping with the sequential presentation by the teacher.
- To avoid doing assignments for the child.
- To remember that the amount and frequency of homework are considerations that must be determined by the teacher in respect to the individual pupil and the particular unit of study.

In order that assignments are effective, they should exemplify the following:

- Be carefully planned by the teacher and the students, where possible, to accomplish specific goals made known to the class.
- Be definite and clear so that all pupils understand what is expected of them. The assignment is one of the most important parts of a given lesson. It is a

sound practice to write assignments on the board and to have students begin them in class.

- Be multileveled, taking into accounts students at different levels of performance. In particular, long-term assignments should be aimed to reach the most able and least able of the class.
- Be varied so they do not become routine drill work. This enables students to gain more meaning from homework.
- Be related, whenever possible, to actual life experiences of the STUDENTS. The assignment should provide problem solving and creative opportunities.

The teacher should ask himself/herself questions about each assignment:

- Does the assignment conform to good practice?
- When giving homework, were “outside” factors considered, such as recreation, household chores, music lessons, dental appointments, scout meetings, family trips, church activities, etc.?
- Was the assignment given solely to punish one student or a group of pupils? It shouldn't be!
- Do we assume that all homes have basic resources such as computers and provide ideal study conditions?

For students who are out for extended periods due to illness:

- In the event that a student is out for an extended period of time, the teacher will be given a form to complete and return to the guidance office. The form **MUST BE** returned even if no homework is assigned. Simply state on the form that there are no assignments.
- In order to insure that the student will not fall behind in his or her work, it is requested that the teacher return this form and needed materials by 12:00 noon the following day
- If the teacher has questions concerning the request, he/she should contact the guidance office before leaving school the day the teacher receives the form.
- If for some reason, the teacher can not complete the form by 12:00 noon the following day, the guidance office must be notified.

EARLY DISMISSAL

- A student who needs to be dismissed early must bring a note from his/her parent or guardian. The student should take the note to the attendance office first thing in the morning where he/she will receive a pass to leave the classroom at the designated time.
- The student will go to the attendance office at the designated time to be picked up by the person responsible for his/her dismissal.

SPECIAL BUS PERMISSION

As enrollment increases, transportation of students becomes a more difficult task. Most buses have been assigned a maximum number of students. Therefore, **NO**

student will be granted permission to ride to or from school on a bus other than that which he/she was originally assigned. If circumstances arise, such as a student wishes to visit another student after school, it is the responsibility of the parents involved to provide transportation.

DETAINING STUDENTS AFTER SCHOOL

- Students should not be detained after school unless parents have been notified.
- Teachers are to follow procedures specified in the assignment book for detention, extra-curricular activities, and academic assistance.
- Teachers are reminded that they are responsible for any students in their rooms after the class has been dismissed.
- At no time are students to be left alone in the room. It is the teacher's responsibility to see that the students leave the building when they are dismissed.

LIABILITY FOR STUDENT VALUABLES

- Personal staff liability can be prevented by demonstrating good judgment in securing valuables and not accepting responsibility for holding valuables unless absolutely necessary.
- Physical education teachers are specifically instructed not to hold valuables during physical education classes. It is recommended that students secure physical education lockers with locks issued by the school. The school assumes no responsibility for loss from lockers.
- Teachers are reminded that in all circumstances where they do not adhere to the above, they are personally liable.

STUDENT ACTIVITIES (CLUBS, DANCES, ORGANIZATIONS, ETC.)

- Requests are to be recorded on the proper form available in the Main office, and will be filed with the building principal no less than thirty (30) school days in advance of the planned activity. Approval will include use of the building and must be signed by the supporting staff member, chaperones (where necessary), the Assistant Principal, and the Principal.
- Under no circumstances are students to be led to believe that an activity will be AUTOMATICALLY approved.

ASSEMBLIES/FIELD TRIPS

- In an effort to maximize the use of available funds for exposing students to valuable resources outside of the school, field trips and/or assemblies will be scheduled throughout the year. In cases where field trips cannot be scheduled, attempts should be made to bring the resource to the school building. A simple criterion that should be used in selecting field trip sites is

to ask the question, “Will this be an unusual or unique experience for the pupils?”

- Only approved bus lines may be used; check the office for the approved list.
- Permission slips must be filed for all students going on trips. No student may be permitted on a field trip without a permission slip. All procedures must be concluded well in advance of the field trip.

STUDENT ATTENDANCE ON FIELD TRIPS

- At least one week before the trip, arrangements for students not going on the trip need to be made through the grade level assistant principal. Frequently these considerations will have been discussed when plans for the trip were initiated; however, they must be finalized for the benefit of coverage.
- It is important that lists of those students going on the field trip must be given to the attendance office and distributed to all staff with whom the students would normally come in contact during the trip day. This list must be provided at **least one week prior** to the trip to allow teachers whose classes will be affected to act accordingly.
- Prior to the day of the field trip, the attendance office must receive in writing from the teacher in charge the finalized itinerary and bus assignment lists.
- Accurate attendance must be taken before the trip is under way. This attendance must then be sent to the main office for recording.

BEHAVIOR GUIDELINES FOR THE FIELD TRIP

It is important that every student and parent involved understand fully the rules and regulations enforced during a field trip. We want to make certain that there is no question regarding the following regulations, and most importantly, the penalties involved.

The teacher should read the codes of behavior listed below and discuss them with his/her students. A copy should be retained for future reference.

- There will be absolutely no involvement with alcoholic beverages. Anyone who violates this rule will be suspended from school for a period of five days.
- There will be no throwing of objects, large or small, from bus windows. Restriction or suspension will result.
- Illegal use of drugs is against the law and will be treated as such through local authorities.
- Chaperones reserve the privilege of requesting that a disruptive student sit in an assigned seat on the bus for the duration of the trip.

- There will be no smoking on the bus or at any time during the trip. Any student who violates this rule will be subjected to the consequences as per discipline policy.
- Each student is personally responsible for his or her own money, cameras, or any such possessions.
- Thefts, vandalism, or destruction of property will not be tolerated. Any student who is found at fault will be responsible for paying for the damage.
- All members of the group will tour the place of interest and no one will leave the group at any time unless a chaperone is present.
- Any undesirable behavior on the part of a student while on the trip will be considered an act of defiance and will carry the appropriate consequences upon return to school.
- In order to participate in any activity sponsored by the school, the student is required to be in attendance the day of the activity.
- Chaperones will be acting as legal guardians to all students on the field trip. This will include the right to reasonable search and seizure of person, or personal possessions. Chaperones will not hesitate to enforce the regulations.

STUDENT PERMISSION TO LEAVE THE CLASSROOM

- From time to time, students will need to leave the room for a variety of reasons. Students should not leave the room unless they have both the teacher's permission and an appropriate pass. Allow only one (1) student at a time to sign out to the lavatory.
- Student must sign out when they leave the room and sign in when they return. Sixth, seventh, and eighth grade teachers should turn in their sign in/sign out sheets for each day to their team leader on a daily or weekly basis.

STUDENT ASSESSMENT

GUIDE FOR REPORTING TO PARENTS

Grading is such a controversial subject that serious consideration must always be applied to any grades placed on a student's record. A teacher must always have substantial reasons for arriving at a given grade. Once a grade has been recorded, there is no reason to change it because of protests from students or parents unless, after careful consideration, evidence shows that a mistake has been made.

GRADE REPORTING

Teachers should record grades in Power Grade frequently enough to show close surveillance of a student's performance. This should be done on a daily and/or weekly basis. All grades should be averaged numerically. It is important to note that parents have access to Power School and are encouraged to frequently review their child's progress. Therefore, it is essential that grade entries and comments be accurate and current.

COMMENTS

Comments should generally show correlation to the achievement grade. However, performance is not always consistent with attitude, and it is possible to have a poor performance grade with a satisfactory comment.

The absence of any remark will signify that the student has displayed satisfactory progress.

ISSUING REPORT CARDS

Report cards will be issued to the students by their teachers during a time designated by the building principal.

ACADEMIC PROGRESS REPORTS

When a student is having academic difficulties, it is imperative that the parents be notified of the problem. Progress reports are to be sent to parents during the middle of the marking period. This allows time for corrective action on the student's part. Progress reports may be obtained from the guidance department.

GRADING

A. *Quarterly Grades: (6-7-8)*

Final grades for the marking period will be a combined mark based on the following:

1. An average of major test grades not to exceed one-third of final grade.
2. Grades based on daily class work, homework projects and presentations, and accomplishments of the student, oral or written, not classified as a major test. This average is to account for a minimum of two-thirds of final grade.
3. No one criteria can be weighted more than one-third.
4. **No student can fail the marking period of the year unless proper procedures have been followed regarding the contact of parents.** A deficiency notice must have been sent home. Sometimes circumstances, e.g. poor performance on major test or assignment near the end of the nine weeks will warrant issuing the deficiency very near the end of the marking period. When this happens, the teacher should call the parents and explain the situation.

B. *Grading Scale:*

A numerical average will appear on the student report cards for each marking period. Teachers will develop an approved system of grading tests, quizzes, homework, independent projects, and other criteria for assessing student performance. These grading methods shall be quantifiable, that is, able to be translated to a percentage and are to be clearly communicated and distributed to students and parents.

The lowest grade that that may be entered on a report card for the first marking period only is "60". If the first marking period grade is below a "60", then "60" will be entered as the marking period grade.

The final school year grade will be determined by the numerical average of the grades for the four marking periods.

Numerical equivalents for letter grades are as follows:

A 93 to 100 **B** 85 to 92 **C** 77 to 84 **D** 70 to 76
F less than 70

Primary: Assessments in this category comprise 50% of a student's grade and typically assess multiple standards introduced throughout the semester.

Secondary: These assessments account for 35% of a student's grade and typically focus on the discrete skills and understandings students need to acquire before they take a primary assessment.

Supportive: In this category, 15% of the overall grade is earned. These assessments usually focus on scores achieved from independent work towards mastery in the standards.

C. Progress Report Distribution and Follow Up

1. All progress reports will be mailed home. The guidance office will keep a copy of the student's progress report.
No student may be failed in any subject unless parent contact has been made. Teacher follow-up should be made if parents do not respond to a conference requested by the teacher on the report. Also, parents sometimes indicate when they sign the form they would like to initiate a conference. The teacher should contact the guidance counselor to set up an appointment.
2. Parent-Team conferences should be held if a student is failing more than one subject in a marking period. If the teacher has difficulty in contacting parents, he/she is to relay this problem to the guidance counselor so that he/she may assist in trying to make this contact.
3. Follow-up for situations which require a parent conference should be continued until report cards are issued. Teachers should keep an anecdotal record of all parent conferences and phone calls. *The team leader will collate the information so that each child's record is comprehensive.

NOTE: It is recommended that any teacher planning a parent conference meet with the counselor to review the guidance file of the student involved prior to the conference with the parent.

D. Report Card Procedure:

1. Grades are to be transferred from Power Grade to the appropriate reporting form(s).
2. Incomplete grades should be entered on reporting forms properly. (See your team leader.)
3. If you wish to make a comment, enter the number that is applicable in the proper column. A grade equivalent to a D or F, or incomplete requires a comment.

E. Procedures for Incomplete Grades:

If a student is absent during the marking period, he/she is to be given one day for each day's absence to make-up his/her incomplete work. This commences the day after his/her return to school.

If the absence occurs at the end of the grading period, the same procedure is to be followed. An incomplete grade is to be placed on the report card. The guidance office is to be informed of the class grade within two weeks after the close of the marking period.

Incompletes are assigned for students who have legitimate extended absences (minimum 5 days in succession) or who are absent during the exam period.

F. Procedures for Student Absences—Making Up Work

If a student is absent from school for more than two days, the parent may contact the guidance office who will then request homework from each teacher. Homework is to be sent to the guidance office by 12:00 noon the following day.

Students absent due to a vacation must request work from their teachers at least three days in advance.

G. Final Assessment

A final assessment of each academic class will be given at the end of the school year. The assessment will be a composite of information and skills which have been taught throughout the year. The exam will be counted and **will not exceed one-third of a student's fourth marking period grade.**

All final assessments must be approved by the administration two weeks in advance of the test date.

CURRICULUM, PLANNING & RESOURCES

Curriculum work is an on-going process. Continual program evaluation, resulting in indicated curricular change, is essential if our students are to be provided with meaningful, relevant classes. All established courses have a documented curriculum. The curriculum is to be used by teachers as a guide to planning. The curriculum of each course will be reviewed on a yearly basis and revised as necessary.

CURRICULUM MEETINGS

Teachers will work together with an administrator to develop curriculum and facilitate change. Curriculum meetings will be held after school. At this time, a specific schedule is not being presented. Meetings will be called as the needs arise.

PLANNING

A minimum of five (5) individual and/or team planning periods per week has been included on all teachers' schedules. Teams should use their professional discretion in determining the amount of time devoted to team planning.

LESSON PLANS

- Lesson plans should be kept so that the plans are always one week in advance. Plans are to be submitted to the main office by **Friday** of the preceding week.
- Each lesson plan must include the following:
 - Name of the unit or area of learning
 - Goals and objectives
 - Content outline
 - Duration of the lesson
 - Instructional methodology
 - Evaluation procedures
 - Any guided practice activities
 - Homework assignments
 - Resource materials
 - Curriculum guide reference
- Plans must be prepared with clarity and in sufficient detail to permit a person unacquainted with the classroom to conduct the lesson efficiently and effectively.
- Plans are to follow one of the formats made available via the building administration.
- The above will correlate to the Board of Education approved courses of study.

TEXTBOOKS

A. Administrative Philosophy

- The administration is aiming toward a careful budgetary analysis which will provide data that reveals the amount of money and which is being allocated to the various disciplines.
- We all know that money could be spent endlessly in the improvement of instructional materials, but it is more realistic to assume that some financial limitation must be established. The basis for such a limitation should be relative to an equitable kind of allocation of funds to the various disciplines. It is intended that purchases shall be made where the needs are most urgent. In this way, we anticipate a satisfying of the book needs of all disciplines over a period of time.

B. Book Numbering System:

- Each book given a student should be marked with a number, the name of the student, and the name of the teacher (in ink). Teachers will record this information on the sheets provided and will inspect periodically all books in the classroom to make certain that they are being taken care of and that each student has the book originally assigned to him. Teachers are not to wait until the end of the school term to check on this.

- If a student loses a book, he/she must purchase a replacement. If the book is found at a later date, his/her money will be refunded.
- To protect textbooks, they are to be covered as soon as possible. Teachers are to require that all schoolbooks be kept covered throughout the year.

C. Distribution of Textbooks:

- Every student in the middle school should have the availability of a textbook in each major discipline. The distribution of books will vary with each discipline because of the multi-text approach used in the Middle School.
- When teachers distribute books, they are required to complete in duplicate a book list form (enclosed). The name, book number, and condition of the
- book are required. The terms used to describe the condition of the book are new, excellent, good, fair and poor (this is important because of replacement costs). It is essential that the student acknowledge receipt of the specified text. The teacher may require the students to complete the lines on the sheet; or, the teacher may fill in the information and require the students to initial the sheet. One copy of each book list sheet **MUST** be filed with the assistant principal.
- Each year when books are returned in the spring, there are a number of incidents where children attempt to return books not originally issued to them. Having available the book list on which the child himself initialed receipt of the book with the particular number is helpful. The **teacher** must write the name of the child in the text as he/she distributes the books. The child will then be obliged to produce not just a book with his name in it, but the book in which the teacher wrote the child's name. There are several positive outcomes. This procedure will be one more way to help learn students' names. Also, the teacher taking the time to do this will **IMPRESS** upon the child the importance of returning the right book.
- In addition to completing the book list form, each teacher should devise some system for having the students' document more specific information about the condition of the book. This prevents many arguments and headaches later. One idea is to require each student to fill out an index card including his/her name, the book title and number, and a brief description by page number of defects: i.e., ink-marks, torn pages, weak binding, etc.
- Students should be permitted to take home any text not permanently issued to them through a sign-out procedure handled by the teacher.

D. Book Fine Policy

- Damage to school property presents numerous problems. Of these, "When should a student pay?" and "How much should a student pay?", seem to be difficult questions to answer.
- Others question, "Should the fine serve as a deterrent of the infliction of future damage?" and "Is the fine intended to help pay the cost of replacement?"
- Whichever motives guide our policy, we find loopholes that render it far short of being perfect. However, the suggested guidelines are as follows:
 - The fine should serve as a deterrent to future damage.
 - Any damage to a book such as torn pages and writing in ink, water stains, and torn covers would seem to render the book useless and, consequently, require book replacement.

- Permanent damage caused by deliberate or malicious action of a student should be penalized by a stiff fine.
 - Writing in ink—Replacement costs*
 - Missing pages—Replacement cost*
 - Torn cover—Binding costs*
 - Lost Books—Replacement costs* (Cost may increase with the economy)
- Ultimately, the effectiveness of this policy depends on the teachers’ ability to remain consistent with the procedure, and with each other, in terms of their individual judgment associated with the amount of damages and the commensurate fine. Assessment of fines will be cleared through the office and monies collected will be turned in to the office.
 - Replacement costs are to be assigned by the following rates:

Book condition as described by the teacher on the Book list	Replacement cost
New	Full value
Excellent	80%
Good	60%
Fair	40%
Poor	20%

BUDGET

- There has been some confusion recently regarding the receipt of materials for review and approval by staff members and the processing of confirming purchase orders for these items. This could develop into a serious problem since any companies attach a deadline for merchandise to be returned if the material is not acceptable and is not going to be purchased. This then becomes a commitment for the Board of Education, which must be paid.
- Prior to receiving any items on approval, a purchase order is to be prepared for the item and noted in capital letters across the purchase order “For Review and Subject to Approval.” That purchase order will be processed and the account charged as usual. If accounts are found to be in deficit or the item is not budgeted, the purchase order may be rejected and the materials must be returned.
- Once it is determined whether the materials will be purchased, a memo should be forwarded to the Business Office along with the blue slip and the invoice, indicating that the materials have been received, approved and that the purchase order can be paid.
- It is understood that there are also times when materials are forwarded to the schools by companies without solicitation. In this case, if the goods are approved and wished to be purchased, a purchase order should be processed and indicate in capital letters across the purchase order that the “Item Is On Hand For Approval and Do Not Duplicate Order.”

PARENT SERVICE PRACTICES

MESSAGES

Teachers are to check their mailboxes, voice mail and e-mail for messages before school begins, during their planning period, and/or at the end of the day.

Only messages clearly of an emergency nature will be delivered to any classroom.

CORRESPONDENCE

All correspondence to parents should be proofread and/or approved by the team leader. A copy of all correspondence between teachers and parents is to be filed in the main office.

PARENT TEACHER ORGANIZATION

We hope for staunch support from both parents and teachers. Dates for meetings will be published in the near future. The staff will be an integral part of the presentation at some meetings, such as “Back to School Night.” Teachers are encouraged to attend all PTO meetings and take an active part in the organization. Doing so will provide the parents of our students with a true picture of the dedication and enthusiasm of the professional staff in the Middle School.

Appendix B ***Schedules***

STATE ASSESSMENT DATES

Grade 6,7,8: May 2019

NJASK TESTING DATES

May 2019 Science (Grade 8 only)

Appendix A Schedules

REGULAR BELL SCHEDULE 2018-2019

PERIOD	BEGIN	END
	7:45	Warning Bell
ADV	7:50	7:59
1	8:02	8:51
2	8:54	9:43
3	9:46	10:35
4	10:38	11:27
5	11:30	12:19
6	12:22	1:11
7	1:14	2:03
8	2:06	2:55

EARLY DISMISSAL (WITH LUNCH) BELL SCHEDULE

2018-2019

PERIOD	BEGIN	END	LUNCH
Warning Bell 7:45			
ADV	7:50	7:57	
1	8:00	8:31	
2	8:34	9:05	
3	9:08	9:40	
4	9:43	10:15	Grade 6
5	10:18	10:50	Grade 7
6	10:53	11:25	Grade 8
7	11:28	12:00	
8	12:03	12:35	

EARLY DISMISSAL (NO LUNCH) BELL SCHEDULE

2018-2019

PERIOD	BEGIN	END
Warning Bell	7:45	
ADV	7:50	7:55
1	7:58	8:28
2	8:31	9:01
3	9:04	9:35
4	9:38	10:09
5	10:12	10:43
6	10:46	11:17
7	11:20	11:51
8	11:54	12:25

DELAYED OPENING BELL SCHEDULE

2018-2019

PERIOD	BEGIN	END	LUNCH
Warning Bell	9:45		
ADV	9:50	9:56	
1	9:57	10:33	
2	10:36	11:10	
3	11:13	11:47	
4	11:50	12:25	Grade 6
5	12:28	1:03	Grade 7
6	1:06	1:41	Grade 8
7	1:44	2:18	
8	2:21	2:55	

**LUNCH SCHEDULE
2018-2019**

PERIOD	TEAM	BEGIN	END
4A	6C	10:38	11:02
4B	6R	11:02	11:27
5A	7C	11:30	11:55
5B	7R	11:55	12:19
6A	8C	12:22	12:47
6B	8R	12:47	1:11

**Appendix B Olweus Schedule
2018-2019**

**OLWEUS SCHEDULE
TWP Tuesdays**

Period Warning Bell	Start Time 7:45	End Time	Minutes
Advisory	7:50	7:56	
Olweus	7:56	8:28	Class Meeting
1	8:31	9:16	
2	9:19	10:04	
3	10:07	10:52	
4 4A 4B	10:55 10:55 11:18	11:41 11:18 11:41	
5 5A 5B	11:44 11:44 12:07	12:30 12:07 12:30	
6 6A 6B	12:33 12:33 12:58	1:19 12:58 1:19	
7	1:22	2:07	
8	2:10	2:55	

Grading and Marking Period Timelines

2018-2019 Appendix C

	1st Marking Period (45 days)	2nd Marking Period (48 days)	3rd Marking Period (46 days)	4th Marking Period (41 days)
Progress Report Grades/Comments Entered by Teacher	Wednesday Oct.3, 2018 (Day 23)	Friday, Dec. 14, 2018 (Day 24)	Monday March 4,2019, (Day 23)	Monday, May 13, 2019 (Day 21)
End of Marking Period	Monday, Nov.5, 2018	Tuesday, January 29, 2019	Thursday, April 4, 2019	Wednesday, June 12, 2019 Last day for students (Tentative)
End of Marking Period Grades/Comments Entered by Teacher	Tuesday, Nov. 13,2018 (end of work day)	Friday, Feb. 1, 2019 (end of work day)	Thursday, April 9, 2019 (end of workday)	Thursday, June 13, 2019 Last day for teachers (Tentative)
Report Cards Issued	Monday, Nov.19, 2018	Thursday Feb.7, 2019	Monday, April 15, 2019	Report Cards mailed Wednesday, June 19, 2019 (Tentative)
Incomplete Grades Due	Tuesday, Nov. 27, 2018	Wednesday, Feb.13, 2019	Monday, April 29, 2019	No incomplete grade(s) without permission of the building principal

APPENDIX D: District Policies

Please refer to the **DISTRICT NETWORK** (Intranet). The District Policies and Regulations section contains information which should be reviewed by all staff.

APPENDIX E

RELIGIOUS HOLIDAYS – (click on link below)

<http://www.state.nj.us/education/genfo/holidays.htm>

STUDENT HANDBOOK/CODE OF CONDUCT – (click on link below)

<http://www.wtps.org/crms/home/students/>



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

List of Religious Holidays Permitting Pupil Absence From School

RESOLUTION

The List of Religious Holidays Permitting Pupil Absence from School

WHEREAS, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j);, regarding pupil absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

WHEREAS, the law provides that:

1. *Any pupil absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;*
2. *Pupils who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;*
3. *To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent;*
4. *Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;*
5. *Such absence must NOT be recorded on any transcript or application or employment form or on any similar form; and*
6. *The Commissioner, with the approval of the State Board of Education, is required to:*

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

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

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