**Faculty Manual**



**2016-2017**

**Mr. Charles Ross, Sr.**

**Principal**

**TOPICS**

**[INTRODUCTION](#SectionI)**

[**TEACHER EVALUATION**](#SectionII)

[**PUPIL EVALUATION**](#SectionIII)

[**TEACHER ATTENDANCE**](#SectionIV)

[**HOMEROOM**](#SectionV)

[**STUDENT ATTENDANCE**](#SectionVI)

[**DUTY ASSIGNMENTS**](#SectionVII)

[**DISCIPLINARY PROCEDURES**](#SectionVIII)

[**LIBRARY AND AUDIO VISUAL**](#SectionIX)

[**SCHOOL COUNSELING**](#SectionX)

[**CO-CURRICULAR ACTIVITIES**](#SectionXI)

[**GUIDELINES FOR FIELD TRIPS**](#SectionXII)

[**SAFETY DRILLS / LOCKDOWN PROCEDURES**](#SectionXIII)

[**COMMUNITY / PUBLIC RELATIONS**](#SectionXIV)

[**BULLETIN BOARDS / DISPLAY CASES**](#SectionXV)

[**GENERAL INFORMATION**](#SectionXVI)

[**SCHEDULE**](#SectionXVII)**S/MAP**

**TABLE OF CONTENTS**

**SECTION I** [**INTRODUCTION**](#introduction) [[Return to Topics]](#TOPICS)

[Mission Statement](#MissionStatement)

[High School Philosophy](#Philosophy)

[Affirmative Action / Section 504](#affirmativeaction)

[Board of Education](#Boardofeducation)

[District Administrative Staff](#Districtadministration)

[Edison High School Administration and Supervisors](#EHSadminandsups)

**SECTION II** [**TEACHER EVALUATION**](#TeacherEvaluation)[[Return to Topics]](#TOPICS)

[Course Planning](#Course_Planning)

[The Philosophy of Active Learning](#The_Philosophy_of_active_learning)

[Design of Effective Lessons](#Design_of_effective_lessons)

[Lesson Plans](#Lesson_plans)

[Emergency Lesson Plans](#Emergency_lesson_plans)

[Class Record Book](#Class_records)

[Professional Responsibility for Individual Instruction](#ProfessionalResponsibilityforIndividual)

[Confidential Material](#Confidential_Material)

[Staff Development](#The_Staff_Development_Program)

[Observation and Evaluation Procedures](#Classroom_Observations)

**SECTION III** [**PUPIL EVALUATION**](#PUPIL_EVALUATION)[[Return to Topics]](#TOPICS)

[General Objectives and Procedures](#GeneralObjectivesandProcedures)

[Board Policy on Grading](#BoardPolicyonGrading)

[Teacher - Issued Grades](#TeacherIssuedGrades)

[Grade Calculation - BOE Policy](#GradeCalculation)

[Grade Calculations by Course](#GradeCalculationByCourse)

[Mid-Terms/Final Exams](#MidTermPerformance)

[Failure Notification](#FailureNotification)

[Progress Reports](#Progress_Reports)

[Report Cards](#ReportCards)

[Class Rank](#ClassRank)

[Appeal Procedure](#AppealProcedure)

[Students assigned to Alternate Program/Home Instruction](#StudentsAssignedtoAlternate)

[Homework/Makeup Work](#HomeworkMakeupWork)

[Incompletes](#Incompletes)

[Incomplete Policy and Options](#IncompletePolicyandOptions)

**SECTION IV** [**TEACHER ATTENDANCE**](#TEACHERATTENDANCE)[[Return to Topics]](#TOPICS)

[Reporting and Leaving](#ReportingandLeaving)

[Leaving the School Building](#LeavingtheSchoolBuilding)

[Staff Absences](#StaffAbsences)

[Tardiness to School](#TardinesstoSchool)

[Early Dismissal](#EarlyDismissal)

[Worker-Related Injuries](#WorkerRelatedInjuries)

[Personal Business Days](#PersonalBusinessDays)

[Professional Days](#ProfessionalDays)

[Emergency School Closing/Delayed Openings](#SchoolClosing)

[State Requirements - Staff Attendance](#StateRequirementStaffAttendance)

[Teaching on Holidays](#TeachingOnHolidays)

**SECTION V** [**OPENING**](#HOMEROOM) **OF SCHOOL DAY** [[Return to Topics]](#TOPICS)

[Period](#PreHomeroomPeriod) 1

[Attendance Procedures](#AttendanceProcedures)

[Guidance Appointment Requests](#GuidanceAppointmentRequests)

[Opening Exercises](#OpeningExercises)

[Lockers](#Lockers)

[Homeroom Bulletin Board](#HomeroomBulletinBoard)

[Free and Reduced Lunch Application](#FreeandReducedLunchApplications)

[Miscellaneous](#Miscellaneous)

**SECTION VI** [**STUDENT ATTENDANCE**](#STUDENTATTENDANCE)[[Return to Topics]](#TOPICS)

[Classroom Attendance Procedures](#AttendanceProcedures)

[Class Cutting](#ClassCutting)

[In Class and Marked Absent](#InClassandMarkedAbsent)

[Students Leaving the Building](#StudentLeaving)

[Students Withdrawing From School](#StudentsWithdrawing)

[Sending Students Out of Class](#SendingStudentsOutofClass)

[Board Policy on Student Attendance](#BoardPolicyonStudentAttendance)

**SECTION VII** [**DUTY ASSIGNMENTS**](#DUTYASSIGNMENTS)[[Return to Topics]](#TOPICS)

[Study Hall](#StudyHall)

[Cafeteria](#CafeteriaDuty)

[Library](#LibraryDuty)

[Hall](#HallDuty)

[Passing Time](#PassingTime)

[Attendance Office](#AttendanceOffice)

[AM Hall Duty](#HomeroomHallDuty)

**SECTION VIII** [**DISCIPLINARY PROCEDURES**](#DISCIPLINARYPROCEDURES)[[Return to Topics]](#TOPICS)

[Student Conference](#StudentConference)

[Counselor Conference](#CounselorConference)

[Parental Conference](#ParentalConference)

[Classroom Detention](#ClassroomDetention)

[Academic Detention](#AcademicDetention)

[Discipline Referral](#DisciplineReferral)

[Central / Saturday Detention](#CentralDetention)

[Suspension](#Suspension)

[Long-Term Suspension](#LongTermSuspension)

[Alternate Program](#AlternateProgram)

[Administrative Hearing](#AdministrativeHearing)

[Expulsion](#Expulsion)

[Administrative Action](#AdministrativeAction)

[Students With Disabilities](#StudentswithEducationalDisabilities)

[Corporal Punishment](#CorporalPunishment)

[Violence and Vandalism](#ViolenceandVandalism)

[Department Supervisor and Discipline](#DepartmentSupervisorRole)

[PM Bus Duty](#PMBusDuty)

[Board Policies](#BoardPolicies)

**SECTION IX**  [**LIBRARY AND AUDIOVISUAL**](#LIBRARYMEDIACENTER)[[Return to Topics]](#TOPICS)

[During School General Guidelines](#GENERALGUIDELINES)

[Instructional Use of Library/Media Center](#INSTRUCTIONALUSE)

[Staff Computer Use](#Staffcomputeruse)

[After School Guidelines](#AFTERSCHOOLGUIDELINES)

[Circulation Guidelines](#Circulationguidelines)

[Student Procedure for visiting during Study Hall](#STUDENTPROCEDUREFORVISITINGDURING)

**SECTION X** [**SCHOOL COUNSELING**](#GUIDANCE)[[Return to Topics]](#TOPICS)

[Orientation](#Orientation)

[Individual Counseling](#IndividualCounseling)

[Group Counseling](#GroupCounseling)

[Scheduling](#Scheduling)

[Testing](#Testing)

[Academic Records](#AcademicRecords)

[Job Placement](#JobPlacement)

[Services to Staff](#ServicestoTeachers)

[Services to Parents](#ServicestoParents)

[College/Career Information](#CollegeandCareerInformation)

[Crisis Counseling](#CrisisCounseling)

[Speech Therapy](#SpeechTherapy)

[Other Services](#OtherStudentServices)

**SECTION XI** [**CO - CURRICULAR PROGRAM**](#COCURRICULARPROGRAM)[[Return to Topics]](#TOPICS)

[Criteria for Selection](#CriteriafortheSelectionofCoaches)

[Athletic Program](#Athletic)

[Activity Program](#Activity)

[Staff Responsibilities](#StaffResponsibilities)

[Co-curricular Staff Handbooks](#CoCurricularStaffHandbooks)

[Staff Involvement](#staffinvolvement)

 [Board Policies](#Boardpolicyxi)

**SECTION XII** [**GUIDELINES FOR FIELD TRIPS**](#GUIDELINESFORFIELDTRIPS)[[Return to Topics]](#TOPICS)

[Prior to Planning](#Priortoplanning)

[Upon Approval](#uponapproval)

[Transportation](#Transportation)

[Student Attendance - Notification](#StudentAttendanceonaFieldTrip)

[Parent Waiver](#ParentWaiver)

[Student Conduct](#studentconduct)

[After the Trip](#afterthetrip)

**SECTION XIII**  [**SAFETY DRILLS / LOCKDOWN PROCEDURES**](#FIREDRILLS)[[Return to Topics]](#TOPICS)

[State Requirement](#Staterequirements)

[Procedures](#LOCKDOWNPROCEDURES)

**SECTION XIV** [**COMMUNITY / PUBLIC RELATIONS**](#COMMUNITYPUBLICRELATIONS)[[Return to Topics]](#TOPICS)

[Press Releases](#Medianewspaper)

[Community Relations](#CommunityRelations)

**SECTION XV** [**BULLETIN BOARDS / DISPLAY CASES**](#BulletinBoardsandDisplayCases)[[Return to Topics]](#TOPICS)

[Classroom Bulletin Boards](#ClassroomBulletinBoards)

[Corridor Display Cases](#CorridorDisplay)

**SECTION XVI** [**GENERAL INFORMATION**](#GENERALINFORMATION)[[Return to Topics]](#TOPICS)

[Staff Parking](#StaffParking)

[Cafeteria Services](#CafeteriaServices)

[Daily Announcement / Bulletin](#DailyAnnouncements)

[Mailboxes](#Mailboxes)

[Keys](#Keys)

[Visitors / Sales people](#Visitors)

[Telephone Calls](#Telephone)

[Personal Items](#Personal)

[Custodial / Maintenance](#Custodial)

[Scheduling Use of Facilities](#Schedulinguse)

[Hall Passes](#HallPasses)

[School Forms](#SchoolForms)

[Food and Beverages](#FoodandBeverages)

[Faculty Rooms](#FacultyRooms)

[Assembly Programs](#AssemblyPrograms)

[Smoking](#Smoking)

[Hazardous Substances](#HazardousSubstances)

[Faculty and Department Meetings/Staff Development](#FacultyandDepartmentMeetings)

[Care of School Property](#CareofSchoolProperty)

[Fine Slip Procedures](#FineSlipProcedures)

[Paycheck Distribution](#PaycheckDistribution)

[Supplemental / Home Instruction](#SupplementalHomeInstruction)

[Attendance at School Functions](#AttendanceAtSchoolFunctions)

[Assistant Principal Responsibilities](#AssistantPrincipals)

[Sexual Harassment](#SexualHarassment)

[Student Dress Code](#StudentDressCode)

[Building Security](#BuildingSecurity)

[Emergency Phone Calls](#EmergencyPhoneCalls)

[Administering Medication](#AdministeringMedication)

[Pupil Records](#PupilRecords)

[Classroom Window Blinds](#ClassroomWindowBlinds)

[Classroom Telephones](#ClassroomTelephones)

[Copiers](#Copiers)

[Staff Dress](#StaffDress)

[Safety Committee](#SafetyCommittee)

[Human Relations Committee](#HumanRelationsCommittee)

**SECTION XVII**  [**SCHEDULE**](#Calendarandscedule)**S/MAP** [[Return to Topics]](#TOPICS)

[Bell Schedule](#Regularbellschedule)

[Single Session Bell Schedule](#singlesessionbellschedule)

[Delayed Opening Bell Schedule](#delayedopeningbellschedule)

[School Map](#schoolmap)

**Section I INTRODUCTION**

This Faculty Manual represents a continued attempt to provide staff with a single document that outlines and explains building policies, practices, and procedures encountered in the course of a normal school day and year. The goal will be to develop a single, comprehensive source of information for staff to assist them in performing their duties efficiently and effectively. During the school year, the manual will be expanded with input from all staff and become not only a source of information but also one of pride.

It is understood that this manual will never answer every question that may arise; therefore, it is important that staff seek administrative advice when they are in doubt about any issue. Furthermore, much of what will become incorporated in this manual will evolve through trial and error and the suggestions of staff members. This continued effort to improve the high school is basic to our philosophy.

It is also important to note that while this manual includes specific school procedures, it is a supplement to the Board of Education Policy Manual and a compliment to the Student-Parent Handbook. All policies and procedures are available on the district website while an official Board Policy manual is housed in the Principal’s office.

**MISSION STATEMENT**

The mission of the Public Schools of Edison Township is to ensure that all students achieve at the highest level of academic success. The district, in partnership with the community, will provide a safe, supportive learning environment that promotes self-worth and encourages productive contributions to a diverse and constantly evolving global society.

**PHILOSOPHY**

The philosophy of education in Edison Township aims to guide each individual in the development of academic competence, a personal system of values, emotional maturity, and physical development, all harmonious within our society. Accepting this philosophy, we continue to apply it to the educational needs of each student. We maintain that our school should enhance and develop the full potential of each individual so that each may participate in the complex society of an ever-changing world.

Some of the changes to which we respond are fluctuations in the size and cultural backgrounds of the school population; increasing number of students whose first language is not English; and students who have special educational needs. Other changes to which we respond are societal and technological advances, as well as changes in social values and increases in the breakdown of the nuclear family.

While keeping these goals in mind, we must not forget individual goals and dreams to which each student aspires. We must prepare each student for a variety of post-graduate experiences that may include opportunities in a vocational or academic setting. Regardless of the goal, each student should be able to have pride as an individual and as a member of society.

We, the staff of Edison High School, realize that implementing this philosophy is a highly complex task. To do this well, we need adequate facilities, a wide variety of materials, current technological equipment, a competent teaching and counseling staff, on-site crisis counselors, classes of manageable size, visionary administration and supervisory assistance, and community and student participation. We are committed to providing these necessities in order to fulfill our basic educational obligations to our students so that they might realize their widely ranging goals while developing their own unique capabilities.

The principles set forth in this philosophy have been developed within the framework of the existing philosophy of education for the Public Schools of Edison Township. We believe that all persons involved in education should have attitudes and behavior that exemplify the philosophy and objectives set forth in this statement, and that it is the interaction among student, teacher, administrators, and community that will create a positive, thinking, and productive individual

**AFFIRMATIVE ACTION/ SECTION 504**

[[](#SectionI)

**Affirmative Action** - The Public Schools of Edison Township practice non-discrimination in educational programs and procedures. The Board of Education provides a full range of educational offerings, including appropriate vocational programs, to students regardless of race, creed, sex, national origin, or handicapped condition.

District Affirmative Action Officer- Ms. Margaret DeLuca

Chief Academic Officer-Secondary

EHS Affirmative Action Officer- Mr. Charles Ross

Principal, EHS

**Section 504** – In 1974, the Vocational Rehabilitation Act was enabled by the Federal government. One section of the act, 504, specifically addresses the need to eliminate discrimination against the handicapped. Consequently, the requirement of the section provides for a barrier-free accessibility not only to programs but also to the physical plant.

District 504 Coordinator - Christopher Conklin

 Assistant Superintendent

EHS 504 Coordinator - Dr. Diane Braungard-Galayda

 Supervisor of Guidance

**BOARD OF EDUCATION**

FRANK HEELAN, *President*

BETH MORONEY, *Vice President*

DEBORAH ANES

LORI A. BONDEROWITZ

RALPH ERRICO

VEENA AYER

JERRY SHI

THERESA E. WARD

SHIVI PRASAD-MADHUKAR

**DISTRICT ADMINISTRATIVE STAFF**

DR. RICHARD J. O'MALLEY, Superintendent

CHRISTOPHER CONKLIN, Assistant Superintendent for Pupil Special Services

MARGARET DELUCA, Chief Academic Officer/Secondary Administrator, 6-12

TARA BEAMS, Chief Academic Officer/Elementary Administrator, PreK-5

DANIEL P. MICHAUD, Business Administrator/Board Secretary

PETER PITUCCO, Director of Human Resources

**EDISON HIGH SCHOOL ADMINISTRATION AND SUPERVISORS**

***Edison High School Administration***

CHARLES.K.ROSS, Principal

JOSEPH FERRARA, Assistant Principal

 NICOLE KESSELMAN, Assistant Principal

AURORA LOUFEK, Assistant Principal

***Department Supervisors***

TARA CAMPOS, Academic Programs ELIZABETH LELL, Mathematics

JEFFREY DICOCCO, Athletics ROBERT PISPECKY, Music/Visual Arts

HARRIET SIDERIS, English LAURIE MAIER, Science

VIRGINIA SANTORO, ESL/World Language MARTIN MALAGUE, Social Studies

DR. DIANE BRAUNGARD-GALAYDA, Guidance NANCY SICA, Special Education

JAMES MULDOWNEY, Health/PE MATTHIAS URTEIL, Facilities Manager

**EDISON HIGH SCHOOL**

**STAFF BY DEPARTMENT 2016 – 2017**

**ADMINISTRATION**

Charles K. Ross, Prin.

Joseph Ferrara, Asst. Prin.

Nicole Kesselman, Asst. Prin.

Aurora Loufek, Asst. Prin.

Tara Campos, Supr. Acad. Prog.

**ART**

Robert Pispecky, Supr.

Shelly Colletto

Anne Fernandez

Kelley Gavor

Thomas White

**ATHLETICS**

Jeff DiCocco, AD

Timothy Root, Trainer

**BUSINESS**

Lydia Bachorik

Ilias Hantsoulis

Michael Piccolo

Lynne Tierney

**CHILD STUDY TEAM**

Nancy Sica, Supervisor

Holly Clark

Rosemarie Quagliariello

Shani Sasso

Susan Stoltenberg

Melissa Wertz

**CUSTODIANS**

Matthias Urteil, Supr.

Carl Adams

Al Bryant

Koy Campbell

David Dean

Adam George

Vincent Guarnieri

Augustin Igbinibaro

Robert Markano

Desiree Mascarelli

Thomas Meagher

David Perry

John Tymon

John Yunker

Gary Iacouzzi (Grounds)

Anthony Pahopin (Grounds)

**CRISIS COUNSELOR**

Suzi Millar

Trudy Kelly

**ENGLISH**

Harriet Sideris, Supr.

Nicole Appelman

Aimee Baer

Lauren Bowers

Amy Brooks

Gina Corsun

Michelle Curcio

Jennifer DiOrio

Maureen Elford

Diane Frey

Amy Grubb

Christine Heinze

Charese Johnson

Stephanie Lothian

Patrick McCaffery

Kimberly Mitchell

James Napoli

Tracey Patton-Stein

Jacqueline Pelliccio

Debra Scheibe

Allyson Weintraub

Jennifer Wolf

**FAMILY & CON. SC.**

Kathleen Hendricks

Sandra Ledda

Bronwyn Link

Andrea Steinberg

**GUIDANCE**

Diane Braungard-Galayda, Supr.

Thomas Alexander

Andrew Barone

Jennifer DaSilva

Nicole Panaro

Brenda Patel

Arlene Rosenthal

Rachel Rotella

Barbara Morcos College Counselor

Oshaira Pichardo College Counselor

**HEALTH & PHYS. ED.**

James Muldowney, Supr.

Mark Blevins

Eric Breining

Amy Burke

Tara Feaster

Veronica Harris

Tyler Jackow

Patricia Jaworski

Donaven Kregeloh

Carolyn McElwain

Michael Meagher

Denise Morrow

Robert Roma

David Sandaal

Kim Schoemer

**IT COORDINATOR**

Eric Palacios

**MATHEMATICS**

Elizabeth Lell, Supr.

Danielle Andriano

Erin Blarr

Lori Disporto LOA 9-1/11-13

Jennifer Dodd Harris

Michele Downey

Kaitlin Ek

Carol Evans

Sandi Ferrante

Alexander Gentul

Amanda Gonczi

Corey Grillo

Lynn Harris

Marnette Hayes

LeeAnn Hesse

Frank Juliano

Jenna Logan

Kathryn Mackovec

Megan Marsh

Matthew McGuigan

Maryann McGuire

Stephanie Rasimowicz

John Scarpa

Melissa Tapia

**MEDIA SPECIALIST**

Ellen Whitt

**STAFF BY DEPARTMENT (cont.) 2016 – 2017**

**MUSIC**

Robert Pispecky, Supr.

Kenneth Brown

Marc DeNicuolo

Andrew Jaworski

Valentine Kuntz

Brittney Leghorn

**NURSES**

Laura Matonis

Laura Lombardi

Pat Masturzo

**PARA PRO**

Linda Birri

Pranali Choksi

Kathleen Emery

Usha Ganatra

Mark Grieco

Erinn Johnson

Ashley Rutzler

Mark Schwartz

Russell Schwartz

Coleen Simone

Sima Wilken

**SCIENCE**

Laurie Maier, Supr.

Anthony Barry

Robin Connell

Shari Degenshein

Michael Evans

Martin Goldman

James Hammer

Sabrina Hu

Bryan McBrierty

Cailin McGrorry

Christopher McKnight

Brian Murtagh

Irene Ning

Fred Pollex

Jennifer Przygoda

Rachel Sandler

Kruti Singh

Kathleen Sheehan

Stanely Stellakis

Michele Witkowski

Matthew Zapoticzny

Nicholas Zecchino

**SECRETARIES**

Cindy Bauer (Prin. Secretary)

Josie Aikens

Janet Cruz

Sherry Curtin

Linda Hesse

Josephine Jencsik

Barbara Kaiser

Donna Rivella

Barbara Stary

Nancy Tortajada

Christine Vardaro

**SECURITY**

Dorothea Baron

Santeargo Brown, Jr.

Jimmy Ramos

John Smith

Edward Urbanski

David Goldman (EPD)

**SPEECH**

Shanda Edwards M/W

Laura Toscano T/R

**WORLD LANGUAGE**

Virginia Santoro, Supr.

Hayet Bensetti

Jonathan Clark

Elizabeth Fedowitz

Erin Franey

Maria Fulham ESL

Marilyn Griswold

James Huang

Paola Jimenez

Deana Loria

Mary Jo Malanga

Antonella Marhefka

Neelam Mishra

Jose Pan

Juana Santos-Stagliano

Ellen Stires

Ernest Valdes

Alexandra Van de Wetering

**TECHNOLOGY**

Stanley Balewitz

Jeff Bauer

Michael Iannace

Kevin Kerins

**SPECIAL EDUCATION**

Nancy Sica, Supr.

Vincent Abene

Kathleen Accatatta

Lauren Alvarez

Carla Brito

William Donner

Keith Duffalo

Jennine Duggan

Matthew Fulham

Charles Jammal

Thomas Kantlehner

Jeneen LaDuna

Vicki Landesman

Kay Lewis

Gerry Mannix

Yarida Mendez-Bogash

Charles Mohr

Christopher Pagano

Debra Raisley

Karen Rodriguez

Linda Ryan

Roni Schwarz

Roseanna Scimone

Tracie Smith

Megan Sweeney

Katie Trainor

Melanie VanPell

Vincent Vitiello

Jennifer Wallace

OPEN POSITION (TBD)

**SOCIAL STUDIES**

Martin Malague, Supr.

Mark DiGiovacchino

Vincent Gioffre

Michael Glackin

Kaitlin Hoey

Karen Kirkpatrick

Michael Korneski

David Legendre

Howard Manson

Thomas McMahon

Gene Nasser

Dawn Penny

Leanne Rubiano

Jennifer Sidorski LOA 9-19

Wesley Smith

Doreen Stocker

****

**EDISON HIGH SCHOOL**

***BELL SCHEDULE***

 **WARNING BELL 7:35**

 **PERIOD 1 7:40 - 8:26**

1. **8:31 - 9:14**
2. **9:19 - 10:02**

 **4 (1st lunch) 10:07 - 10:30**

**5 10:35 - 10:50**

 **6 (2nd lunch) 10:55 - 11:18**

1. **11:23 - 11:38**

 **8 (3rd lunch) 11:43 - 12:06**

 **9 12:11 - 12:26**

 **10 (4th lunch) 12:31 - 12:54**

 **11 12:59 - 1:42**

 **12 1:47 - 2:30**

**EDISON HIGH SCHOOL**

***SINGLE SESSION BELL SCHEDULE***

**WARNING BELL 7:35**

**Period 1 7:40 - 8:10**

**Period 2 8:15 - 8:43**

**Period 3 8:48 - 9:16**

**4/5 or 5/6 9:21 - 9:49**

**6/7 or 7/8 9:54 - 10:22**

**8/9 or 9/10 10:27 - 10:55**

**Period 11 11:00 - 11:28**

**Period 12 11:33 - 12:00**

**NOTES: 1. No lunch will be available.**

1. **Activities/athletics may not begin before 4:00 p.m.**

**EDISON HIGH SCHOOL**

***DELAYED OPENING SCHEDULE***

 **PERIOD 1 9:30 - 10:06 36 MINUTES**

 **2 10:11 - 10:40 29 MINUTES**

 **3 10:45 - 11:14 29 MINUTES**

 **4 (1st lunch) 11:19 - 11:40 21 MINUTES**

 **5 11:45 - 11:48 3 MINUTES**

 **6 (2nd lunch) 11:53 - 12:14 21 MINUTES**

 **7 12:19 - 12:22 3 MINUTES**

 **8 (3rd lunch) 12:27 - 12:48 21 MINUTES**

 **9 12:53 - 12:56 3 MINUTES**

 **10 (4th lunch) 1:01 - 1:22 21 MINUTES**

 **11 1:27 - 1:56 29 MINUTES**

 **12 2:01 - 2:30 29 MINUTES**

**Section II** **TEACHER EVALUATION**

[[Return to TOC]](#SectionII)

Professional service implies a responsibility for continuing application and study to insure that as new problems and situations arise they are anticipated and resolved in such a way that the general level of instruction and learning shall improve continuously. In the personal fulfillment of this commitment, the professional teacher plans for a program of study and consistently reviews and analyzes his/her own performance to insure continuous personal growth. She/he also contributes to the development and improvement of the total school program. The individual teacher is the primary source of all growth and all improvement in teaching and learning,

It is the function and obligation of administration and supervision to provide the climate, facilities, leadership, and individual assistance required to support and sustain the teacher in his/her personal efforts toward fulfillment of maximum professional growth. Administrators and supervisors are also responsible for a continuing review of the overall achievements of the instructional program and of the performance of individual staff members.

Within each academic field the supervisor is responsible for the quality of instruction and for the program of studies, including content, materials, and methods of instruction. Within each department, staff members are responsible to the supervisor and the principal and should refer to them for information, assistance and advice. They will provide leadership and coordination so that common goals may be identified and united efforts maintained.

All staff members will be evaluated in the performance of their duties according to the Board Policy on tenured staff evaluation, or the Board Policy on non-tenured staff evaluation.

**I.** **Course Planning** [[Return to TOC]](#SectionII)

A. We believe that curriculum development is based on these principles:

1. Curriculum, consisting of all experiences of the learner under the guidance of the school, is effective in achieving the purposes of education when it is based on the needs, interests, and abilities of the learner and the demands of the society in which he/she lives,

2. Because of individual differences, social changes, and the nature of the educative process, continuous planning, development, and appraisal of the curriculum are essential.

3. The development of a most effective curriculum requires the cooperative planning and action of all who influence the experiences of the learners.

4. Curriculum improvement depends upon the continued growth of all those involved.

B. Curriculum development is an ongoing process requiring the direct involvement of the teaching staff. Annually teachers are encouraged to make recommendations and provide input for the revisions of curriculum guides, which must be kept readily available and used as working documents in daily planning.

C. The planning of any new course should be related to the district's, school's, and department’s philosophies, goals and objectives.

D. In developing and revising courses of study, teachers are encouraged to participate in Board approved curriculum projects during the school year and over the summer. All course development and suggestions must be coordinated and approved by the supervisor.

**II.** **The Philosophy of Active Learning** [[Return to TOC]](#SectionII)

Educational philosophy continues to evolve and become more refined as we learn more about brain functioning and how people learn. For many years, we accepted the behaviorist notion of learning: cover the material, and the student would absorb it. This belief valued the quantity of information taught.

The challenges of the future demand that we re-evaluate the concept of learning. Currently, the active view of learning holds that students learn not by absorption but by creating and constructing personal understanding. Learning involves students making the knowledge applicable to their life experiences.

This view necessitates that teachers concentrate not just on the curriculum to be taught but also on the kinds of things they can do in their classrooms to help students construct understanding.

The following "Framework for Essential Instructional Behaviors, K-12" identifies the common threads of a learning experience that will enable students to be active learners in their educational experience.

A. PLANNING WHICH SETS THE STAGE FOR LEARNING

 Does the lesson show evidence of:

1. Long-range and specific short-range planning which shows a direct relationship between student learning needs and the written curriculum.

2. Communicating a clear defined, curriculum-based learning objective based on observation and diagnosis of student needs.

3. Setting high standards and expectations and deliberately selecting instructional strategies to help students achieve them.

4. Sequenced lesson plans

5. Using thematic/interdisciplinary units of fundamental importance to connect science, social studies, language arts, and/or math, which result in integrated learning.

6. Integrating reading, writing, listening, speaking, viewing.

7. Using available materials, including technology and outside resources, effectively.

8. Demonstrating accurate knowledge of subject matter.

9. Planning to enable co-teaching in shared teaching situations.

10. Allocating nearly all of the available time to learning and activities to accomplish learning objective{s).

B. PRODUCTIVE LEARNING CLIMATE/CLASSROOM MANAGEMENT

Does the lesson show evidence of:

1. Establishing an environment, which is learner-centered (content rich and reflective of children s efforts).

2. Creating a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender

3. Providing opportunities for student choice.

4. Using proactive rules, routines (which students have internalized) and reactive management strategies effectively.

5. Creating a sate positive and open classroom environment in which children and teachers take risks, use trial and error.

C. TEACHING WHICH MEETS THE NEEDS OF INDIVIDUAL DIFFERENCES

Does the lesson show evidence of:

1. Demonstrating a belief that all children can learn and learn in different ways.

2. Deliberately selecting a variety of grouping strategies (individual conferences, whole class, flexible, small groups, partners, cooperative learning groups).

3. Addressing varied learning modalities (visual, auditory, kinesthetic/ tactile).

4. Deliberately selecting and using graphic organizers, auditory tapes, and manipulatives.

5. Intentionally modifying content, strategies, materials and/or assessment during a lesson.

D. TEACHING WHICH FORGES MEANINGFUL CONNECTIONS

Does the lesson show evidence of:

1. Helping students interact with concepts /skills/content knowledge through a variety of planned and, when appropriate, unplanned learning strategies.

2. Focusing on strategies for concept building rather than on isolated facts, information, and skills (teacher with students exploring/discovering, not teacher assigning).

3. Accessing prior knowledge to build background information (anticipatory set, K-W-L, wonder list...)

4. Building in ample connections, including students' home cultures, to real life.

5. Providing students the opportunity to actively process the learning through closure.

E. TEACHING WHICH PROMOTES FOCUSED THINKING

Does the lesson show evidence of:

1. Using questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and high levels of thinking (analysis, evaluation, synthesis.)

2. Integrating active student participation, individually and collaboratively.

3. Using varied writing activities (journals, learning logs, creative pieces, letters, charts, notes, reports) that connect to and extend learning in all subjects.

F. STUDENT ASSESSMENT WHICH MEASURES LEARNING

Does the lesson show evidence of:

1. using assessment to monitor and adjust instruction continually (e.g. Researching when necessary).

2. developing multiple means of assessments including performance (students participating in self assessment, projects, demonstrations)

3. assessing student learning before, during, and after the lesson.

4. using appropriate homework assignments that extend learning, coupled with efficient assessment of student performance.

NOTE: THIS FRAMEWORK (EIB's) REMAINS IN DRAFT FORM AND IS MODIFIED ANNUALLY. A COPY OF THE UPDATE VERSION IS DISTRIBUTED TO STAFF AT THE OPENING OF SCHOOL AND REVIEWED BY SUPERVISORS.

**III.** **Design of Effective Lessons** [[Return to TOC]](#SectionII)

A. Instructional planning helps teachers achieve several purposes:

1. To become aware of the important content and/of objectives, appropriate methods of assessing how well students have learned the content or mastered the objectives, and relevant instructional materials and teaching methods.

2. To ensure the availability and use of needed instructional support material- (e.g., supplementary readings, audiovisual aids, computer software), assignments and tests.

3. To estimate the amount of time to be allocated to various topics, objectives, book chapters, or activities (e.g., laboratory experiments).

4. To align curriculum content and objectives; tests and assessments, and instructional methods and strategies. Teachers are able to direct their teaching toward what they expect their students to learn and assess student learning accordingly.

5. To align the content and objectives of individual lessons or units with larger curriculum goals. Students are able to see the relationship between isolated facts and the major concepts and generalizations that define the subject matter being studied.

6. To design and establish instructional and managerial rules and routines.

B. The recommendations of lesson design presented here are part of the work of Madeline Hunter and her colleagues resulting from effectiveness research. While a successful lesson can be developed and conducted without explicitly following all the steps or the sequence, these steps serve as an appropriate framework for planning virtually any type of lesson at any grade level and in any subject area. In this sense, these steps focus teaching around certain key teaching skills that are applicable in almost all situations, and are consistent with the "Framework for Essential Instructional Behaviors, K-12."

C. The assumption here is that before teachers begin to plan for a particular lesson, they will already have determined the primary objectives of the lesson. Once that has been done, the following steps should be used to design the most effective lesson possible to meet those objectives.

Steps 1 and 2: Anticipatory Set and Statement of Objectives

It is important to get students ready to learn. " The first minutes of class are particularly valuable because students must be brought onto task in a way that encourages mental readiness for the learning to come. One particularly recommended practice is to get students started as quickly as possible using an anticipatory set. The key idea here is that the students need to be engaged in an activity in which they pull forward what they have learned previously (either from life or the classroom; and connect it to the new learning; when this is done it increases the probability of learning and remembering. It is important for students to know where they are going in class, the relevance of what they are learning, and to have a sense of continuity. Very often, average and below-average ability students view each school day and each new lesson as an independent act. They do not see the relationship between today's work and what they did yesterday and certainly not what they will be doing in class tomorrow. They lack the ability to independently see the big picture. The teacher has the responsibility for providing students with a sense of continuity in their learning. For example, the consistent use of sets can inform students of what is coming as well as tie events together. For example:

"What we are going to do today is . . ."

"Yesterday, as you remember, we talked about . . . Take a minute to write down what you remember . . . Now take a few minutes and review what we did yesterday because I think it will help give you a feeling about what the next logical step should be. Talk to your partner…”

Another effective practice is to write the objective of the lesson on the board and have students write it in their notebooks. This too helps the students have a sense of what they will be learning.

Steps 3 and 4Instructional Input and Modeling

Steps three and four can be called the explanation or demonstration stage in teaching. Instructional input is the teacher's actual procedures for the lesson. Students must acquire new information about the knowledge, process, or skill they are to achieve. Regardless of whether that information comes from discovery, discussion, reading, listening, observing or lecture, the teacher must have task-analyzed the final objective to identify knowledge and skills that need to be acquired. Only then can the input phase of the lesson be designed so that a successful outcome becomes predictable and achievable.

At the same time, it is necessary to build in verbal cues during the presentation of a lesson to provide benchmarks or clues as to what is particularly important. The use of structured comments as an automatic part of teaching helps produce such clues.

Examples of structured comments would include: "This is an important point, and I think you should write it down."

"This idea is central to our understanding of the concept."

When a teacher models the learning for students, the teacher permits the student to both "see" and "hear" the learning. It is facilitating for the learners to directly perceive the process or product they are expected to acquire or produce. So that creativity will not be stifled or generalizing impeded, several examples should be a routine part of most (not all) lessons. The construction of models or demonstrations, live or filmed, or process and products are facilitating rather than restricting to student initiative and creativity.

Step 5 Check for Understanding:

In order to make appropriate instructional decisions, the teacher needs to continuously monitor students’ levels of understanding throughout the lesson. Most students learn best the first time they are introduced to material. Thus, if students do not understand what has been presented; it is incumbent on the teacher to make appropriate changes in the instruction as soon as possible. Research suggests that an approximate 70 to 80 percent correct answer rate on verbal responses and seatwork assignments is a satisfactory level of understanding. It is not appropriate to continue with a lesson on the assumption that what the students did not understand can be picked up during review sessions.

There are a number of useful and informal ways to check for understanding. The most practical and immediate way is through informal questioning, for this assessment to be legitimate, all the students in a class need to be monitored. It is especially important that non-respondents be included. Teachers should rely on a number of undirected questions during this part of the lesson. If only directed questions are asked, the brightest, most verbal students in the room will dominate the discussion, which will lead to a distorted picture of the overall level of understanding. Even teacher should have several benchmark students; when these students show an adequate level of understanding, it can be assumed that everyone is ready to move to the next step.

Some other informal techniques to tap a large number of students:

* Use of signaling "raise your hand if you agree with \_\_\_\_\_\_\_\_\_\_\_'s answer."
* Use of choral responses for short answer questions.
* "Sampling" of students as they pair to discuss the answer to a question.
* "Sampling" of students' written responses.

Step 6 Guided Practice

If the lesson involves a skill or procedure and once an adequate level of understanding has been reached or is at least attainable, it is absolutely essential that students be given the opportunity to practice the new skill. This is called guided practice.

Basically, guided practice affords students the opportunity to practice a new skill in the classroom under the direct supervision of the teacher. The teacher works among the students providing feedback, support, encouragement, praise, individual assistance, or re-teaching as needed. It is an opportunity for the teacher to use a number of teacher behaviors that have been directly related to achievement. When students have mastered the new material, they are ready to advance to the next step in the sequence.

Step *7*: Closure

Closure is a process that allows the learners to summarize, for them, what has been learned during the instructional episode. Closure begins here as the learners take time to put all these pieces of learning together. The entire process of closure must be worked through by the students...the teacher just provides the time and means to do this, usually through an activity.

Closure allows the learners to summarize for themselves what they have learned. It allows the teacher to monitor the progress of the students and adjust the lessons accordingly. To achieve this, closure should be used throughout the lesson based on the amount and complexity of the material taught. It should not be restricted only to the end of each lesson.

* Today we learned about finding the slope of a line on a graph. Explain to a partner what you can do now that you could not do yesterday.
* Before we go to the next part of your lesson, I would like you to write, in your own words, a list of what we have learned so far.
* Before the period ends, take several minutes to summarize for yourself the significant ideas you learned about the animal cell.

Step 8 Independent Practice

The final step in effective lesson design provides students the opportunity to practice the new skill independently. Traditionally independent practice has been in the form of homework. But the concept of homework is frequently misinterpreted and often misused. Homework, like review, should be a reinforcing or extending activity. With the possible exception of academically talented of highly motivated pupils, students should never be sent home with homework that they have not already demonstrated in class that they know how to do.

* The average student learns best in the classroom with a teacher, rather than at home struggling through long homework assignments that produce high error rate. This is not an argument against homework but against the inappropriate use of homework. Reading assignments, for example, are quite useful - not because students need homework but because such assignments serve as advanced organizers for the next day.

**IV****. Lesson Plans (BOE Policy 3270)** [[Return to TOC]](#SectionII)

Lesson plans serve three purposes: (1) to assist teachers in preparing for each daily lesson, (2) to ensure that the prescribed curriculum is implemented, and (3) to ensure the use of instructional strategies/activities that increase the probability of learning and confirm that students have learned.

Procedures for the implementation of this policy shall include:

A. Daily lesson plans must be prepared for each subject and for each instructional group or situation. All worksheets, quizzes, tests, and other written/typed/printed instructional material must be dated and available for review.

B. Daily lesson plans must be prepared, dated, and available for review at least two (2) school days prior to the implementation of a specific daily lesson.

C. Daily lesson plans shall include:

1. Instructional objective(s) for the desired learning.

2. Instructional strategies/ activities for conducting the lesson.

3. Homework assignments (when applicable).

D. Daily lesson plans shall be maintained in electronic format. Additional information and more detailed plans may be maintained in a separate source; however, this source must be referred to in the lesson plan and must be available for review

E. In addition to the daily lesson plans, teachers are to provide specific lessons/activities for use by substitute teachers. These lessons/activities should continue the regular program, if possible, or provide meaningful alternative lesson plans that relate to the specific subject area.

F. Daily lesson plans shall be reviewed regularly by appropriate administrative and supervisory personnel - principals, assistant principals, and supervisors.

G. Comments/ questions regarding daily lesson plans which relate to a lesson observed by an administrator or supervisor shall be included in the written classroom observation report. When lesson plans are reviewed at a time other than during a classroom observation, comments/questions shall be presented in a memorandum or e-mail directed to the teacher.

H. Questions or concerns regarding the appropriateness of a teacher's lesson plans shall be referred to the teacher's immediate supervisor.

**V.** **Emergency Lesson Plans** [[Return to TOC]](#SectionII)

Since there are times when emergencies occur and teachers must be absent on short notice, emergency lesson plans are necessary. However, teachers should make every attempt to communicate with their supervisor or another staff member such lesson plans that allow a substitute to continue classroom instruction without breaking the continuity.

When this is not possible, emergency plans should be utilized. Every teacher must submit to the Supervisor during the first week of school a set of emergency plans. Preparation of these plans should take the following guidelines into consideration:

A. These plans should NOT BE JUST BUSY WORK, but should be meaningful and relevant to the course

B. Emergency lesson plans should NOT INCLUDE THE USE OF AUDIO-VISUAL MATERIALS nor visits to the Library or Computer Lab without the prior approval of the supervisor.

C. These plans should include SPECIFIC ACTIVITIES for the ENTIRE PERIOD.

D. There should be follow-up activities for those assignments completed by students. (Discussion, grading of papers, etc.)

E. Seating charts and/or class rosters (please keep updated) should be available.

F. Classroom teacher schedule and assignments (a form is provided for this) must be completed and accurate and on file in the Main Office.

G. Teachers must include with the emergency lesson plans, copies of the attendance roster and an updated seating chart.

H. All staff should include some discipline referral forms and cut slip forms in the folder.

I. Substitutes receive the basic schedule and evaluation form from the Main Office. The Supervisor provides the plans.

AS ABSENCES OCCUR AND THE PLANS ARE UTILIZED, THE EMERGENCY LESSON PLANS SHOULD BE REVISED AND UPDATED.

**VI.** **Class Records**  [[Return to TOC]](#SectionII)

A. Genesis will be used by all teachers as their official class record for maintaining a record of student achievement and progress for the purpose of pupil evaluation. Refer to memorandum for frequency in which student attendance and academic grades should be updated.

B. It is expected that any evaluations will be well substantiated and justified based on frequent and continuous recording of pupil achievement and progress.

C. Attendance records should be maintained in a timely and accurate manner for each student for the entire school year in Genesis. Staff should refer to the Student-Parent Handbook and Board Policy on Student Attendance.

D. Each teacher must provide an outline of his/her grading procedures to their direct supervisor. These grading procedures must conform to Board Policy and must have the approval of a supervisor. Staff should review the Pupil Evaluation section of this manual.

E. The following represents a list of these items which should be clearly inputted into Genesis:

1. Quiz, test, homework, and other entries clearly identified and dated

2. Student attendance records must be completed in Genesis.

3. All entries that determine the marking period grade (e.g. class participation) should be included.

F. In an emergency evacuation of the building, staff members should have an evacuation sheet and a class roster. This is essential for accurate accounting of all students in an emergency.

G. Do not leave login or password for Genesis with a substitute teacher.

**VII.** **Professional Responsibility for Individual Instruction** [[Return to TOC]](#SectionII)

Unfortunately, students occasionally fall behind their classwork for various reasons. It is the teachers responsibility to be alert and perceptive in identifying the individual student needs for additional instruction. It is not always easy, and sometimes impossible, to find time mutually convenient to teacher and student but make every effort to see to it that extra help is provided when needed. As we consider the total effectiveness of the teacher in his/her role as instructor, the thoroughness and efficiency with which this responsibility is fulfilled is a significant factor. Under no circumstances should students make-up work (tests, etc.) during class time.

**VIII.** **Confidential Material** [[Return to TOC]](#SectionII)

Report cards, interim progress reports, and other materials that are considered confidential should not be handled or transported by students. This is the teacher's responsibility. Staff must also exercise caution when discussing grades or other student matters individually so that each student's right to privacy is protected.

**IX.** **The Staff Development Program: An Overview** [[Return to TOC]](#SectionII)

A. Programs:

* Mentor & Protégé Training
* Administrator & Supervisor Workshops
* District In-Service and Cultural Understanding Initiative
* School-Based Curriculum Support Teachers
* Building based Professional Learning Communities (PLC’s)

**X.** **Classroom Observations, Classroom Observation Reports, Observation Conferences** [[Return to TOC]](#SectionII)

The McREL teacher evaluation rubric consists of five Standards and 28 Elements within these standards.  With the District-wide adoption of McREL taking effect in September, 2013, this rubric describes effective teaching and instructional expectations.  As such, the Standards and their Elements replace the Essential Instruction Behaviors (EIBs - Draft 14) that have been utilized by Edison in the past. Please refer to [Edison McREL 2015-2016](http://www.edison.k12.nj.us/cms/lib2/NJ01001623/Centricity/Domain/58/Teacher%20Evaluation%20Guidelines%20for%2015-16.pdf) for more information.

**STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP**

1. Teachers lead in their classrooms.
2. Teachers demonstrate leadership in the school.
3. Teachers lead the teaching profession.
4. Teachers advocate for schools and students.
5. Teachers demonstrate high ethical standards.

**STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

1. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
2. Teachers embrace diversity in the school community and in the world.
3. Teachers treat students as individuals.
4. Teachers adapt their teaching for the benefit of students with special needs.
5. Teachers work collaboratively with the families and significant adults in the lives of their students.

**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

1. Teachers align their instruction with the New Jersey/Common Core Content Standards and approved District curriculum.
2. Teachers know the content appropriate to their teaching specialty.
3. Teachers recognize the interconnectedness of content areas/disciplines.
4. Teachers make instruction relevant to students.

**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

1. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
2. Teachers plan instruction appropriate for their students.
3. Teachers use a variety of instructional methods.
4. Teachers integrate and utilize technology in their instruction.
5. Teachers help students develop critical thinking and problem-solving skills.
6. Teachers help students work in teams and develop leadership qualities.
7. Teachers communicate effectively.
8. Teachers use a variety of methods to assess what each student has learned.

**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

* 1. Teachers analyze student learning.
	2. Teachers link professional growth to their professional goals.
	3. Teachers function effectively in a complex, dynamic environment.

Teacher performance will be noted as follows:

**Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Teacher demonstrated basic competence on standard(s) of performance.

**Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

The following Administrative Procedures have been established regarding requirements for classroom observations, observation reports, and observation conferences of teachers by principals, assistant principals, and supervisors:

* 1. Classroom Observations

Edison observations are scheduled in three cycle “windows.” The cycles for 2015 – 2016 are:

Cycle 1 September 6 through October 28

Cycle 2 October 31 through January 13

Cycle 3 January 17 through March 10

NEW FOR 2016- 2017 Teachers will be evaluated on Standards 1 and 5 and Element 2e during the Summative Evaluation process. Classroom observations will be based on Standards 2 (a – d only), 3 and 4. Please see the section on Summative Ratings for more information on this change.

**Non Tenured Teachers - Observed once in each of the three cycles**

* Years 1 – 4 (based on new regulations)
	+ 3 Long Observations: Principal/Assistant Principal or Supervisor should see the teacher at least once. A pre-conference will be conducted for the FIRST observation, with the assigned administrator.
	+ The administrator completing the summative must observe the teacher at least once during the year.
	+ Comments may be included in any section, but are required in any Standard in which the teacher is rated as Not Demonstrated OR Developing.

**Tenured Teachers – Observed in TWO of the three cycles**

* 2 Long Observations: One unannounced and one announced. A pre-conference is required for the announced observation. Comments may be included in any section, but are required in any Standard in which the teacher is rated as Not Demonstrated OR Developing.
* Content Supervisors are expected to comment on Standard 3 (Teachers know the content they teach). Principals/Assistant Principals may also do so.

**Long Term Substitutes (LTS)**

* Full Year LTSs (hired by Sept 30 and working through June 30th should be evaluated with one long (first) and either two short or one long and one short PLUS Summative. The length of the second and third observation is at the discretion of the administrator.
* 5 to 9 months LTS will get 1 long, 1 short PLUS Summative if their contract goes through June 30th.
* Up to 5 months LTS will get 1 long PLUS Summative if their contract goes through June 30th

**\*Refer to Edison Township District website for additional information.**

**Section III PUPIL EVALUATION**

[[Return to TOC]](#SectionIII)

Pupil evaluation is intricately related to the instructional program and is an indication of the professional judgment of a staff member of his/her students reduced to an objective symbol. The issuance of grades is only one means of communication of pupil progress and curricular proficiency. To the extent possible, other means of communication with students and parents are encouraged at all times. No student or parent should unaware of a final grade. Continuous communication to the student through daily, weekly, and/or unit evaluations, as well as reports, themes, projects, and classroom participation should be utilized by the staff.

**I.** **General Objectives and Procedures** [[Return to TOC]](#SectionIII)

The continuous growth of each individual student in knowledge and intellectual skills is one of the major objectives of public education. To achieve this growth, we identify specific areas of content, select and make available appropriate materials, plan activities, and seek to actively involve students in each of these processes. If the desired growth is to result, we must also provide the student with a means of continuously measuring his/her own progress toward goals that are clearly understood. To do this requires that we:

A Clearly identify specific achievable goals. Course proficiencies as outlined in the various Curriculum Guides must be distributed to each student and parent;

B. Discuss and interpret course objectives with students and identify specific daily objectives for each lesson;

C. Identify tangible forms of evidence of progress toward each of these goals/objectives;

D. Establish procedures by which evidence of progress may be obtained;

E. Provide a systematic means of accurately and efficiently recording evidence of growth;

F. Provide a series of "bench marks" that constitute a scale by which the individual student may check his/her own growth against the teacher's expectations for progress; and,

G. Create a simple and direct means of communication so that the teacher can inform the student, the parent, appropriate members of the professional staff, and the administration concerning each student's progress toward established goals and objectives.

**II.** **Board Policy on Grading** [[Return to TOC]](#SectionIII)

The Board of Education has comprehensive policies concerning grading, examinations, and related matters. Staff members are strongly encouraged to review this material.

When course requirements during a marking period have not been completed to the satisfaction of the teacher, an incomplete (INC) grade may be issued. The teacher will communicate the student's lack of progress to the student, parent, and guidance counselor. It is the responsibility of each student receiving an incomplete (INC) to determine from his teacher which requirements are outstanding.

If an incomplete (INC) remains for any of the four marking periods, an incomplete (INC) shall be issued for the course grade. No credit shall be issued for the course until the incomplete (INC) is satisfied or the course is repeated. A student receiving an incomplete (INC) for a course is not eligible for summer school for that course.

If an Incomplete is to be assigned as a Final Grade, the teacher must submit a notification form. Under no circumstances should an Incomplete remain for any marking period unless the intent is to issue a final grade of Incomplete.

The use of M (Medical Excuse) for PE only will indicate that the student has been medically excused from PE for the marking period, or most of the marking period. Students requesting a medical excuse must present the medical note to the teacher first who signs and sends to the Department Supervisor who processes the note through the nurse. The nurse assigns the student to a specific study hall teacher who will return verification to the PE teacher.

The use of P or W (Withdrawn Passing/Failing) is used to indicate that a student was withdrawn from the class and was passing/failing at the time. This requires administrative approval.

N (No Grade) should not be used by a teacher unless approved by the Principal.

**III.** **Teacher Issued Grades For Marking Period**  [[Return to TOC]](#SectionIII)

For each marking period the letter grade assigned should correspond to the appropriate

numerical equivalent arrived at in accordance with grading procedures and criteria established by the teacher in cooperation with his/her Department Supervisor. A statement of this procedure (SEE SAMPLES AT END OF SECTION) must **be posted in the classroom and a copy filed with the respective Department Supervisor and the Principal.** At the beginning of the school year, each Department Supervisor will review departmental and individual teacher's grading procedures.

**IV. Board Policy -** **Grade Calculation** [[Return to TOC]](#SectionIII)

A. Letter grades shall be converted to the following numerical equivalents:

A+ = 10 B+ = 7 C+ = 4 D = 1

A = 9 B = 6 C = 3 F = 0

A- = 8 B- = 5 C- = 2

B. The sum of each marking period grade will be divided by the appropriate number of marking periods to arrive at **a** final grade for the course. For example: a semester will be divided by 2; a full year course without an examination grade will be divided by 4; a full year course with an examination grade will be divided by 5.

For example: A full year course without an examination grade might look as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| FIRST M.P. | SECOND M.P. | THIRD M.P. | FOURTH M.P. NUMERICAL  SCORE  |
| A- | C+ | C | B- |
| 8 | 4 | 3 | 5 20 |

This total numerical score shall be divided by 4 to determine the **average numerical** score (20 / 4 = 5). The average numerical score shall be converted to the appropriate letter grade: (5 = B-) and this grade shall constitute the final grade for the course.

C. **THE MINIMUM AVERAGE NUMERICAL SCORE NEEDED TO PASS A COURSE IS 1.0. THERE SHALL BE NO CONVERTING TO THE HIGHER WHOLE NUMBER FOR A NUMERICAL SCORE BELOW 1.0.**

The following illustrates the above exception. Let's assume a student in a full year course without an examination has the following profile of grades:

  ***First M.P. Second M.P. Third M.P. Fourth M.P. Numerical Score***

Grade D F C- F

Points 1 0 2 0 3

$$\frac{(1+2)}{4}=.75$$

Although the *.75* is converted higher in all other cases, the student must reach 1.0 to pass the course

**V.** **Grade Calculation By Course** [[Return to TOC]](#SectionIII)

A. The final grade in a **semester** course is determined by averaging the two marking period grades. The following illustrates the procedure:

***Marking Period: 1 2***

 Student Grade: B C+

 Numerical Value: 6 4

Conversion:$ \frac{(6+4)}{5}=5=B- (Final Grade)$

Since the highest grade a student can receive in a semester course is A+, A+ = A+ (20 points), and the lowest one can receive is F, F = F (0 points), the sum of the numerical values of both marking periods combined must fall between 0 and 20.

Average numerical scores that consist of fractional values of one-half (1.5, 2.5, 3.5, etc.) may be converted to the higher whole number or they may be dropped. In such cases, consideration should be given to the sequence of grades for an entire semester or year (see below).

**The minimum average numerical score needed to pass a course is 1.0. There shall be no converting to the higher whole number for a numerical score below 1.0.**

SEQUENCE OF GRADES

Semester Course:

A-, B+ = probably a B+

B+, A- = probably an A-

B. The final grade for a full year course **that does not have an examination** is determined by averaging the grades of each of the four marking periods. For example:

***Marking Period: 1 2 3 4***

Student Grade: A C C B-

Numerical Value: 9 3 3 5

Conversion: (9+3+3+5)/4 = 5 = B-

Since the highest grade a student can earn in a full year non-exam course is A+,A+,A+,A+, the highest possible numerical value the student can earn is 40. Since the lowest grade possible is the total of four Fs, the lowest numerical value is 0. Therefore, all students must earn a numerical value somewhere between 0 and 40.

**VI. Quarterlies: Grades 9-12** [[Return to TOC]](#SectionIII)

Procedures for 9th through 12th Grades for courses **with *quarterly assessments.***

1. The letter grades for each marking period and for the quarterly assessment grade shall be converted to the following numerical equivalents:

                Ten (10) point grading system:

                A+    =10      B+    = 7        C+    = 4        D     = 1

                A      =  9       B      = 6        C      = 3

                A-     =  8       B-     = 5        C-     = 2        F    = 0

1. The first and second quarterly assessment grades will be averaged to become a “Mid-Term Exam” grade. The third and fourth quarterly assessment grades will be averaged to become the “Final Exam” grade. The Mid Term and Final Exam grades are averaged and become the Course Exam Grade. The total numerical score for each subject shall be computed by converting the letter grade for each marking period and the quarterly assessment grade to the numerical equivalent:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | MT | 3 | 4 | FN | Exam | Final Course Grade |
| Marking Period | A | B- |  | B | C+ |  |  | B |
| Numerical | 9 | 5 |  | 6 | 4 |  | 7 | 9+5+6+4+7 5 |
| Qrtly Assmnt | B | A |  | A- | C+ |  |  |  |
| Numerical | 6 | 9 | 8 | 8 | 4 | 6 | 7 |  |
|  | 6+9=15/2 = 7.5 | 8+4=12/2 = 6 | 8+6=14/2=7 |  |

       This total numerical score shall be divided by 5 to determine the average numerical score since there are four (4) marking periods, plus the exam grade which will count for one-fifth of the final score The average numerical score shall be converted to the appropriate letter grade (e.g. 6=B) and this grade shall constitute the final grade for the course.

1. Average numerical scores that consist of fractional values of less than one half shall be dropped.

        **Average numerical scores that consist of fractional values of 1.5 or above shall be converted to the higher whole number.** The minimum average numerical score needed to pass a course is 1.0.  There shall be no converting to the higher whole number for a numerical score below 1.0.

***NON-QUARTERLY COURSES***

A total numerical score for each subject shall be computed by converting the letter grade for each marking period to the numerical equivalent:

 Marking Periods Total Numerical

 1st 2nd 3rd 4th Score

 Letter Grade A- C+ C B-

 Numerical Grade 8 4 3 5 20

This total numerical score shall be divided by 4 (since there are four (4) marking periods) to determine the average numerical score (20 ÷ 4 = 5). [The average numerical score shall be converted to the appropriate letter grade (5 = B)] and this grade shall constitute the final grade for the subject.

Average numerical scores that consist of fractional values of less than one-half shall be dropped. Average numerical scores that consist of fractional values of one-half (1.75, 2.75, 3.75, etc.) shall be converted to the higher whole number. The minimum average numerical score needed to pass a course is 1.0. There shall be no converting to the higher whole number for a score below 1.0.

**Common Quarterly Assessments in Grades 9 through 12**

Common Quarterly Assessments will be administered in the following courses at all instructional levels:

|  |  |
| --- | --- |
| English | I, II, III, IV, including AP Lang and AP Lit |
| Science | Environments Science, Biology, Chemistry, Physics, Anatomy and Physiology |
| Math | Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus, Statistics, Integrated Math A and B, Math RC 1, 2, 3, 4 |
| Social Studies | US History 1 and 2, World History |
| World Language |  Spanish, French, Latin, Hindi, Italian and Mandarin |
| ESL  | ESL I, II, III, IV, V |

 The Common Quarterly Assessments will be developed by committees of teachers under the supervision of the content supervisor. They will be designed to take one class period and will be administered as part of the normal school day. The assessments will be based on standards and/or content studied during the single marking period.

Academic Value:  Quarterly Assessments shall be evaluated/rated on the basis of the ten (10) point grading scale:

|  |  |  |
| --- | --- | --- |
| Computing Grade Scale | Numerical Range | Numerical Value for Marking Period, Quarterly Assessments and Final Grade |
| A+ | 97 – 100 | 10 |
| A | 93 – 96 | 9 |
| A- | 90 – 92 | 8 |
| B+ | 87-89 | 7 |
| B | 83-86 | 6 |
| B- | 80 – 82 | 5 |
| C+ | 77 – 79 | 4 |
| C | 73 – 76 | 3 |
| C- | 70 – 72 | 2 |
| D | 65 – 69 | 1 |
| F | 0 – 64 | 0 |

See Section D 1, 2 and 3 for computation of Final Course Grade for courses with Common Quarterly Assessments. Students on Home Instruction will be required to take examinations and follow the schedule as per board policy and as directed by the building principal/designee. Students must take Quarterly Asses in order to receive credit for a course. Students will receive a grade of F for their final grade for the course if they do not take the Quarterly Assessments.

Exceptions:

1. Students who transfer into the district once the fall semester has begun may have their Quarterly Assessments modified based upon date of entry; the degree of modification will be the decision of the subject supervisor.

1. Students who transfer into the district after the second marking period will be required to take the Quarterly Assessment in for the quarter in which they enroll. Their final grade calculation will be adjusted based on the number of quarterly assessments that are able to take.

1. Students in the alternative program may have their quarterly assessments modified based on the amount of time they are assigned to the alternative program; the degree of modification will be the decision of the subject supervisor.

1. Seniors only may be exempted from taking the fourth marking period Quarterly Assessment if they: (1) have no "U's" in attitude for the course and (2) have a combination of five "A" grades (A+, A or A-) or four "A" grades (A+, A or A-) and no more than one "B" grade (B+, B or B-) for the first, second, third marking periods, and first three Quarterly Assessments. In such cases, the average of the first three Quarterly Assessments shall comprise the Course Exam grade.  Seniors who qualify for an exemption, however, may elect to take the fourth marking period quarterly.

Students on Home Instruction: Students who have been placed on home instruction fall under one of the following categories:

A. Administrative Home Instruction

Students will be required to take examinations and follow the schedule as per Policy #2412 and as directed by the building principal.

B. Special Education Home Instruction

Students who are classified and placed on home instruction should have their IEP reflect the requirement to take or be exempted from examinations.

C. Medical Home Instruction

Students are placed on home instruction upon the recommendation of the medical examiner. The medical examiner will recommend no examinations, examinations at home or examinations in school.

Exceptions: Students must take mid-term Performance Assessments and final examinations. Students will receive a grade of F for their examination grade (double F for mid-term Performance Assessment and final exam) if they do not take mid-term and/or final examinations. The following are exceptions to this requirement.

a. Students who transfer into the district after mid­term examinations have been administered will be required to take June examinations only. In such cases, the June examination grade shall constitute the total examination grade.

b. Seniors only may be exempted from taking a final examination if they: (1) have no U's in attitude for the course, (2) have a combination of five A grades (A+, A or A-) or four A grades (A+, A, A-) and no more than one B grade (B+, B, B-) for the first/second/third marking periods, mid-term examination and projected fourth marking period grades. In such cases, the mid-term examination grade shall constitute the annual examination grade. Seniors who qualify for an exemption, however, may elect to take the final examination.

c. Students who are excused or exempted by the Principal must receive prior written approval and may be eligible for make-up exams as scheduled within each department. Students who are ill
during exams must provide a doctor's note to be approved for make-ups.

d. Teachers of courses which include a mid-term grade can assign an incomplete for the mid-term for students absent legitimately from one or more of the regularly scheduled performance tasks.

Teachers should set a reasonable amount of time during which the performance tasks can be made up. The best guide is the makeup procedure the teachers follow for legitimately missed work during a marking period.

The final date to make up the work is the midpoint of marking period 3. If performance tasks are not made up by that time/ then a double F is entered for the mid-term and final grades. Teachers should inform students of the incomplete for mid-term process in early January to assure ample due notice.

**VII.** **Failure Notification** [[Return to TOC]](#SectionIII)

All subject area teachers **MUST** complete a Failure Notification Form for each and every student for all subject failures. THIS IS **ESPECIALLY REQUIRED FOR SENIORS**. Guidance counselors and teachers **MUST** make contact with parents to advise of failures.

**VIII.** **Progress Reports** [[Return to TOC]](#SectionIII)

Midway in each marking period Progress Reports must submitted for students doing unsatisfactory work and/or in danger of failing. This can be completed through Genesis. Students failing a marking period or who are in danger of failing a marking period must receive a Progress Report.

We urge staff members to contact parents directly when you think their help is needed. Remember if a student does fail or receives a poor grade, it should not come as a surprise to the student or parent.

Please direct any questions on this procedure to the appropriate supervisor.

**IX.** **Report Cards** [[Return to TOC]](#SectionIII)

The Genesis grading portal will be opened to each staff member at the end of each marking period. The following information must be recorded for each student:

A Grade

B. Number of absences

C. Effort/Conduct

**X.** **Class Rank** [[Return to TOC]](#SectionIII)

The Superintendent shall develop procedures for determining class ranking which take into account records of transfer pupils, and honors/advanced courses. Class rank shall not be reported or released except as provided for in the procedures. A weighted grade point average shall be reported on the transcript.

Procedure

A. No information regarding rank in class shall be released or made public except as follows upon request. Such requests shall be made through the Supervisor of Guidance.

1. Colleges and universities shall be provided rank in class information upon their request.

2. The National Merit Scholarship Program shall be provided rank in class for those students it identifies as eligible for scholarship consideration.

3. The New Jersey State Department of Education shall be provided with a list of students who may be eligible for either Garden State or Bloustein scholarship awards.

4. The United States Military Service Academies shall be provided rank in class if requested by an academy.

5. Scholarship programs to which a student has applied shall be provided rank in class if such data is requested by the scholarship program.

B. Specific procedures for the calculation of weighted grade point average shall be developed by the guidance personnel and reviewed annually. Pertinent information regarding such weightings and calculations shall be placed in the Program of Studies and school profile.

C. Guidance personnel shall annually develop a school profile which communicates the caliber of the curriculum, a weighted grade point average distribution chart, and an explanation of the change in policy about reporting rank in class.

D. Class rank shall be determined on the basis of the quality points earned in all subjects, grades 9 - 12. Total quality points earned shall determine class rank and quality points shall be assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Honors | Accelerated | Regular/Remedial |
|  A+ | 6.33 | 5.33 | 4.33 |
|  A | 6.00 | 5.00 | 4.00 |
| A- | 5.67 | 4.67 | 3.67 |
|  B+ | 5.33 | 4.33 | 3.33 |
|  B | 5.00 | 4.00 | 3.00 |
| B- | 4.67 | 3.67 | 2.67 |
|  C+ | 4.33 | 3.33 | 2.33 |
|  C | 4.00 | 3.00 | 2.00 |
| C- | 3.67 | 2.67 | 1.67 |
|  D | 1.00 | 1.00 | 1.00 |
|  F | 0 | 0 | 0 |

Class rank shall be computed at the end of the second, fourth, sixth and eight semesters. Students who have taken all of their high school courses in Edison and/or in other high schools in New Jersey (public, parochial, private) will be ranked with their graduating class at Edison or J. P. Stevens High Schools.

Students from outside New Jersey transferring to Edison Public Schools following the first marking period of the junior year will not be ranking with their graduating class at Edison or J. P. Stevens High Schools. In such cases, the transcript will include information pertaining to courses taken at the previous high school(s) at the time of transfer. Additionally, all high school courses taken in Edison Public Schools will be entered on the transcript.

**XI.** **Appeal Procedure** [[Return to TOC]](#SectionIII)

In cases where parents/guardians or adult students are not satisfied with grades issued for a specific marking period or for the entire semester/year (final grades), an appeal can be filed in the following manner:

A. A written appeal must be presented to the principal by the parent/guardian or adult student within 14 calendar days following receipt of notification of marking period or final grades. The principal will take appropriate action and rule on the appeal within 30 calendar days.

B. Appeals by the parent/guardian/adult student or by the teacher regarding the decision of the principal must be submitted in writing to the Superintendent of Schools within 14 calendar days following notification of the principal's decision. The Superintendent will take appropriate action and render a decision within 30 calendar days.

C. Appeals to the Board by the parent/guardian/adult student or by the teacher regarding the decision of the Superintendent must be submitted in writing within 14 calendar days following notification of the Superintendent's decision. The Board will render a decision within 30 calendar days.

D. Board of Education decisions may be appealed to the Commissioner of Education.

**XII.** **Students Assigned to Alternate Program/Home Instruction** [[Return to TOC]](#SectionIII)

When students are assigned to the Alternate Program or Home Instruction, a special form is utilized to inform teachers. The procedures are as follows:

A. The teacher will be notified by the form that a student will be assigned to the Alternate Program or Home Instruction.

B. For attendance purposes only, they are shifted to a separate register. Therefore, the name comes off the regular attendance sheets.

C. They remain on the scan sheets for grading purposes.

1. If the student misses an entire marking period, the teacher will receive the grade for that MP from the counselor. The home instructor or Alternate Program teacher is responsible for the MP grade.

2. If the student misses part of a MP, the home instructor or Alternate Program teacher will provide a grade in progress for the teacher to average into the MP grade.

3. If any courses (such as electives or PE) are closed out due to the time of year or length of home instruction/alternate program, the teacher will be advised in the comments section of the form. In addition, the student is removed from the scan sheets.

4. IF THE TEACHER DOES NOT RECEIVE A GRADE WHEN THE TIME COMES TO BUBBLE IN A GRADE, ASSIGN AN INCOMPLETE, INCLUDING MP 4 IF NECESSARY. THE COUNSELOR WILL FINALIZE IN JUNE. IF THE INCOMPLETE REMAINS AT THE END OF THE YEAR, A YELLOW NOTIFICATION FORM MUST BE SUBMITTED.

**XIII.** **Homework/Makeup Work** [[Return to TOC]](#SectionIII)

The board considers homework to be a vial aspect of a student's education. Through the assignment and completion of well-designed, purposeful homework activities, classwork is enriched and reinforced. Academic success in all subjects requires the application of time and effort beyond the school day. Homework provides the link to reinforce the position that learning is a major responsibility shared by the student, the family, and the school.

The board considers valid homework assignments to be those which reflect the curriculum, stimulate intellectual growth, accommodate the needs of individual students, and contribute to the development of academic self-discipline. The board encourages the assignment of inter-related homework such as term papers, research and creative arts projects.

A. Students at all academic levels of instruction, in all grades and subjects, shall receive homework regularly throughout the school year. When long-term homework assignments extend over a vacation period, sufficient time shall be provided prior to and/or after the vacation period for students to complete the assigned work.

B. The specific amount and type of homework assignments shall be consistent with the requirements of the length of time shall be the same number of school days as the days missed. When a due date for an assignment is known in advance of the absence, however, students should return from the absence prepared with the work or for the test.

C. Pupils being excused from class(es) for any reason must make arrangements with the teacher of the missed class(es) in order to make up the work missed. This must be done before the absence from class.

D. The board policy on cheating applies.

E. The principal/designee of each school is responsible for developing procedures for the implementation

 and the monitoring of this policy. These procedures are to be submitted to the central office.

**XIV.** **Incompletes** [[Return to TOC]](#SectionIII)

When a pupil does not complete work missed to the satisfaction of the teacher, for absences or other reasons, an Incomplete (INC) grade may be issued. The teacher will communicate the student's lack of progress to the student, parent, and guidance counselor. It is the responsibility of each student receiving an Incomplete (INC) to determine from his teacher which requirements are outstanding.

If an Incomplete (INC) remains for any of the four marking periods, **an I**ncomplete (INC) shall be issued for the course grade. No credit shall be issued for the course until the Incomplete (INC) is satisfied or the course is repeated. A student receiving an Incomplete (INC) for a course is not eligible for summer school for that course.

**SECTION IV** **TEACHER ATTENDANCE**

**I.** **Reporting and Leaving** [[Return to TOC]](#SectionIV)

Staff members are expected to report at 7:30 a.m. and remain until 2:38 p.m. or 8 minutes after student dismissal. Staff members are required to sign in each day in the appropriate column of the faculty roster located in the Main Office. Teachers are required to be at assigned classes and locations on time and under no circumstances should a class be left unsupervised.

All teachers with a period 1 shall be in their respective rooms five minutes before the late bell in the morning. Teachers assigned a morning hall duty should be at their locations also five minutes before the late bell.

**II.** **Leaving the School Building** [[Return to TOC]](#SectionIV)

Teachers may leave the building during their scheduled duty-free period or lunch if no conference or previous commitment has been made. However, teachers must notify the office that they will be out of the building.

**III.** **Staff Absences** [[Return to TOC]](#SectionIV)

The District uses the AESOP System; all teachers must be registered in order to access the information. New staff will receive a packet of information at orientation.

A PROCEDURES TO REGISTER INTO AESOP

1. All staff members must call 1-800-94-AESOP (1-800-942-3767).

2. Enter your ID number, which is your ten digit phone number or your social security number (followed by the # key).

3. Enter your PIN number, the last 4 digits of your social security number (followed by the # key). You may change your pin number by selecting' the "Change Pin" link from the AESOP home page. Please notify the secretary if you make this change.

4. You must record your name, assignment and parking space #. (Example, Mrs. Jones, Science, Parking Space #8). DO NOT record the absence information in this area. (This step is necessary for the substitutes who will receive a phone message from AESOP.) The prompt will give you an opportunity to hear your recording and make any changes if necessary before you end. You will **not** be asked to record this information each time you register an absence. If your phone number changes during the course of the school year, you must change your profile on the AESOP system.

B. The following is the procedure when absent:

1. Recording an absence via the telephone

* Call 1 - 800 - 94 - AESOP (1-800-942-3767)
* Enter your Social Security Number
* Follow the instructions for entering information regarding day, length, and type of absence
* Confirm the information
* Receive confirmation number

2. Recording an absence via the Internet

* Go to [www.AesopOnline.com](http://www.AesopOnline.com)
* Click "Teacher/Staff"
* Logon
* Choose "Enter An Absence"
* Enter the information
* Receive confirmation number

3. DO NOT **CALL** YOUR OWN SUBSTITUTE!

C. All teachers going on field trips or professional days (including released time) must contact AESOP and notify the main office secretary prior to the trip. If the field trip is postponed or cancelled, the teacher again must contact AESOP to withdraw the absence and notify the secretary.

D. Do not call/contact AESOP if you are going to be absent and a sub is not required, just notify the secretary in the main office.

E. Just a reminder that AESOP is not the official attendance records for the Edison Board of Education. Daily attendance is posted to the Edumet System by the secretary.

**IV.** **Tardiness to School** [[Return to TOC]](#SectionIV)

A. Teachers who anticipate that they will be tardy to school should report this fact

(732 -650 -5202) as soon as possible, but after 7:00 a.m. **DO NOT CALL THE SUBSTITUTE CALLER.**

B. When notifying the office, please indicate the reason for the tardiness and the anticipated arrival time in order that coverage of classes can be arranged.

**V.** **Early Dismissal** [[Return to TOC]](#SectionIV)

A. Teachers who anticipate that they must leave school before dismissal must have the prior approval of the Principal.

B. With approval, the teacher must notify the Department Supervisor and main office secretary prior to period 1 on the day of the early dismissal in order that coverage of classes can be arranged.

**VI.** **Worker Related Injuries** [[Return to TOC]](#SectionIV)

Procedures directing employees for medical care in worker-related injuries have not changed but inasmuch as questions continue to arise in this area, the following guidelines have been established.

A. An employee must report all work-related injuries to the school nurse.

B. With the nurse present, the employee must complete three forms immediately and thoroughly unless it is a life or death situation.

1. Employer's First Report of Accidental Injury

2. The Employee's Report

3. The Supervisor Accident Investigation Report

C. The School Nurse will provide staff with information regarding the process involved in worker comp. cases, complete the forms, and notify the administration as per procedures. Injured staff will be directed to the BOE -approved and insurance carrier medical facilities for treatment.

D. In the event an employee refuses treatment, the district procedures must still be followed.

E. If an employee chooses to consult his/her own physician as opposed to the district's primary worker's compensation physicians, they are responsible for any charges incurred.

F. Any delay in claims payment shall be brought to the attention of the Business Administrator.

**VII.** **Personal Business Days** [[Return to TOC]](#SectionIV)

Staff members are entitled to leaves of absence according to the guidelines agreed upon in the ETEA Contract.

 **VIII.** **Professional Days** [[Return to TOC]](#SectionIV)

Requests for professional days should be made in writing to the Principal on the appropriate forms available in the Main Office. The Department Supervisors must approve the requests and approval is granted based on the guidelines established by the District in accordance with the ETEA Contract. Staff are limited to 2 Professional Days.

**IX.** **School Closing** [[Return to TOC]](#SectionIV)

Notice of school closing or a delayed opening (9:15 a.m.) is announced on radio station WCTC (1450) and WERA (1590) starting at 6:00 a.m. A delayed opening may be cancelled up to 8:00 a.m. For a delayed opening, a special bell schedule is utilized that begins at 9:30 a.m. and includes all periods and lunches. Dismissal time remains at 2:30 p.m. The schedule and procedures for a delayed opening are included later in the manual under calendars and schedules.

**X.** **State Requirement - Staff Attendance** [[Return to TOC]](#SectionIV)

Staff attendance is critical to the effectiveness of a school program. In order for the school district to be certified under State's Monitoring Process, staff attendance must be at or above 95 percent for occasional absences. If absences are greater than 3.5 percent (but below 5.0 percent), a corrective action plan must be developed.

**XI.** **Teaching On Holidays** [[Return to TOC]](#SectionIV)

No teaching staff member can be required to perform his/her duties on any day, which has been declared by law to be a public holiday, and no deduction can be made from such person's salary by reason of the fact that such a public holiday happens to be a school day. Any term of any contract made with any such teaching staff member who is in violation of these provisions is void. When a Board of Education has not included a public holiday in its calendar of days off and a teacher independently takes that day off he/she will be required to work an additional day at some other point in the school year.

**SECTION V OPENING OF SCHOOL DAY**

 [[Return to TOC]](#SectionV)

EHS will begin the school day with first period instead of the traditional homeroom period. This will have the students focusing on academics immediately upon entering EHS.

Teachers will receive an updated attendance each day on the Genesis Attendance page reflecting any changes in student status. Out of school suspensions should be logged into Genesis before period 1 for that day. Please enter students either Present or Absent Unexcused. Attendance will make any modifications to a student’s attendance should the need arise.

**I.** **Before Period 1** [[Return to TOC]](#SectionVI)

A. Our goal is to have students seated, ready to learn when the late bell rings. Please arrive at your room as soon as possible, but no later than 7:35 AM to provide supervision.

B. During this time, direct students into first period. DO NOT ALLOW STUDENTS TO LOITER IN THE HALLWAY. Insist they enter the assigned classroom.

C. Period 1 teachers should be positioned **at the door** to insist that students are moving to class and assist with general supervision of the hallways.

**II.** **Attendance Procedures**  [[Return to TOC]](#SectionVI)

The importance of timely accurate period 1 attendance cannot be emphasized enough. DO NOT delegate attendance taking. Maintaining accuracy is essential.

A. Attendance records are maintained on the Genesis program for the school year.

B. Students should be arranged in a particular seating order to assist in accurate and efficient attendance reporting.

C. Students who arrive late to period 1 without a pass from the Attendance Office must be marked tardy and sent immediately to the Attendance Office to sign in.

**III.** **Guidance Appointment Requests** [[Return to TOC]](#SectionVI)

A. Guidance appointments are requested through the guidance department.

**IV.** **Opening Exercises** [[Return to TOC]](#SectionV)

A. At the end of period 1, no earlier than 8:23 a.m. the Pledge of Allegiance shall be directed via PA by a student for the benefit of all students and teachers in individual classrooms. Students are not required to recite the Pledge, but must not disturb others. However, students should be encouraged to stand. Staff should bring any problems related to this matter to the attention of the Administration.

B. Brief daily announcements will be made via the PA.

C. During the announcements, students must be kept quiet to insure that everyone hears the announcements. It is imperative that the teacher SET THE TONE EARLY in regards to classroom atmosphere and procedures.

**V.** **Lockers** [[Return to TOC]](#SectionV)

A. At the beginning of the school year, lockers are assigned to each student through their period 1 teacher. ALL LOCKER INFORMATION IS MAINTAINED THROUGH THE SECURITY OFFICE. However, period 1 teachers should maintain a confidential list of locker assignments.

B. Period 1 teachers must remind students that lockers are the property of the Board of Education and that they are responsible for any damage to their locker. Any damage done to the locker must be paid for by the students responsible. In addition, lockers are subject to random search by administration.

C. Students who have any problems or questions relative to lockers should see someone in the security office.

D. **STUDENTS SHOULD NOT SHARE LOCKERS**

E. On the opening day of school, each period 1 teacher will receive a packet of instructions for locker assignments.

F. At the end of the school year, each period 1 teacher will be asked to collect locks, inspect lockers, and submit the appropriate fines.

**VII.** **Miscellaneous** [[Return to TOC]](#SectionV)

A. An American flag, a fire exit sign, and a room capacity sign should be properly displayed. These can be requested through the custodians.

**Section VI** **STUDENT ATTENDANCE**

[[Return to TOC]](#SectionVI)

In the state of New Jersey, it is the legal responsibility of each teacher to maintain complete attendance records. Attendance reports create a major school document prescribed by the State and used as the basis for allocating Federal and State monies. It is carefully audited, and staff members are urged to exercise care in keeping accurate attendance for each student.

The Attendance Office is responsible for the maintenance of accurate registers and the preparation of monthly and yearly enrollment reports. All teachers are responsible for recording and reporting of student attendance and should not delegate this responsibility. Procedures for attendance are outlined in the Board of Education Policy Manual.

The classroom and study hall teachers are responsible for maintaining accurate attendance records for each student enrolled in that teacher’s course or study halls in the Genesis program.

**CLASSROOM ATTENDANCE PROCEDURES** [[Return to TOC]](#SectionVI)

All students are required to attend their scheduled classes. It is imperative that each staff member maintain accurate attendance record for every student enrolled in their courses. Attendance issues relate to the class or assigned locations fall into three categories: invalid tardiness to class, class cutting, and “in class yet marked absent on Genesis”

**I.** **Student Tardiness to School and/or Class to Assigned Location** [[Return to TOC]](#SectionVI)

The problem of student tardiness to class or an assigned location such as a study hall or lunch is one that requires a cooperative effort from all staff members. The elimination of student tardiness will alleviate many other related problems since the students will only have time to report from one class to another without delay.

A. It is important to **SET THE TONE EARLY** in the school year. Make students aware of your expectations and be sure to follow through. Tardiness should not be tolerated.

B. Students who are late to class without a hall pass will check into the late kiosk. Habitual tardiness to class will result in administrative disciplinary action.

C. Students who sign in the attendance office because they are late to school will be issued a “Late to School” pass.

D. Any tardiness to school that results in a student missing more than 15 minutes of class will be charged with an absence from that class.

E. Students who are tardy to school or class will be subject to disciplinary action as follows:

 4th occasion------1 day Central detention

 8th occasion------1 day Saturday detention

 10th occasion------1 day In-School Detention (ISD)

 12th occasion------2 Days Out-of-School Suspension (OSS)

Subsequent occasions------subject to administrative action

F. Students who arrive late to period 1 without a pass should be sent to the attendance office to sign in tardy. Period 1 teachers should not alter student attendance that is entered by attendance or administration.

G. Students who are tardy to school or dismiss early may not participate in, attend, or be involved in any co-curricular or after school/evening school activities with prior approval of the Principal or Assistant Principal. Forms are available in the Attendance Office. The student must have a blue slip to participate in an activity for that day.

H. If a staff member delays a student in getting to class on time, that staff member should provide a proper pass.

I. For all regular classes and locations, students are limited to a 5 minute passing.

**II.** **Class Cutting (Use Class Cutting Form)** [[Return to TOC]](#SectionVI)

The Attendance Office is responsible for processing class cuts. It is essential that each staff member carefully check attendance records in class on a daily basis in Genesis and maintain accurate attendance on the Genesis Student Management Program for the entire school year.

A. A cut slip form is available in the Attendance Office. Any student who is absent from your class and is not marked absent on the Genesis Daily Attendance should be reported to the Attendance Office on the appropriate form as a “possible cut”

B. Before turning in a cut slip form at the Attendance Office, please be sure to check the appropriate sign in/ sign out sheets in the Attendance, Nurse, and Guidance Offices to verify that the student has not legitimately reported elsewhere. These instances would not be a cut of class.

C. No students may be excused from a class without prior approval from the teacher. A student who fails to obtain an instructor’s permission will be subject to disciplinary action.

D. Do not batch or save cuts until each is processed and notification sent. Submit cuts as soon as you become aware of them.

E. Cutting classes/locations all day and not being present in the building also result in a full day unexcused absence being recorded. For example, a student who cuts school all day (parent states students should be in school) gets a full day unexcused absence recorded and a 1st action cutting charge with one cut recorded in each class.

The objective of any Attendance Policy is to improve attendance. However, there is a need to work the policy to our advantage and to use it when necessary to strengthen overall attendance and limit cutting. Although the initial investment of time is expected in developing this process, it is anticipated that students will come around when they become aware of our seriousness of purpose. Your help in communicating this to students and in maintaining accurate attendance records, including the process of cuts, will help this effort.

**III.** **In Class and Marked Absent** [[Return to TOC]](#SectionVI)

Another attendance related problem deals with students who appear in class and on the daily absence list on Genesis. However, it presents the possibility for selective class cutting since the student who does not report to class will appear to be absent.

A. Please note from the Genesis daily attendance any student who is in class but marked absent when taking class attendance.

B. Please check the next day to allow attendance updates from the attendance office. All updates are entered by attendance office and will automatically appear with the classroom attendance screen.

C. Any student wishing to correct an attendance error must obtain a Verification Form from the attendance office and have every teacher sign off indicating present or absent on the day in question.

**IV.** **Student Leaving the Building Prior to Dismissal** [[Return to TOC]](#SectionVI)

A. Students who wish to be dismissed early from school must present notes for approval to the attendance office prior to period 1. These notes will be processed by the attendance office for verification.

B. Students who have permission to dismiss early MUST REPORT TO THE ATTENDANCE OFFICE AND SIGN OUT.

C. Students who become ill during the day may only be dismissed early by the nurse who will issue authorization passes for the student to sign out in the attendance office.

D. Students who dismiss early may not participate in, attend, or be involved in any co-curricular programs or after school/evening activities without prior approval by the Principal or Assistant Principal.

**V.** **Students Withdrawing From School** [[Return to TOC]](#SectionVI)

A. Students who are withdrawing from school for any reason must fill out the proper forms before doing so. These forms must be obtained from the Guidance Office.

B. Teachers are reminded that students should not be dropped from their rolls without official notification from Guidance.

**VI.** **Sending Students Out of Class** [[Return to TOC]](#SectionVI)

 HALL PASSES-Guidelines

 A. No student should in the halls during classes without a pass

 B. Passes should only be issued by teachers/staff as follows:

 1. A real emergency requiring the nurse, crisis counselor, or lavatory

2. The student shows the teacher an appointment pass from a staff member or office.

 3. If a student is called to the office via the PA.

C. Students must always report to their assigned teacher first before being excused. This is to avoid a cut slip being submitted in error. The exceptions only from study hall would be as follows:

1. Vocal or Instrumental Lessons from Study hall. A list of students scheduled will be made available to study hall teachers in advance. These students report directly to music; their attendance is taken by the music teacher.

2. Students working in Guidance, Attendance, or the Library will report directly to their assigned location and the study hall teacher will maintain the student on their rolls.

D. Even with an appointment slip, the teacher may prohibit the student from leaving class/study hall. Of course, this assumes no emergency exists; and the teacher has good reason to do so.

E. The actual passes that should be given to students include the following:

 1. PRE-PRINTED HALL PASSES- Each teacher will be given an allotment. If more are needed, they can request them in the Main Office. Keep passes secure and away from students.

2. APPOINTMENT SLIPS/ PASSES- Staff can simply write on these to indicate date, time, and signature that make the slip a hall pass.

**VII.** **Board Policy on Student Attendance**  [[Return to TOC]](#SectionVI)

A. Staff Members are encouraged to review this policy and its rules and regulations. Such rules and regulations permit the loss of credit for excessive absences, cutting, and/or excessive tardiness to school that causes an absence to class(es) – 15-minute rule.

B. Staff members should review those sections in the Student-Parent Handbook that deal with student attendance.

C. When a student exceeds the number of unexcused absences for a class (includes absences from school or due to tardiness /early dismissal), a Notification of Excessive Absences must be completed and put into the proper grade level mailbox in the main office.

**Section VII** **DUTY ASSIGNMENTS**

[[Return to TOC]](#SectionVII)

In addition to regular classroom responsibilities, every staff member is assigned additional supervisory responsibilities in accordance with contract language. These may include, but are not limited to, study hall, corridor, library, attendance office, and cafeteria supervision. Staff members are assigned to these based on their schedules, enrollment figures, and the building needs for student supervision. During the school year, attempts will be made to meet with teachers in the various assignments to discuss problems, concerns, and/or recommendations for improvement in the respective areas.

In emergency situations or if the need arises, staff members may be reassigned to other supervisory assignments on a permanent or daily basis. In addition, staff members may be asked to cover a class in lieu of a supervisory assignment during a particular period.

**I.** **Study Hall Duty Responsibilities** [[Return to TOC]](#SectionVII)

A. Study hall should be conducted the same as a class. The atmosphere should be relaxed, quiet, and conducive to study. Students can use electric devices, but should abide by the “off and away” policy prior to leaving their study hall.

B. On a limited basis, students may be permitted to work together. However, staff must supervise this activity to insure that school work is being done versus socializing.

C. Teachers are responsible for taking ATTENDANCE at the beginning of each period. Attendance records should be maintained on each student for the entire year.

D. Student tardiness to study hall should not be tolerated. Study hall teachers are asked to keep a record of students who are tardy. The same procedure as with classroom tardiness should be utilized (warning, detention, referral). Study halls assigned to the cafe, 144, 145, and 146 are permitted, but not required to give students an extra minute to arrive.

E. *Students should sit in assigned seats and be separated as much as the location permits.* Should vandalism occur, the person assigned that specific area will be held accountable.

F. At the beginning of each marking period, an up-to-date study hall roster will be made available through the Genesis Class Rosters, and should be reviewed, finalized and considered accurate.

G. All study hall teachers must insist that students keep the study hall neat and clean. Please circulate during the period to check this. IT IS ESSENTIAL THAT STAFF MAINTAIN A HIGH VISIBILITY. PLEASE DO NOT TAKE THIS TIME TO DO SCHOOLWORK AT A DESK OR TABLE. THIS TIME MUST BE SPENT SUPERVISING STUDENTS CAREFULLY.

H. Students are placed in study halls on Physical Education Medicals. The medical excuse is given to the Physical Education teacher and signed, then the student reports to the School Nurse, who will sign the medical and Guidance will assign the student to a study hall for the duration of the medical excuse. The nurse can call the named doctor for clarification/explanation at his/her discretion.

I. Staff members are asked NOT to issue a pass except in an emergency situation. Student traffic in the hall must be kept to a minimum. No student should be in the halls during classes without a pass. Students may never be excused from class without a proper pass. The actual passes (see samples) that should be given to students include the following:

1. EHS HALL PASSES - Each teacher will be given an allotment that should cover the year. If more are needed, they can be requested in the main office. Keep these secure and away from students.

2. PRE-PRINTED APPOINTMENT PASSES - Staff can simply write on these to indicate date, time, and signature that make the slip a hall pass.

**Passes should not be issued because a student simply requests one. The student must show that prior arrangements (i.e. appointment pass) were made or an emergency exists.**

Passes should only be issued by teachers/staff as follows:

1. A real emergency requiring the nurse, crisis counselor, or lavatory.

NOTE: For nurse, always use EHS paper pass.

2. The student shows the teacher a pre-printed appointment pass from a staff member or office (e.g., art, computer, guidance, nurse, Peer Mediation, Small Groups, Administrative, CST, etc.)

3. Even with an appointment slip, the teacher may prohibit the student from leaving class/study hall. Of course, this assumes no emergency; and the teacher has good reason to do so.

4. If a student is called to the office via the PA, every attempt will be made to wait until the end of the period to avoid issuing a pass. However, the student would be given an office pass to return to that class or the next period class. If there is an urgent need for the student to report to the office, an EHS paper pass would be issued by the teacher.

J. Students must always report to their assigned study hall teacher first before being excused. This is to avoid a cut slip being erroneously submitted. The exceptions would only be as follows:

1. Vocal or Instrumental Lessons from study hall. A list of students scheduled will be made available by the Band Director to study hall teacher in advance. These students report directly to music; their attendance is taken by the music teacher.

2. Library Visitation from study hall is pre-determined by the study hall teacher. Students report directly to the Library. The sign-in sheet is returned to the study hall teacher for attendance verification.

3. Computer Room - Students may be assigned to the Computer Room on a permanent basis for the year. Study hall teachers maintain the students on their rolls but give up attendance responsibilities to the computer teacher.

4. Student Council - Student Council officers are assigned also on a permanent basis to the Student Council Office by the Advisor. Study hall teachers maintain them on their rolls but give up their attendance to the Student Council Advisor.

5. Office Workers - Students who volunteer and are approved to work in the office may be assigned on a permanent basis. Study hall teachers maintain them on their rolls but give up attendance to the office.

6. Peer Tutoring - (National Honor Society, Spanish Honor Society, etc.) – The procedure for peer tutoring will be developed by the advisor of each club and approved by the administration. Students involved in such tutoring sessions, if assigned to the library, sign in on the study hall attendance sheet. Extra slots (beyond the allotted number assigned to study halls) will be available for tutors and students being tutored to sign in.

7. Makeup work – In no cases should make up work be given or assigned, disrupt or interfere with the teacher’s responsibility to a class or instruction at that time. The make-up work (science lab, test, computer assignment, etc.) must be of a type and nature that is non-intrusive.

a. Arrangements between a teacher and student to make up work should be made prior to the student's study hall (a day in advance if possible).

b. The teacher would issue an EHS hall pass which the student will show to the study hall teacher verifying the scheduled appointment.

c. Whenever possible, this pass will be shown to the study hall teacher the day before. If not, it will be given to the study hall teacher when the student returns to study hall,
which could be the next day.

d. IT IS THE STUDENT'S RESPONSIBILITY TO PROVIDE VERIFICATION TO THE STUDY HALL TEACHER. FAILURE TO DO SO WILL RESULT IN A CHARGE OF CUTTING.

**II.** **Cafeteria Duty Responsibilities** [[Return to TOC]](#SectionVII)

A. Primarily, staff members on cafeteria supervision are responsible for providing general supervision for students in the cafeteria during the lunches.

B. Staff members should remain standing and continually CIRCULATE THEIR ASSIGNED AREA DURING THE LUNCH PERIOD to provide better supervision.

C.NEVER CONGREGATE WITH OTHER CAFE DUTY TEACHERS DURING THE PERIOD.

D. Efforts should be made to provide supervision at the food service lines and at the area where the trays are returned and stacked.

E. Staff members should be familiar with the cafeteria rules for students and strictly enforce them.

F. Students are expected to arrive to lunch on time. Students who continue to arrive late should be referred to the Assistant Principal for disciplinary action. Generally students are permitted up to 2 minutes only to arrive for lunch (7 minute passing time)

G. Staff members on cafeteria supervision must police their areas. Five minutes before the end of the period, a thorough check of the area assigned to each teacher should be checked. Have students clear any garbage at that time.

H. Students may not leave the cafeteria until dismissed by the teacher in charge. Dismissal from lunch occurs 2 min. before the bell.

I. Staff on cafeteria supervision should review the student responsibilities outlined in the Parent-Student Handbook.

J. Staff members should remain in the cafeteria until all students have exited. The cafeteria should be clean. If student(s) are seen leaving a table on which garbage or dishes have been left, the student(s) should be prevented from leaving until the mess is cleared up.

**III.** **Library Duty Responsibilities** [[Return to TOC]](#SectionVII)

A. Students may sign up for the library the day before in study hall. They will then report directly to the library on assigned day. Students must show their I. D. and sign in on the attendance sheet. **Each** study **hall** has been allotted **a specific number** of spaces for students who may attend the library during that study hall period. Procedures for selection of students are at the discretion of the study hall teachers, and should provide that all students have an opportunity to visit and use the library during school hours.

B. There may be occasions when students assigned out of study hall to work in an office (Attendance, Main, or Guidance), or to early release (seniors only)will seek to utilize the library for a special project or classwork requiring library resources. To accommodate these requests, the following procedures have been established.

1. Office Worker – the student office worker must have a pass from the secretary in that office and must sign in on the library sign-in sheet.

2. Student Council – The Student Council Faculty Advisor only may issue a pass for the student to use the library. Again, the student must sign in on the library sign-in sheet.

3. Early Release Senior - An early release senior who wishes to remain after early release must report to the attendance office. An Assistant Principal will authorize a pass for the senior to use the library for a specified period. Again, the senior must sign in on the library sign-in sheet.

4. These students must be doing a project or classwork utilizing library resources. It is not a time to browse or read magazines/newspapers.

5. These students must remain for the entire period.

6. These students may use the library only on days and periods when the library is available and supervised.

C. Teachers are responsible for taking attendance at the beginning of the period. Study hall lists are to be checked and will be returned to the study hall teachers. A copy is to be filed in **the** Library Office, and a new list for the following period displayed. All students must sign in. Please take a head count to insure that every student has signed in.

D. Any student who creates a problem in the library will not be allowed to use the library during study hall for the remainder of the school year. The librarian or library duty teacher will notify the study hall teacher.

E. Duty teachers should direct students coming to the library from class to sign in with the library staff.

F. Staff should frequently circulate throughout the library to maintain discipline and supervise the proper use of library materials and computers.

G. The faculty member issues all hall passes. Only one pupil should be out of the library at a time and only for emergencies.

H. Computer access is assigned by the library staff. Students sign-in with the library duty teacher, who will send the students to the library staff for assignment to a computer based on availability.

I. Students should be prompted to return all books and materials to their proper places shortly before the bell rings. The teacher should not permit students to go to the door before the bell rings. When the bell rings, the teacher should stand at the door and conduct a door check of all books. The teacher should make sure all books and magazines have been checked out properly.

J. When the library is closed to students for any reason (listen for announcement), the teacher should report to hall duty unless requested to supervise other areas. Science Teachers report to the Science Department Supervisor.

**IV.** **Hall Duty Responsibilities** [[Return to TOC]](#SectionVII)

A. Staff members who are assigned to the corridor are primarily responsible for providing general supervision in the corridors.

B. CHECK PASSES. Students who are in the halls after the period begins must have properly executed pass. This pass should be checked.

C. Staff members assigned to the corridors should position themselves strategically for the period; however, it will be necessary to walk through the building and CHECK LAVATORIES at least twice during the period. If more than one teacher is assigned to the corridors, arrangements can be made to cover particular areas to avoid overlapping.

D. Students who are in the halls without passes should be sent back or escorted to their classes. If a student is out of class without permission, that student should be escorted and referred to the Assistant Principal. If the student is a persistent offender, administration should be notified.

**V.** **Passing Time Supervision** [[Return to TOC]](#SectionVII)

A. While students may go to their lockers and/or the lavatories, they may not loiter there.

B. Between classes each staff member is responsible for an area, including student lavatories, near their teaching assignment.

C. It is the responsibility of every staff member to report smoking, prohibit loitering, and encourage students to move on to their next locations.

D. In general staff members are supervising students in normally unsupervised areas. Good judgment should prevail.

E. **All staff members are on duty between classes**. Be visible to students in the halls, stairwells, etc.; check lavatories.

**VI.** **Attendance Office Duty Responsibility** [[Return to TOC]](#SectionVII)

A. Staff assigned to the attendance office have primary responsibility to oversee and supervise students who have business in that office.

B. In the morning, staff will monitor these students who sign in tardy to school and issue passes accordingly. A special TARDY PASS has been developed specifically for tardiness to school.

C. During the day, staff will assist the administration in processing late sign-ins or early dismissals, facilitating parents or non-student visitors to the office, and supervising the office in the absence of the secretary.

**VII. Late Kiosk Duty**

A. Staff will monitor students who sign in tardy to class and issue passes accordingly. A special TARDY PASS has been developed specifically for tardiness to class.

**VIII.** **Morning Hall Duty** [[Return to TOC]](#SectionVII)

A. Staff must report to their hall duty location by 7:35 a. m.

B. At the warning bell, remind students to move to period 1. Bells are not the sole reminder for students of the time.

C. Send students to the attendance office if they are late to period 1.

D. Check students going to period 1 late for tardy passes. They must have reported first to the attendance office before going to class.

E. Assist period 1 teachers or substitutes with any problems or needs that may arise.

F. Check lavatories in your area for smokers or students just hanging out.

G. Generally, supervise student behavior and conduct at this time.

**IX.** **PM Bus Duty** [[Return to TOC]](#SectionVII)

1. Staff must report to duty assignment immediately after 12th period.
2. Staff must address improper behavior.
3. Staff must monitor students in their area.
4. Any serious incident should immediately be reported to administration or security.

**Section VIII** **DISCIPLINARY PROCEDURES**

[[Return to TOC]](#SectionVIII)

**I.** **Student Conference**

The first step in dealing with students who misbehave is the teacher-student conference. This conference in many cases may be the only means required to solve early discipline problems. It can range from a brief word during or after class to a private meeting after school. This type of conference can be an effective means of getting to the bottom of misbehavior especially if it is positive and goal oriented.

**II.** **Counselor Conference** [[Return to TOC]](#SectionVIII)

If a staff member recognizes a potential discipline problem, it is recommended that the student's guidance counselor be contacted. Oftentimes, a teacher-counselor conference can provide an opportunity to discuss information relative to a particular problem. The guidance counselor can provide background information, test scores, etc., which may aid in identifying the root of a potential discipline problem. Perhaps a conference with teacher, counselor, and student might be arranged. Again, it is important that these conferences be goal oriented.

**III.** **Parental Conference** [[Return to TOC]](#SectionVIII)

One very effective means of dealing with student misbehavior is the parental conference - by phone or in person. Most parents are cooperative and want to be kept informed of their child's progress or lack of it. If a conference is held at the first sign of a student problem, it often prevents other more serious incidents from developing. As part of your initial meeting with students, obtain necessary phone numbers and addresses from the student’s Genesis Contact Information so that you can easily contact the parents.

**IV.** **Classroom Detention** [[Return to TOC]](#SectionVIII)

Individual teachers, as part of their management responsibilities, should detain their own students for classroom infractions. Be mindful, however, that you must also remain with the students until their transportation is available to take them home. Do not detain students for short periods and then release them to wander the building unsupervised until the bus arrives. You bear legal responsibility for those students.

A number of students are bused to school and, therefore should be given a one-day notice of an impending detention unless you have an agreement with the parent that such notice is not necessary. Since many of our students are bused, no morning detention should be assigned.

If a student fails to report for your detention and is referred to the office for it, you can expect that such a student **will be required** to serve administrative Central Detention.

**V.** **Academic Detention** [[Return to TOC]](#SectionVIII)

Staff members are permitted to assign students to an academic detention, designed to require students to make-up any school work owed. It is recommended that the parent or guardian be called and advised that the student is delinquent in making up work and that a period of time after school (detention) is being assigned.

While this should not be construed as disciplinary action since it is an attempt to get students to meet their academic responsibilities, it may result in disciplinary action. Students who fail to report to an academic detention should be referred to the Assistant Principal who will charge the student with cutting detention.

**VI.** **Discipline Referral** [[Return to TOC]](#SectionVIII)

Staff should become thoroughly familiar with the rules and regulations outlined for students in the Student-Parent Handbook, especially that section entitled Student Discipline.

At times it becomes necessary to refer certain students to the office for disciplinary reasons. It is expected that the classroom teacher has exhausted his/her own resources in attempting to correct a student before he/she is referred to the office. Such referrals should be handled as follows:

A. Obtain a Discipline Report from the Attendance Office and fill in the required information. Be specific in your explanation of student misconduct: if a student used profanity/ state the specific term/ etc.

B. Depending on the severity and type of incident, referrals should be put in the assistant principal’s mailbox for that student to be handled at a later time. If the student has to be removed from class the referral should be sent to the assistant principal of that student as soon as possible so that appropriate discipline may occur promptly.

C. After the student has been seen, copies of the referral with the disposition will be returned to the teacher and the counselor; the original will be placed in the student's discipline file.

D. Please note prior actions in dealing with the incident. Please note dates for parent contact, counselor contact, etc. in the appropriate area on the referral.

When students are referred for fighting, a detailed description of what you saw is very important. Did one student assault the other without provocation? Were they arguing before the fight started? Who swung first? Did you arrive on the scene with the fight already in progress?

**VII.** **Central Detention** [[Return to TOC]](#SectionVIII)

Central detention can only be imposed by the Principal or through his authority. The Assistant Principal is primarily delegated that responsibility, and it is he/she who usually imposes this disciplinary measure. Teachers do not have the authority to assign central detention, and it is wise not to threaten students with the possibility of detention.

**VIII. In-School Detention (ISD)**

In-School Detention (ISD) is assigned by an administrator as a consequence for the violations of school rules. It is part of our progressive discipline procedure to lessen the educational impact for students and to keep them focused on their school work. Once the child has accrued 2 days of ISD, they will no longer be eligible for this privilege.

**IX.** **Suspension** [**[Return to TOC]**](#SectionVIII)

Out-of-school suspension can only be imposed by the Principal or his designee. This action is considered serious and is imposed after other disciplinary action has been utilized to deter continued problems. In serious cases (fighting, drugs, etc.) suspension is imposed as a first-time action. Continued disciplinary referrals may result in additional suspensions, assignment to the Alternate Program, and eventually a recommendation for expulsion which can only be imposed by the Board of Education.

NOTE: During the time of suspension, a student is not allowed on school property nor allowed to attend or participate in any school activities home or away.

**X.** **Long-Term Suspension /Police Reports or Complaints** [[Return to TOC]](#SectionVIII)

In serious cases related to violent or criminal acts, the Principal can suspend up to 21 days with the Superintendent's approval. The matter would be referred to the Superintendent of Schools with a police report or complaint.

**XI.** **Alternate Program** [[Return to TOC]](#SectionVIII)

A program is set up for those students who have accumulated an excessive number of discipline referrals for a variety of reasons; these students demonstrate an inability to function in the regular school setting. Students such as these who exhibit continued and willful disobedience are eligible, by law and Board Policy, for expulsion. With the Superintendent's permission, the alternative program would provide an option for the administration, and the student, for one final opportunity to change behavior and to avoid expulsion An addition to students accumulating an excessive number of referrals, the Alternate Program is an option available to the administration for placement of students who have been charged with a serious offense that does not result in an Expulsion Hearing. Such offenses may include, but are not limited to, weapons, assaults, drugs/alcohol etc. Such decisions/ however/ are always based on a review of the incident itself, the nature or seriousness of the incident/ and the student's history.

**XII.** **Administrative Hearing** [[Return to TOC]](#SectionVIII)

An Administrative Hearing is an option for the Superintendent of Schools in those cases that are serious and warrant consideration of a possible Expulsion Hearing with the Board of Education. At an Administrative Hearing/ conducted by the Superintendent with his staff, each case is reviewed based on its own circumstances. The Superintendent may continue the case for an Expulsion Hearing, assign a student to the Alternate Program, return a student to school on probation, or impose another disposition at his discretion. Administrative Hearings are reserved for such offenses as weapons, assaults, drugs/alcohol, etc.

**XIII.** **Expulsion** [[Return to TOC]](#SectionVIII)

Expulsion is the permanent removal from school and can only be imposed by the Board of Education after a full hearing as directed by the Superintendent of Schools.

**XIV.** **Administrative Action** [[Return to TOC]](#SectionVIII)

With the approval of the Principal, the administration reserves the right to impose disciplinary action in the disposition of cases that warrant special consideration. The administration, however, recognizes its responsibility and right to take reasonable and necessary disciplinary action, including possible police reports, for student behavior and conduct not specified above or in the code extends to all school-related functions both on and off school property (including away athletic contests) and is also in effect while students are enroute to and from school.

**XV.** **Students with Educational Disabilities** [[Return to TOC]](#SectionVIII)

The discipline of students with educational disabilities must conform to the rules and regulation outlined in NJAC 6:28-2.8 and the procedures established for the Edison School District.

**XVI.** **Corporal Punishment of Pupils**  Policy 3217 [[Return to TOC]](#SectionVIII)

No person employed or engaged in a school or education 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:

A. to quell a disturbance, threatening physical injury to others;

B. to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil;

C. for the purpose of self-defense; and

D. for the protection of persons or property; and such acts, or any of them, shall not be construed to constitute corporal punishment and 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 the pupil attending a school or educational institution shall be void.

**XVII.** **Violence and Vandalism** [[Return to TOC]](#SectionVIII)

The State requires that acts of violence and vandalism be reported on a Violence and Vandalism Report form provided by the State. Staff members should report all acts of violence and vandalism to the Assistant Principal.

**XVIII.** **Department Supervisor's Role in Discipline** [[Return to TOC]](#SectionVIII)

Department Supervisors are responsible for making themselves and their departmental areas available to teachers as an intermediate step in the discipline process. Teachers are urged to consult with their Department Supervisor on general daily discipline techniques and procedures.

Discipline referrals to the Assistant Principal will be returned with the disposition.

**XIX.** **Board Policies** [[Return to TOC]](#SectionVIII)

Staff members are encouraged to review the Board Policies, including Policy 5600, as well as the Student - Parent Handbook for information related to student conduct/discipline.

**Section IX LIBRARY-MEDIA CENTER**

[[Return to TOC]](#SectionIX)

The Library Media Center is open for staff from 7:30 am - 4:00 pm. Periodically it will be necessary to close the Library Media Center. Staff should listen carefully to the morning announcements for such closings and inform their students accordingly.

Staff members are encouraged to visit the Library Media Center to collaborate with the Library Media Specialist on class assignments, to use the computers and online databases for curriculum related research, to circulate both class-related and recreational reading materials, and to use the current periodicals (magazines and newspapers) of interest.

The following are the procedures and guidelines for students using the Media Center:

* 1. Students using library computers must sign a Technology Use Agreement and follow procedures for technology of the Public Schools of Edison Township. Any individuals who violate the policy and procedures outlined in the agreement will be subject to disciplinary and/or legal action. This includes warnings, parental notification, criminal prosecution, and monetary restitution.
	2. All students using computer and media center must show ID and note what computer they are using. Students will only be able to log on to District computers using their individual credentials.  Their assigned user name (student id#@[edison.k12.nj.us](http://edison.k12.nj.us/)) and password will be available on the student data screen on the Parent Portal just below their picture. All computer use is tightly monitored. DO NOT attempt to circumvent firewalls or violate copyright laws. Misuse of computers will result in administrative discipline (NOT LIMITED TO LOSS OF LIBRARY PRIVILEGES).
	3. Students who wish to use the library during study hall must obtain a pass from one of their teachers. **Substitutes may not issue passes to students**.
	4. Students must report to study hall for attendance and for the study hall teacher’s signature.
	5. **Upon entering the library, students must present an appropriate pass and sign in**.
	6. Students may use the library’s lavatory pass and must sign out/in. Students may not leave the library for any reason without permission of librarian, teacher or secretary.
	7. Students are to remain in the library until the period ends.
	8. Students may come to the library for a maximum of three days per week. Students abusing library privilege will be sent back to study hall and risk being barred from the library indefinitely.
	9. Student identification cards are needed to check out all library materials.
	10. Books circulate for two weeks. A fine of 5 cents is charged for each school day the book is overdue. There will be a fine replacement cost for lost iPads and Kindles.
	11. Reference books and magazines are available to circulate at the end of the school day for overnight use and are due prior to period 1 the next school day.
	12. Library materials will not be circulated to any student who has an outstanding book fine.
	13. It is prohibited for anyone to remove materials from the library without checking them out at the circulation desk. Any violation of this type will be reported to Administration as a theft.
	14. Students found to be cutting from the library will be subject to appropriate disciplinary action.

**Section X** **SCHOOL COUNSELING**

[[Return to TOC]](#SectionX)

Edison High School provides comprehensive guidance and counseling services for all students. Professional counselors assist students in their educational, vocational, personal, and social development. In order to pursue this goal, counselors interact with parents, teachers, administrators, special services personnel, the Pupil Assistance Committee, the Crisis Counselor, and community groups and agencies.

Counselors strive to motivate students to set personal goals, to initiate plans to achieve their goals, and to develop decision-making and problem solving skills. Members of the guidance department also assist students with social and personal issues and encourage them to recognize and actualize their talents and capabilities. Several curriculum options are described in the Program of Studies Guide, and all students are encouraged to follow the program most compatible with their interests and abilities.

**I.** **Orientation** [[Return to TOC]](#SectionX)

Whether the transition is from elementary to secondary school or from another high school to Edison, counselors assist new students to adjust and adapt.

Counselors:

A. Review cumulative records of new students and formulate a program that meets the needs of the individual student and the criteria of the Edison school district.

B. If indicated, screen students for ESL, and administer placement tests in both English and Mathematics, and consult with the supervisors of these departments and the supervisor of the World Language department concerning placement.

C. Confer with subject teachers, parents, nurses, administrators, etc. regarding special accommodations for students with exceptional needs.

D. Highlight policies and procedures in the school handbook with students and parents.

**II.** **Individual Counseling** [[Return to TOC]](#SectionX)

The counseling process assists students to develop a greater understanding of themselves and to act in their own best interest. Each student is scheduled to meet with an assigned counselor as need dictates or as often as possible during the year. A counseling situation may be established when a student is self-referred or referred by an administrator, teacher, parent or any other source within the school setting. Each counselor strives to protect and respect the dignity and rights of their counselees and to maintain confidentiality as ensured by law, policy, and ethical standards.

A. Individual counseling is utilized to ensure pupil placement and to help the student develop a greater understanding of his/her academic strengths and to recognize areas in need of improvement.

B. Counseling provides each student with an opportunity to discuss his/her social and emotional needs and problems in a secure, confidential environment.

C. Counselors cooperate with the Child Study Team and teachers as they endeavor to respond to the needs of students who have learning disabilities, and emotional or behavioral problems.

D. Counseling appointments - A student-counselor relationship is established in freshmen year allowing the counselor to assess the student's needs, strengths, and progress over a four-year period. Each student has a study period each day. Generally, counselors schedule student conferences during study periods. On the day a conference is scheduled, the student receives a pass in homeroom to be excused from the study. The student should first report to the moderator of the study and then report to the guidance office. Sometimes, a student may be sent for in study period to report to the guidance office. Unless there is a crisis or emergency, students are rarely requested to report to counselors during other class periods. Each counselor keeps a daily log of appointments to verify the presence of a student at a conference and to document conferences with students. If a student needs to see a counselor, the student completes a conference request form which is available in the guidance office.

**III.** **Group Counseling** [[Return to TOC]](#SectionX)

When important information can be communicated in a timelier manner in a group setting, a school counselor may schedule a group conference. Also, when a problem or issue impacts on several students, a counselor may decide that the dynamics of group interaction may be beneficial and advisable.

**IV.**  **Scheduling** [[Return to TOC]](#SectionX)

Each spring, counselors schedule assemblies for students in grades 9-11 to review core courses and explain available electives. When all course selection sheets are returned, counselors schedule electives for the following year. As scheduling conflicts arise, counselors work to resolve them. Individual meetings are held with all students in the 10th, 11th and 12th grades. Classroom scheduling (followed up by individual meetings) are arranged for the 9th grade students. During Junior College Planning meetings, the school counselor will also discuss each junior’s rising senior year schedule with his or her parents.

**V.**  **Testing** [[Return to TOC]](#SectionX)

Standardized testing is carried on throughout grades 9 - 12. The PSATs are taken by students during their sophomore and junior year. The PLAN (preliminary ACT assessment) is given to all sophomores and the High School Proficiency Assessment is given to all juniors. Many juniors take the SAT and ACT in June and those who do not usually take it then will take it in the fall of senior year. Each year Advanced Placement Tests are administered by the School Counseling Department.

The standardized test results in conjunction with other measurements of students' abilities may indicate the need for remediation. If so, the student's schedule is adjusted accordingly.

**VI.** **Academic Records** [[Return to TOC]](#SectionX)

Counselors maintain the academic records of all the students. They regularly review students' transcripts for accuracy and to insure that the credit and course requirements for graduation are met. In addition, they enter all course and grade changes, Incomplete grades, and course withdrawals. Throughout the year, counselors follow-up Incomplete and failure grades with students and monitor student progress especially through mid-quarter performance deficiency reports. It is the counselor's responsibility to notify the parents of students who have failed one or more subjects for the year. They also process the paperwork for failure make-up and credit completion summer school.

**VII.** **Job Placement** [[Return to TOC]](#SectionX)

Counselors assist students in exploring employment opportunities. The School Counseling Department maintains an updated listing of employment opportunities and the main office secretarial staff processes working papers for students who have the promise of employment and meet employment requirements.

**VIII.** **Services to Teachers, Administrators, and Child Study Team** [[Return to TOC]](#SectionX)

**Counselors:**

A Arrange conferences with students, teachers, and parents when requested or deemed necessary.

B. When requested to, join administrative conferences with students and parent.

C. Assist teachers in working with students' behavioral and/or adjustment problems that exceed the bounds of classroom management.

D. Refer individual students to the Crisis Counselor, the SST (Student Success Team), CORE Team, or the Child Study Team when necessary.

E. Function as members of the Student Success Team (SST) and CORE Team.

**IX.** **Services to Parents and Community** [[Return to TOC]](#SectionX)

The School Counseling Department provides parents with information concerning services available within the school and the community that may assist students and families to deal with problems that arise. Counselors respect the rights and responsibilities of parents and inform parents of the counselor's role with emphasis on the confidential nature of the counseling relationship. Information received from parents is also treated in a confidential and appropriate manner.

**Counselors:**

A Arrange meetings between parents and teachers.

B. When requested, provide parents with the names of contact people and referral agencies to assist them with specific problems and situations.

C. Cooperate and plan with members of the business community to develop career awareness programs for students.

D. Provide information for students and families regarding financial aid, college admissions, and school curricula.

E. Monitor the academic progress of their counselees and contact parents regarding deficiencies.

F. Assist students in receiving tutorial services through the National Honor Society.

G. Utilize computers for scheduling, data input, and attendance information.

**X.** **College and Career Counselors** [[Return to TOC]](#SectionX)

 Working in conjunction with the Guidance Department, the College and Career Counselor will oversee freshman and senior transition in and out of high school, interact with college representatives and coordinate college visits with the students.  In addition, the College and Career Counselor will assist students in navigating through Naviance, narrow college and career selections for the application process, provide one to one meetings with students and parents, and supervise field trips and visits in order to pursue career and college exploration.

**XI.** **Crisis Counseling** [[Return to TOC]](#SectionX)

Available from UMDNJ, a Crisis Intervention Counselor who is contracted by the district to provide services and counseling for students experiencing a significant crisis.

* Suicidal thoughts, gestures, and/or attempts.
* Homicidal thoughts, gestures, and/or attempts.
* Drug and alcohol dependence.
* Extreme upset in the form of rage, anxiety, grief or depression.

**Note:** If a student appears under the influence or appears to have been abused or discloses abuse, please follow the school policy.

If the student is a classified student, please **alert** the CST case manager first. If the CST is not available the CIT would be happy to assist you with any situations.

If the student has academic difficulties or has behavioral problems, please alert the Guidance Counselor and/or Administration first. As a general rule, refer to the School Counselor first, because the counselor is an integral part of coordinating school and counseling services.

**XII.** **Speech Therapy** [[Return to TOC]](#SectionX)

Available with approval through Special Services, students are referred to PAC (Pupil Assistance Committee) and screened by a speech therapist to determine need.

**XIII.** **Other Student Services** [[Return to TOC]](#SectionX)

Staff are encouraged to review the Student-Parent Handbook, which provides a comprehensive and detailed section on guidance services for students. This serves as a complement to this section. In the Student-Parent Handbook, other services and programs are included.

* Intervention and Referral Service (I&RS)
* Small Groups
* Health Services (Nurse)

**Section XI** **CO-CURRICULAR PROGRAM**

 [[Return to TOC]](#SectionXI)

Participation in school activities is an essential ingredient in a complete education. Learning does not begin or end in the classroom. Through sports, student government, clubs and academic teams, students have the opportunity to learn new skills, discover more about their talents and interests, learn the value of teamwork and grow in responsibility and self-esteem. Research tells us that participation in co-curricular activities goes hand-in-hand with good grades.

Edison High School offers a comprehensive co-curricular program and encourages students to participate.

Being involved with the total school program will make their four years a rewarding experience.

Teachers who are interested in any co-curricular positions are asked to indicate their interest at the time positions become available. Teachers are encouraged to sponsor and/or support co-curricular activities.

**I.** **Criteria for the Selection of Coaches/Advisors** [[Return to TOC]](#SectionXI)

Background

 A. Skills and ability in a particular activity.

B. Experience as a participant in and/or director of a particular activity. Training in the specific field preferred.

1. The assessment of the effectiveness in achieving the goals of the activity.

**II.** **Athletic Program** [[Return to TOC]](#SectionXI)

The program offers many interscholastic varsity sports, clubs and activities. Most of the sports offer a freshman and JV program. These are listed in the Student-Parent Handbook.

Athletically, in the State, Edison is a North Jersey Section II Group IV school and a member of the Greater Middlesex Conference.

**III.** **Activity Program** [[Return to TOC]](#SectionXI)

The program offers many clubs and organization that allow students to explore their areas of interests and abilities. The Student Parent Handbook lists all of the clubs, Student Council and Classes, several performing and visual arts organizations, academic teams, literary publications and visual arts societies, to name some.

**IV.** **Staff Responsibilities** [[Return to TOC]](#SectionXI)

Students present many challenges, and our efforts to meet these challenges must continue

on several fronts if a proper educational environment is to be maintained and grow for the future.

Coaches/Advisors play a critical role in this effort since they have direct contact and significant

influence over an important segment of the student body. Regardless of the specific jot, every

coach/advisor is developing the leadership skills of students. These efforts must then carry over

to the general population. Students must become the role models, the good citizens, the

examples, the positive influence, and the leaders of the other students who are not involved. The coach/advisor can make this happen if he/she makes it a focus of the job.

A. Coaches/Advisors must TAKE TIME to address these matters with the students involved in their programs.

B. Coaches must DISTRIBUTE ROSTERS to all staff to solicit input on any staff concerns regarding the

 athletes.

C. Coaches/Advisors must MONITOR THE TOTAL PERFORMANCE of their students (academics, attendance,

 and discipline).

1. Students who are tardy or absent may not participate after school without administrative written

permission. A blue form is available in the attendance office.

E. Students on the FINE LIST may not participate until cleared.

F. Parent Organizations - Coaches will need to involve their parents in supporting their athletes, especially if an awards banquet is being planned. NOTE: If your parents do any fund-raising, it must be cleared on the calendar to avoid conflicts.

G. On the playing field or at activities, it is expected that our students will display good sportsmanship, attitude, and behavior. (This is expected all the time, but more so in competition or when participating in activities). Coaches/Advisors must be diligent in their efforts to make sure this happens.

V. **Staff Involvement** [[Return to TOC]](#SectionXI)

Staff members are encouraged to become involved in any of the above activities or to begin an activity not listed by consulting the administration. Staff members are also encouraged to attend co-curricular activities to show their support for students involved in these programs.

VI. **Board Policy** [[Return to TOC]](#SectionXI)

According to Board Policy, each teaching staff member is expected to contribute a reasonable amount of time beyond regular teaching activities to the conduct of co-curricular activities and the like. Such assignments should be made on a voluntary basis where possible. When a volunteer is not available for an extra work assignment, the principal or designee is authorized to make an appropriate assignment. Such assignments shall be made on an equitable basis. Staff members are encouraged to review those policies in the Appendix that address Co-curricular activities and eligibility.

**Section XII** **GUIDELINES FOR FIELD TRIPS**

 [[Return to TOC]](#SectionXII)

**I.** **Prior to Planning**

Prior to planning a field trip, staff should become familiar with the Board of Education Policy 6153 in the Appendix concerning field trips. To implement this policy, the following steps should be taken:

A. Obtain a field trip packet from the forms box in the main office.

B. The application must be submitted 30 days prior to the proposed trip date.

C. Submit for review to the Department Supervisor who will initial and submit to the Principal.

D. The Principal will review and forward the application and evaluation to the Central Office.

**II.** **Upon Approval** [[Return to TOC]](#SectionXII)

When the application is approved and returned to the school, the sponsoring staff member will be notified and receive a copy of the application. The following guidelines have been established to assist in preparing for the field trip:

A. The teacher initiating the trip must publish a listing of all students planning to go on the trip. This list must be made available to all faculty members 3 days in advance of the trip so that adjustments in lesson planning can be made. (Be sure the nurse gets the list as soon as possible, but no later than three days before the trip. Check with the nurse to become aware of any medical conditions existing with students you are taking on a trip to avoid any problems.)

B. Prior to departure, take attendance using the Field Trip Notification list and submit to the Attendance Office. Students on a field trip are considered present in school.

C. If you are taking students on a field trip and are scheduled to return to school very late, notify the administration to alert the custodians. A staff member must supervise students until they have received transportation home.

D. If you are unavoidably detained, telephone the administration to notify parents and friends waiting at the designated arrival point so that they will not be unnecessarily worried.

E. Prior to the trip please put yourself out on AESOP if you need a substitute.

**III.** **Transportation** [[Return to TOC]](#SectionXII)

A. The mode of transportation requested must be indicated on the application form. The teacher contacts the carriers listed on the transportation form to get quotes and schedule the bus.

B. If approved and scheduled, staff should check the day before the trip with the bus company to confirm the time and schedule of transportation.

**IV.** **Student Attendance on a Field Trip** [[Return to TOC]](#SectionXII)

A. Student Request - a student who requests not to go on a field trip must present a note with a valid reason from the parent at least 48 hours in advance to the teacher.

B. Staff Request - this request falls into two categories according to who makes the request:

1. Teacher-In-Charge - the teacher-in-charge has the right to restrict a student from participating in the trip for a good cause. The student would have the right to appeal to the Principal.

2. Other Staff - if another staff member feels that a student should not go on a field trip for good cause, that staff member (at least 48 hours in advance, assuming the list is distributed at this time) would first review the situation with the teacher-in-charge and then make the request of the Principal.

**V.** **Parent Waiver** [[Return to TOC]](#SectionXII)

Students going on a field trip must complete a Parent Waiver. These forms are part of the field trip packet. Staff must receive a completed waiver from each student; these should be kept on file with the teacher.

VI. **Student Conduct** [[Return to TOC]](#SectionXII)

Students must be reminded of expected behavior and conduct on field trips. All school rules will apply as students should be conscious of the fact they are representing the school.

**VII.** **After the Trip** [[Return to TOC]](#SectionXII)

After the trip, complete the reverse side of the Trip Evaluation Form and submit to the building Principal. Copies will then be distributed.

**Section XIII SAFETY DRILLS**

 [[Return to TOC]](#SectionXIII)

1. State Requirements

Schools are required to conduct two safety drills each month, to make every attempt to minimize the disruption, and to select a day and time when the weather will cooperate. Problems arise, however, when someone pulls a false alarm during inclement weather, passing time (or close to it), or a lunch period.

In preparing for the monthly drills, staff must follow the procedures below. Every drill must be treated seriously and consistently.

A. Whenever the alarm signals, the building must be cleared quickly, quietly, and orderly.

B. Every student and every staff member must evacuate immediately. All staff should assist with supervising of students and insuring compliance with the fire drill procedures.

C. Staff and students must move well clear of the perimeter of the building beyond all service roads and macadam areas. Please do not "hang" close by or at an exit driveway. Do not congregate; staff without a class should spread out to assist in supervising students.

D. Teachers must keep their classes together when outside in order to maintain order and to effectively supervise. Do not allow students to move out of the area where the class is located. Count heads and check roster to insure that your class has remained together. Teachers must complete the “safety drill attendance sheet”.

E. WHATEVER PERIOD THE ALARM OCCURS WILL BE THE SAME PERIOD TO WHICH STUDENTS RETURN. IF IT IS CLOSE TO THE END OF A PERIOD, THE BELLS WILL BE TURNED OFF. STUDENTS RETURN TO THE SAME PERIOD AND WAIT FOR INSTRUCTIONS OVER THE PA REGARDING THE REMAINING SCHEDULE FOR THE DAY.

1. If alarm sounds during passing, students return to passing and continue to their next location.

 Note: When this occurs all staff must be diligent in supervising students.

2. If the alarm sounds near dismissal time or 2:30 PM, the same procedures are followed. Students return to their 12th period class, even if only for 5 minutes. ATTENDANCE MUST BE TAKEN. Buses will be held accordingly. Dismissal will be delayed.

F. A double bell (regular bells) will signal the return to the building.

G. IF THERE IS A NEED TO CHANGE THE PROCEDURE OR ALTER THE PLAN, THIS WILL BE COMMUNICATED OVER THE PA SYSTEM. IN ADDITION, SECURITY AND ADMINISTRATIVE STAFF WILL CIRCULATE OUTSIDE TO ADVISE OF ANY CHANGE.

H. During the evacuation all windows and doors should be secured and lights should be turned off. Staff must take accurate attendance during the drill. Teachers must return the “safety drill attendance sheet” upon completion of the drill or no later than the end of the day.

I. Do not become complacent in this matter. Take time periodically (even a moment prior to actual evacuation) to re-emphasize the procedures and rules to students.

**EDISON HIGH SCHOOL**

**LOCKDOWN PROCEDURES**

 [[Return to TOC]](#SectionXII)

**ALL ANNOUNCEMENTS WILL BE MADE VIA THE INTERCOM OR PERSONAL NOTIFICATION.**

1. All doors are to be closed or locked if possible.

2. Staff and students should not be visible from windows and doorways. Sit along an interior wall.

3. Lights should be TURNED OFF. If situation dictates, blinds, shades and windows are to be closed. Videos are to be turned off.

4. Students must remain *SILENT.*  All cellphones are to be placed on vibrate.

5. DO NOT CALL THE OFFICE

6. *DO NOT ALLOW ANYONE TO LEAVE THE ROOM FOR ANY REASON.*

7. If students or staff members are in the hallway DO NOT take them into the classroom. Security and/or Administration will direct them.

8. Take attendance IMMEDIATELY, YOU MUST BE ACCURATE!

9. Be sure to DISREGARD any bells.

10. If lockdown should occur during passing, students are to move directly to their next class. They are *not* to go to their lockers. Students should not return to their previous class.

11. Students in the cafeteria are to be moved towards the back of the cafeteria (gym side).

12. Students in the gymnasium(s) are to proceed to the boys’/girls’ locker room.

13. Physical education classes outside are to report to the bleachers.

14. In all instances, doors are to REMAIN SHUT.

15. Remember to stay calm and await further information/instruction.

16. Staff and students are NOT TO USE ELECTRONIC DEVICES to communicate with people outside of the building.

17. All announcements will be made from the main office. Administration will advise that the lockdown has concluded.

**Section XIV** **COMMUNITY/PUBLIC RELATIONS**

 [[Return to TOC]](#SectionXIV)

**I.** **Media/Newspapers**

A major part of the school's job in public relations is reporting of the school's activities through the public press to the people of the school district. We hope to improve our coverage in the papers serving our area. To facilitate and coordinate our efforts in this respect we ask that all releases to the press follow these procedures:

A. All articles to be released must be submitted to the Building Principal no later than noon of Tuesday of any week. This will allow us to meet local newspaper deadlines.

B. If a photographer is desired to cover an article, please make arrangements through the Building Principal at least two days before the event.

C. The Principal reserves the right to edit any and all articles to conform to newspaper requirements, Board of Education policy and Administrative policy.

D. The Principal will forward all articles to the area newspapers.

E. The above procedure refers to those activities not covered by our district network personnel.

F. **For the protection of both the school as well as teachers, all releases must carry the approval of the Principal.**

**II.** **Community Relations** [[Return to TOC]](#SectionXIV)

Perhaps no person is more important in the school-community relations program than the teacher. Teachers provide the key link between the home, the student, and the school. The following checklist of ideas may help teachers to encourage an open and cooperative relationship between school and community.

A. Communicate with parents.

a. Call them - ask them what their preferred method of communication is.

b. When you say you'll keep them posted, make a note and follow up!

c. When contacting parents about a problem, approach them requesting their help in developing a plan to help their child.

B. Clearly report students' progress. In clear, uncomplicated terms, give parents an honest appraisal of how their children are doing and offer comparisons with available norms. Keep them posted on their children's progress and observations you feel would be of interest to them.

C. Positivity in communication with parents is more likely to attain the desired results; parents supporting the school in improving the student’s academic performance.

**Section XV** **Bulletin Boards and Display Cases**

 [[Return to TOC]](#SectionXV)

The display cases and bulletin boards located through the corridors and in the instructional areas should be sources of information and education. They should stimulate interest and pride in both curricular and co-curricular programs.

These display cases and bulletin boards are assigned according to the schedule outlined below. It is important that the space assigned is maintained in good order, is neatly and attractively arranged, and is changed periodically. The Department Supervisors to whom the assignments are made will divide the responsibility for the displays among the department members who, in turn, should use the opportunity for having students participate in designing and creating exhibits and for motivating students to produce work worthy of public display.

**I.** **Classroom Bulletin Boards** [[Return to TOC]](#SectionXV)

In each instructional area there is one or more bulletin boards. The teacher who is assigned to an instructional area for most of the day assumes responsibility for the maintenance of the bulletin boards in that area. Teachers who share rooms because they travel to different rooms assume secondary responsibility for the maintenance of the bulletin boards in those areas. It is recommended that teachers who must travel work out some arrangement with the teacher who has primary responsibility to share the responsibility in a reasonable and equitable manner.

The Department Supervisors are responsible for ensuring that the bulletin boards in all instructional areas are properly maintained.

**II.** **Corridor Display Cases/Bulletin Boards /Directories** [[Return to TOC]](#SectionXV)

Corridor display cases, directories, and bulletin boards are assigned by departments. Memorandums will be issued noting schedule and locations.

**Section XVI** **GENERAL INFORMATION**

 [[Return to TOC]](#SectionXVI)

**I.** **Staff Parking**

A. Parking for staff members is reserved in the parking lots located on each side of the school. Parking spaces are numbered and assigned.

B. Each staff member receives a decal that is designed to hang from the rear view mirror. It must be displayed to assist the Security Guards in supervising the area.

C. The parking spaces in the front of the building are reserved for visitors.

D. The Security Officers are responsible for traffic direction parking and the security of cars parked in the lot. Any specific problems should be reported to them or an Assistant Principal.

E. All staff members are requested to register their cars in the main office and obtain a numbered parking space and decal.

F. If someone else parks in your assigned space, park in an unassigned or visitor area. Do not move to another assigned space.

**II.** **Cafeteria Services** [[Return to TOC]](#SectionXVI)

A. Food services (hot and cold lunches) are available to staff members during the lunch periods in the downstairs faculty room.

B. Staff members may not have students deliver food from the cafeteria to them in other areas of the building. This places a burden on the teachers supervising the cafeteria since food and beverages should not be transported through the halls.

C. Students are not permitted in the faculty rooms.

D. A Food Services Committee is chaired by an Assistant Principal to monitor and report on cafeteria food and services.

**III.** **Daily Announcements/Public Address Announcements** [[Return to TOC]](#SectionXVI)

A. Announcements for the DAILY BULLETIN are to be submitted to the main office secretary. They must be signed by a staff member on the appropriate form which is available in the main office forms box. Please keep the announcements brief. Due to the time constraints of our new schedule not all announcements will be read. Announcements will be read at the end of the day at 2:31 p.m.

B. The PUBLIC ADDRESS SYSTEM will be used for emergency announcements and student activities information. When writing out the announcement, which will always appear in the Daily Bulletin, remember to word it in a format that reads accurately and clearly.

**IV.** **Mailboxes** [[Return to TOC]](#SectionXVI)

A. Every teacher has been assigned a mailbox in the main office. It is requested that all teachers check their mailboxes at least twice a day. This is essential as the office depends on getting important notices and mail to staff without interrupting classes.

B. Students should not be asked to deliver mailbox contents because confidential information is put in the mailboxes.

C. Campus mail is for business related documents only. It is not intended for personal use; i.e., distribution of gifts or other personal items. Should these types of items be included for campus mail delivery, they will be returned to the sender.

D. Administrative memoranda will be distributed via district email. As such teachers must check their district email daily.

**V.** **Keys** [[Return to TOC]](#SectionXVI)

A. All teachers should lock the doors to their classrooms whenever they leave.

B. Lost, stolen, misplaced, or need for key changes should be reported to the supervisors.

C. Keys will be collected at the end of the year.

**VI.** **Visitors/Salespeople** [[Return to TOC]](#SectionXVI)

A. Salespersons are required to report to the Main Office and are to make arrangements through the office if they wish to see teachers.

B. Please report immediately any salesperson that comes directly to your classroom.

**VII.** **Telephone Calls** [[Return to TOC]](#SectionXVI)

A. Unless it is an emergency, telephone messages will be placed in teachers' mailboxes.

B. Review Policy 3222 regarding the use of cell phones by teachers.

C. Cell phones are not permitted to be used or in possession by a student. While staff is not prohibited from carrying cell phones, it is recommended that they be out of student sight and that all their use be confined to private areas.

D. Telephone calls outside the local calling area will require a special code assigned to each staff member. School phones may only be used for school business. The use of the codes allows the business office to monitor all calls. Each staff member has a code; if not, see the main office secretary.

**VIII.** **Personal Items** [[Return to TOC]](#SectionXVI)

The Board of Education will not be responsible for any personal items brought into or left in the schools. All personal items such as fans, refrigerators, rugs, etc. must be cleaned by the owner. The upkeep of personal items is not the responsibility of the custodians.

**IX.** **Custodial/Maintenance Staff** [[Return to TOC]](#SectionXVI)

A. The custodial staff is under the supervision of the Principal. The maintenance staff is district wide and available to provide services in the building when requested by the Principal.

B. Requests for specific custodial services should be filed through the Department Supervisor. Staff must report unsatisfactory custodial work in their classrooms to their Department Supervisor.

C. Teachers should request needed repairs or maintenance work in their rooms to their Department Supervisor.

**X.** **Scheduling Use of Facilities** [[Return to TOC]](#SectionXVI)

A. Staff members who wish to use other available areas of the building for instruction, such as the auditorium or cafeteria, should submit a request to the Assistant Principal.

B. Use of the facilities in the building after school, such as the athletic fields, or gym areas, should be requested through the Assistant Principal.

**XI.** **Hall Passes** [[Return to TOC]](#SectionXVI)

A. Staff members are asked NOT to issue a pass except in an emergency situation. Student traffic in the hall must be kept to a minimum.

B. Students may never be excused from class without a proper pass. The actual passes (see samples) that should be given to students include the following:

1. EHS HALL PASSES - Each teacher will be given an allotment that should cover the year. If more are needed, they can be requested in the main office. Keep these secure and away from students.

2. PRE-PRINTED APPOINTMENT PASSES - Staff can simply write on these to indicate date, time, and signature that makes the slip a hall pass.

C. No student should be in the halls during classes without a pass.

D. Passes should not be issued because a student simply requests one. The student must show that prior arrangements (i.e. appointment pass) were made or an emergency exists.

E. Passes should only be issued by teachers/staff as follows:

1. A real emergency requiring the nurse, crisis counselor, or lavatory.

**NOTE: For nurse,** always **use an EHS paper pass.**

2. The student shows the teacher a pre-printed appointment pass from a staff member or office (e.g., art, computer, guidance, nurse, Peer Mediation, Small Groups, Administrative, CST, etc.)

3. If a student is called to the office via the PA, every attempt will be made to wait until the end of the period to avoid issuing a pass. However, the student would be given an office pass to return to that class or the next period class. If there is an urgent need for the student to report to the office, an EHS paper pass would be issued by the teacher.

F. Students must always report to their assigned teacher first before being excused. This is to avoid a cut slip being erroneously submitted.

G. Even with an appointment slip, the teacher may prohibit the student from leaving class/study hall. Of course, this assumes no emergency; and the teacher has good reason to do so.

H. MAKE-UP WORK - In no cases should make-up work, given or assigned, disrupt or interfere with a teacher's responsibility to a class and instruction at that time. The make-up work (science lab, test, computer assignment, etc.) must be of a type and nature that is non-intrusive.

1. Arrangements between a teacher and student to make up work should be made prior to the student's study hall (a day in advance if possible).

2. The teacher would issue an EHS hall pass which the student will show to the study hall teacher verifying the scheduled appointment.

3. Whenever possible, this pass will be shown to the study hall teacher the day before. If not, it will be given to the study hall teacher when the student returns to study hall, which could be the next day.

**4. IT IS THE STUDENT'S RESPONSIBILITY TO PROVIDE VERIFICATION TO THE STUDY HALL TEACHER. FAILURE TO DO SO WILL RESULT IN A CHARGE OF CUTTING.**

5. Students in AVID do not have a study hall. They are not to be pulled out of the AVID elective class to make up work.

**XII.** **School Forms** [[Return to TOC]](#SectionXVI)

A. Staff members who are in need of any type of school form or who have any questions regarding school forms should check with the secretaries in the main office or attendance office.

B. The most commonly used school forms are available in the forms box in the main office or in the attendance office on the rear shelves.

C. Completed forms can be submitted by depositing in the tray on the main office counter marked "Completed Forms."

**XIII.** **Food and Beverages** [[Return to TOC]](#SectionXVI)

A. All food and beverages must be consumed in the Faculty Rooms and should not be transported in open containers through the building.

B. All cafeteria trays, plates, utensils, etc. should not be transported throughout the corridors.

**XIV.** **Faculty Rooms** [[Return to TOC]](#SectionXVI)

A. Two faculty rooms are located in the building. One is downstairs opposite the library. The second is upstairs near room 238. It is requested that staff work together to maintain neat and attractive faculty rooms.

B. Students are not permitted in the faculty rooms.

**XV.** **Assembly Programs**  [[Return to TOC]](#SectionXVI)

Assembly procedures will be distributed prior to each assembly. In general, assemblies will be scheduled in the non-lunch periods and periods will be rotated. Every attempt will be made to reduce disruption to classroom instruction and provide proper notice.

At Edison High School we have the highest expectations for student behavior at assemblies. The ability to maintain focus for an extended period of time is an essential skill that our students must demonstrate. Students disrupting assemblies will be suspended 1-3 days.

**XVI****. Smoking** [[Return to TOC]](#SectionXVI)

Smoking by staff and students is prohibited on school premises by Board Policy and State Law.

**XVII.** **Hazardous Substances** [[Return to TOC]](#SectionXVI)

The New Jersey "Worker and Community Right to Know Act" (N.J.S.A. 34:5A-l et seq.), effective August 29, 1984, establishes a comprehensive system for the disclosure and dissemination of information about hazardous substances in the workplace and the environment. Employers with a Standard Industrial Classification (SIC) code with major group numbers 20-39, 46-49, 51, 75, 76, 80, 82, and 84, and all state and local governments are covered by the Act.

Pursuant to the Act, the Department of Health has adopted a Workplace Hazardous Substance List (N. J. A. C. 8:59-9) which includes 2051 substances that pose a threat to the health and safety of employees. The Act also requires the State Department of Health to develop a Workplace Survey. Employers are required to report on this survey the substances on the Workplace Hazardous Substance List that are present at their facilities.

Additional information regarding this act is available through the Principal's Office.

**XVIII.** **Faculty and Department Meetings/Staff Development /In-Service Programs** [[Return to TOC]](#SectionXVI)

Faculty meetings play a crucial role in the success of a supervisory program by furnishing the means for communicating common understanding, workable techniques, and uniform purposes. The prime purpose of faculty meetings is to improve the quality of personnel and of the school program. These meetings will be scheduled according to contractual guidelines. Staff members are required to attend all scheduled faculty and departmental meetings. A schedule of specific dates will be distributed at the opening of school.

Staff members who are unable to attend the General Faculty Meeting after school must be excused by the Principal. A make-up meeting is always scheduled for 7:00 a.m. the next day. All staff are required to attend faculty meetings.

In addition to regularly scheduled faculty and department meetings, as well as Staff Development Programs, a series of monthly in-service sessions have been scheduled for staff new to Edison High School. The purpose of these meetings is to provide specific information that new staff will need to assist in their orientation and transition to the high school. The sessions are conducted in an open-forum and informal setting to afford a more relaxed and comfortable environment that will allow for the sharing of ideas, problems, concerns, and questions that all new staff might have in common during their first year at Edison High School.

In addition to regularly scheduled faculty meetings and departmental meetings, in-service programs will be scheduled for staff. A schedule with specific dates and topics will be available in September.

**XIX** **Care of School Property** [[Return to TOC]](#SectionXVI)

A. It is the responsibility of all Board of Education employees to protect school property. Teachers are expected, when issuing supplies, books, and equipment, to impress upon students that these are Board of Education property and as such should be properly used and maintained at all times.

B. If school property is lost or damaged, the student will be financially responsible. Please inform the student of this.

C. In decorating rooms and hallways for various reasons, the use of scotch tape is strictly forbidden. Masking tape should be used.

D. Textbooks

1. Students must constantly be reminded and supervised in respecting and maintaining school supplies, equipment, furniture, etc. Textbooks are too valuable not to be treated to maintain their life.

2. A record (available in your department) is to be kept by staff. If the Department Supervisor wishes a copy, that should be arranged. There is no need to submit an office copy.

3. Students should keep covers on their texts. Staff should insist on this and follow up when students do not comply.

4. Please be sure that your records include the identification number of the book in the event that it is lost and a fine slip issued.

5. Each book should have some label identifying it as school property. When issued, students should advise you of any damage or markings to avoid being held responsible when the book is handed in.

6. When collecting books, hold students responsible and accountable. If a book is not turned in, please make every attempt to secure it (including a call home) before issuing a fine slip.

7. AT NO TIME SHOULD A BOOK BE LEFT IN A TEACHER’S MAILBOX.

**XX.**  **Fine Procedures** [[Return to TOC]](#SectionXVI)

The following procedures have been established to assist in coordinating and collecting fines:

A. As soon as a student incurs a debt, the teacher should enter the fine in Genesis.

B. The nature and amount of the fine should be included. In the case of lost books, the name of the book and code numbers should be included. If possible, any other materials should have identifying numbers.

C. MONEY SHOULD NEVER BE ACCEPTED BY A STAFF MEMBER, SEND THE STUDENT TO THE OFFICE.

F. Students with outstanding fines will be restricted from participating in co-curricular activities. At the end of the year seniors who have cleared fines will not receive their diploma, underclass will not receive their report card.

**XXI.** **Paycheck Distribution** [[Return to TOC]](#SectionXVI)

Paychecks and stubs for direct deposit will be available in the main office for distribution.

**XXII.** **Supplemental/Home Instruction** [[Return to TOC]](#SectionXVI)

A. Supplemental Instruction - Staff interested in providing supplemental instruction should complete the form available in the main office and submit to the Child Study Team.

B. Home Instruction - Staff interested in providing home instruction should notify the Guidance Office of their availability and review the Home Instruction Policy and Procedures available also at Guidance.

**XXIII.** **Attendance At School Functions** [[Return to TOC]](#SectionXVI)

All staff is encouraged to attend school activities and events that show support for our students participating in co-curricular activities. Each staff member will be assigned one chaperone duty as per the ETEA Contract. This assignment is scheduled through the Assistant Principal in charge of Co-Curricular.

**XXIV.** **Assistant Principals' Responsibilities** [[Return to TOC]](#SectionXVI)

Each year the administrative responsibilities assigned to the Assistant Principals are divided to assist in providing a more effective and efficient operation. These responsibilities are located in Section XVII Calendars and Schedules. An organizational chart will be distributed in the beginning of the year.

**XXV.** **Sexual Harassment** [[Return to TOC]](#SectionXVI)

The Board of Education Policy on sexual harassment provides for a working environment that is protected by law and policy against sexual harassment of any kind whether that be pupil to pupil, employee to pupil, pupil to employee, or employee to employee. Harassment may also be claimed by a third party, that is, individuals who are not directly involved in the behavior but may experience a hostile environment as a result.

Harassment is defined as a repeated pattern of unprovoked aggressive behaviors of a physical and/or psychological nature carried out by an individual or a group against an individual or a group with the effect of causing harm or hurt. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature whenever submission to such conduct is made a condition of employment or a basis for any employment decision, or when such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive working environment.

The sexual harassment of any employee of this district is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this district will be subject to discipline. Any employee who has been exposed to sexual harassment by any employee or agent of this board is encouraged to report the harassment to any appropriate supervisor. An employee may complain of any failure of the Board to take corrective action by recourse to the procedure by which a discrimination complaint is processed. The employee may appeal the Board's action or inaction to the United States Equal Employment Commission or the New Jersey Division of Civil Rights.

**XXVI.** **Student Dress Code** ([BOE Policy 5511 Dress and Grooming](http://edison.schoolwires.net/cms/lib2/NJ01001623/Centricity/Domain/36/5511%20-%20Dress%20and%20Grooming.pdf)) [[Return to TOC]](#SectionXVI)

Numerous viewpoints exist regarding the extent to which student dress should be regulated. It is generally felt that the school has a responsibility to assist students in developing an understanding of what constitutes "good taste" and acceptable practice in this area. It is also recognized that this responsibility cannot rest with the school alone. As with many aspects of our society, the home and other community agencies, along with the school, must assume a responsibility for the development of positive attitudes and values within an environment.

The provisions in the dress code for high school students (grades 9-12) in Edison Township have been formulated after careful consideration by a committee representing parents/guardians, students, and teachers. These provisions are intended to serve as guidelines in determining acceptable wearing apparel for school and to ensure that the matter of school dress does not become a disruptive factor in the educational process. All clothes should uphold the principles of safety, health, modesty, and good grooming.

Staff must become familiar with and enforce the student dress code outlined in policy and in the Student-Parent Handbook.

**XXVII.** **Building Security** [[Return to TOC]](#SectionXVI)

The last person in a classroom is asked to close and lock all windows and doors to ensure security in and around the building. Students attending after school activities should be supervised at all times. Coaches/Club Advisors /Staff should not allow students to wander the building for any reason. Staff in charge of after school events must make sure that students exit the building directly after the conclusion of the event.

**XXVIII.** **Emergency Phone Calls** [[Return to TOC]](#SectionXVI)

Emergency/urgent phone calls should be made to 650 - 5223. THIS LINE IS TO BE USED FOR EMERGENCIES ONLY. Please alert your family that if voice mail picks up, they are to dial 650 -5201 or 650 - 5202 as an alternate so that you may receive the call in a timely manner.

**XXIX.** **Administering Medication**  [[Return to TOC]](#SectionXVI)

BOE Policy addresses the critical issue of administering student medication. Primarily this is done by the School Nurse with medical verification. Students are not permitted to have any medication (prescribed or over-the-counter) on their person.

**XX.** **Pupil Records** [[Return to TOC]](#SectionXVI)

This is an important issue since confidentiality of a pupil's records is mandatory by law. Staff is encouraged to not only become familiar with these rules but also exercise caution when discussing student matters.

**XXXI.** **Classroom Window Blinds** [[Return to TOC]](#SectionXVI)

Each classroom has window blinds installed to control the sunlight in the room. To assist in maintaining these blinds and avoid damage, the following guidelines have been established.

A. Students should not be operating or touching the blinds.

B. Blinds should be opened before being pulled in the up position.

C. When windows are open, the blinds should be above the window opening.

D. Be sure not to catch the blinds when closing the window.

E. Please close and lock your windows at the end of every day.

F. Any damage to the blinds should be reported to the Head Custodian immediately.

**XXXII.** **Classroom Telephones** [[Return to TOC]](#SectionXVI)

A. The telephones located in each classroom are designed to communicate with the office only. They cannot be used for outside calls. Students should never be permitted to use these phones.

B. Staff must supervise students entering and exiting the classroom to make sure students do not tamper with or vandalize the phone. NEVER ALLOW STUDENTS TO CONGREGATE AT THE DOOR.

C. To contact the office, dial \*500. If the office needs to call you, the PA will not be used. A call will be made directly to your phone to minimize disruption of the class.

**XXXIII.** **Copiers** [[Return to TOC]](#SectionXVI)

A. There are 4 copiers available for staff use. Two are located in room 101C. The other two are located in the upstairs faculty room.

B. Certain secretaries and teachers have been trained as operators should jams or problems occur. Do not attempt to open a machine to resolve a problem. Contact an operator.

**XXXIV.** **Staff Dress** [[Return to TOC]](#SectionXVI)

Refer to Board of Education Policy 3216.

**XXXV.** **Safety Committee** [[Return to TOC]](#SectionXVI)

The School Safety Committee is chaired by an Assistant Principal and is designed to address all matters related to school safety. Monthly meetings are held and reports generated to monitor progress in meeting this important goal.

**XXXVI.** **Human Relations Committee** [[Return to TOC]](#SectionXVI)

The Human Relations Committee is a large group that includes students, parents, teachers, and community reps, all of whom work together to meet the needs of the school as it addresses the significant cultural diversity of the population. Meetings are held throughout the year.