

**CLIFFSIDE PARK PUBLIC SCHOOLS**

**CLIFFSIDE PARK, NEW JERSEY**

**STAFF HANDBOOK FOR STATE EVALUATION**

**OF LOCAL SCHOOL DISTRICT**

**(MONITORING)**

**NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM**

**(NJ-QSAC)**

**January 2013**

**PREPARED BY:**

**Michael Romagnino**

**Superintendent of Schools**



# **CLIFFSIDE PARK PUBLIC SCHOOLS**

**Office of the Superintendent  
Cliffside Park, New Jersey 07010**

---

**Michael J. Romagnino  
Superintendent of Schools**

**The Municipal Complex  
525 Palisade Avenue  
Tel: 201-313-2310  
Fax: 201-943-7050**

**December 2012**

**Dear Staff Members:**

**The district will undergo monitoring by the State Department of Education officials on Wednesday, January 16, 2013. Representatives from the Bergen County Department of Education will be in Cliffside and touring all of our schools. This guide is being provided to each staff member so that the information needed by you is easily available. Most materials contained in this booklet are also in the Teacher Handbook (on-line) and Board Policy handbook available in your Principal's office.**

**I know that you will all give your best effort to insure a successful completion of the monitoring visit.**

**Sincerely,**

**Michael J. Romagnino**

*Equal Opportunity/Affirmative Action Employer*

**NJSAC (New Jersey Quality Single Accountability Continuum)  
District Committee**

Michael Bucco, Principal, School #5  
Donna Calabrese, Supervisor of Instruction  
Dr. Stephen Dobish, Cliffside Park Board of Education  
Dana Martinotti, Supervisor of Instruction  
James Mallen, School Business Administrator/Board Secretary  
Larry Pinto, Supervisor of Instruction  
Anita Ferrante, CPEA Representative  
Michael Romagnino, Superintendent of Schools  
Jenna Russo, Director of Special Services

**Sub-Committees**

**Instruction and Program**

**Donna Calabrese & Dana Martinotti – Chairs**

Jenna Russo  
William Ludwig  
John Brunelli

**Personnel**

**Jenna Russo-Chair**

Jackie Roussos  
Ann Marie Wagner

**Operations**

**Larry Pinto-Chair**

Darren Amodeo  
Charles Danho

**Governance**

**Mike Bucco-Chair**

Elaine Rapp  
Nikki Carter  
Simon Bracco

**Fiscal**

**James Mallen-Chair**

Barbara Bracco  
Frank Savastano

## **OVERVIEW OF THE NJ-QSAC EVALUATION AND STANDARDS**

School districts are required to complete District Performance Reviews (DPRs) in five areas:

Instruction and Program

Fiscal Management

Operations

Governance

Personnel

Upon completion of a District Self-Evaluation, County representatives will review the district submitted DPRs and conduct a County Assessment including a visit to the school district and a walk-thru regarding Facility Compliance

## **SCHOOL BUILDING CHECKLIST (Indicator 7.6)**

### **1. General Interior Conditions:**

- a. Electrical extension cords:
  - 1. are not used in; the place of permanent approved wiring.
  - 2. are not run through holes in walls, ceilings or floors.
  - 3. are not run through doorways, windows or similar openings.
  - 4. are not concealed behind walls, ceiling or floors.
  - 5. may be used during a lesson (Smart Board projector), but must be removed immediately after use.
  
- b. Doors opening into corridors from any occupied space have hardware which permits exit from the space at any time without the use of a key or other device and is free of dead bolts.
  
- c. Corridors, landings, and stairs are free of all obstructions including stored items and combustible materials.
  
- d. Exits are operable and free of obstruction (including chains and lock) at all times.
  
- e. Drinking fountains are operational.
  
- f. Ceiling tiles show no evidence of water leaks or damage.
  
- g. No clutter on stages or blocked exits.

### **2. Classroom and Small Group Instruction:**

- a. Fire evacuation procedures are posted by the exit(s). At primary levels, pictures and words are required.
  
- b. There are no identifiable health and safety hazards. Storage above cabinets must be 24 inches from the ceiling. Fans must have guards.
  
- c. No hanging plants.

- d. Nothing on vents (heating vents must not be blocked).
- e. Smoke doors must be closed.
- f. Electrical units, AVA equipment when not in use, must be unplugged.
- g. Bathroom fixtures operational.
- h. Desks are properly spaced/no blockage.
- i. No cleaning products from home (Must have a MDS sheet).
- j. No excessive decorations.
- k. No coffee makers, microwaves, refrigerators.
- l. Only standup fans.

3. **Laboratories:** (In addition to regular classroom)

- a. At least two (2) ten-pound BC type portable fire extinguishers are in place, up-to-date, and clearly marked.
- b. Eye protection devices are provided for students, including provisions for their sanitary maintenance. Sanitizing equipment must be in operation.
- c. An operable emergency eyewash device is provided where caustic materials are used.
- d. An operable emergency shower for a chemistry laboratory only is provided for laboratories constructed after October 1985.
- e. Fume hoods, capable of exhausting toxic and offensive vapors to the exterior, are provided and are in operable condition.
- f. Emergency Gas Shut-offs.
- g. Plan for safe disposal of chemicals.

4. **Shops** (In addition to regular classroom)

- a. Spacing between equipment.
- b. Guards on machines.
- c. Slip-free stripping on floors.
- d. Equipment properly secured.
- e. Emergency power shutoff.
- f. Goggles (provision for proper sanitizing).

g. Workable dust collection system.

5. **Consumer Life Skills** (In addition to regular classrooms)

- a. Fire Extinguishers
- b. No cleaning products stored near food.
- c. All stations and equipment operational.
- d. Emergency power shutoff.

6. **Nurses' Offices**

- a. Security over all medications and student records.
- b. Privacy panels.
- c. Bathroom

## **INFORMATIONAL STATEMENTS**

### **A. Goals and Objectives:**

School-level goals were developed by each school committee which consisted of administrators, teachers, parents, and citizens.

### **B. Community Support:**

Community Support deals with sharing information with the community and involving them in the decision-making process. Be reminded of the items sent home to parents or posted to our website regarding sharing information:

Parent Calendar/Handbook

Parent Portal

Student Handbooks

Cliffside Park School Newsletters

Principal's Newsletters

Progress Report and Report Cards

Involvement in our school is evident by the Cliffside Park Police Department (bicycle safety, fingerprinting, School Resource Officer, DARE programs.), Fire Department (Fire Prevention Week), (Essay and Poster Contests), Parent Organizations (Parent Awareness Groups and PTO). Activities include: Senior Class Fashion Show, Guest Speakers, and various Fund Raisers.

### **C. Curriculum:**

**Career Education** is infused in our district through Social Studies, Reading, and Science in Grades K-8. A 9-12th Grade Career Day is also incorporated into our curriculum. Be sure your plan books show when you are teaching careers.

**Drugs/Alcohol Education** is taught as part of our Health curriculum.

**Curriculum Articulation** is conducted through our Curriculum Appraisal Schedule, Grade Level meetings and monthly faculty meetings.

**Gifted/Talented** guidelines and policies are enclosed in your Teacher Handbook.



**Guidance and Counseling** The district employs eight (8) full-time Guidance Counselors. One for the Elementary Level, one for the Middle School level and 5 at the High School Level in addition to a SAC coordinator.

**Library Skills** All students Grades 1-6 attend media classes. Articulation between classroom teachers and Media Specialists originate through requests for project materials, class visits to the library, scheduled meetings.

**Study Skills** is taught through infusion in our Language Arts/Reading and Library/Media curriculums. Please indicate where appropriate in your plans.

**D. Professional Staff:**

**Evaluation of Staff:** Once a year plus Professional Improvement Plan for Tenured Staff; three times plus PIP for non-tenured staff.

**Cliffside Park Staff Development:** Examples of last year (2011-12)

Writing Workshops

September 21 <sup>st</sup>	K-6	2.5hours each grade level
October 25 <sup>th</sup>	Grades 4-5-6 AM	K-1 PM
December 7	Grades 4-5-6 AM	Grades 2-3 PM
December 15 <sup>th</sup>	Kindergarten AM	Gr. 1 PM
January 12 <sup>th</sup>	Grades 4-5 AM	Grade 6 & ESL PM
January 17 <sup>th</sup>	Kindergarten AM	Grade 1 PM
February 23	Grades 4-5-6 AM	Grades 2-3 PM
April 3	Grades 5-6 AM	Grade 4 PM
April 20 <sup>th</sup>	Grade 2 AM	Kindergarten PM
June 8 <sup>th</sup>	Grades 3-4 AM	Grades 5-6 PM

Balanced Literacy

Envision Math

Speech Therapist Progress Meeting

Special Education Teachers Annual Review Meeting

PAF Special Education Teacher Workshop Part 1

PAF Special Education Teacher Workshop Part 2

iPad workshop

APA Special Education Teacher Overview

RTI Teacher Workshop

RTI Survey Completion

APA Special Education Teacher PowerPoint Workshop

APA Special Education Portfolio Review

Behaviorist-Teacher Aide workshops

Collaborative Teacher Meetings

Behavior-Teacher workshops

Two hour video on bullying for entire staff

Articulation meeting between high school staff and middle school staff re: curriculum and text book selection

Faculty in-service with Revolution Prep regarding improving study skills

Meeting with social studies chair, curriculum coordinators, and select teachers (7-12) regarding social studies text book selection and finalization of curriculum mapping

“Internet texting and Bullying” workshop for staff

Math and LAL teachers meeting to develop and update summer packets

**E. State Mandated Programs:**

**No Child Left Behind** –

Multiple measures used in selection.

**Bilingual and E.S.L.** –

Know what procedures to follow should a Bilingual student enter your class.

**Special Education** –

Be reminded of CONFIDENTIALITY;

Know the procedures to follow for a referral; IR&S Committees; intervention strategies first.

**F. Affirmative Action:**

**Equal Educational Opportunity** –

Know your Grievance Officer.

Mr. Michael Bucco

## SCHOOL VISIT

Evaluation team members will hold an entry conference with the Superintendent of Schools and Business Administrator to explain the procedures to follow during the on-site visit, including review of documentation and visits to individual schools. County personnel will visit schools and classrooms. Teachers should have available:

- A chair in the back of the room
- Lesson plans
- A copy of the textbook in use (if any) for the lesson.

The classroom teacher should be prepared to spend a few minutes during the classroom visit to talk with the monitor regarding some of the following questions:

1. Are you aware of your school objectives?
2. Did you play any part in developing them?
3. How does your school communicate with parents? Have you had any involvement with the community?
4. How have you been involved in curriculum development and review? How is curriculum articulated among the schools? How has the Core Content Standards been addressed in the curriculum?
5. When do you teach the following?
  - Black History
  - New Jersey History
  - Drug and Alcohol Education
  - Family Life
  - Other
6. How does the district identify and meet the needs of gifted and talented students?
7. How does the district provide instruction of library skills? Work/Study skills.
8. Is there an established process for students?
  - Who disrupt the classroom?
  - Who are considered disaffected?
9. What procedures do you follow for youngsters who need guidance or counseling?
10. How often are you evaluated and by whom?
11. Are conferences a part of the evaluation process?
12. Does your evaluation relate to the development of your PIP?

When do you develop your PIP?

13. Does your school have an IR&S Committee: Are you a member?

14. Are you aware of classified pupils and are you given instructional guides that are based upon their IEP's?

15. Are you aware of district test results? Is there articulation between teaching staff members and administration concerning pupil proficiencies?

16. How often do you have in-service and when is it conducted?

(Re: Technology, Professional Development Days).

Curriculum Review and Revision

Grades K-12

	11/12	12/13	13/14	14/15	15/16
LAL	*PR	*I/E *K-12			P/N
<b>2011-12</b>					
Science		P/N	PR	I/E	
<b>2009</b>					
Math	*I/E: K-2 *PR: 3-5	*I/E: 3-5 *PR: 6-8 *9-12	*I/E: 6-8		P/N
<b>2011-13</b>					
Social Studies	PR	I/E			P/N
<b>2009</b>					
World Lang.	P/N	PR	I/E		
<b>2009</b>					
Technological Literacy	P/N	PR	I/E		
<b>2009</b>					
Study Skills	P/N	PR	I/E		
<b>2009</b>					
Health & P.E.	P/N	PR	I/E		
<b>2009</b>					
Career Ed., Life Skills & Guidance	P/N	PR	I/E		
<b>2009</b>					
Electives: Visual & Performing Arts	P/N	PR	I/E		
<b>2009</b>					
Supplemental: ESL Gifted & Talented	P/N	PR	I/E		
<b>2009</b>					

\*=Realignment to Common Core Standards (NJDOE Schedule)

P/N= Planning & Organization/Needs Assessment , PR= Program Revision, I/E= Implementation & Evaluation

**School Level Planning**  
**Cliffside Park School District**  
**Performance Objectives 2012-13**

**School 3**

By June 2013, 73.7% of all students in grade 3, will score proficient or advanced proficient scores in LAL as indicated by a score of 200 or better on the NJ ASK. In the fall of the school year 2012-2013, grade two and three staff members will discuss the academic ability of all grade two students from 2011-12, while reviewing and analyzing report card data, writing samples, DRA information in order to identify those students who are in need of remediation. Specific attention will be directed toward reading levels and LAL skills. During the school year 2012-13 staff members will also review LAL grades and test results of students in grade 3 in order to identify those students who are in need of support. Ongoing assessment will be used to identify both strengths and weaknesses of student abilities.

By June 2014, 87.5 % of all students in grade 5 will score proficient or advanced proficient in Math as indicated by a score of 200 or better on the NJ ASK. In the spring of the school year 2011-2012, staff members reviewed math grades and test results of students in grade 4 in order to identify those students who are in need of remediation. During the school year, 2012-13 staff members will review math grades and test results of students in grade 5 in order to identify those students who are in need of remediation. Ongoing assessment will be used to identify both strengths and weaknesses of student abilities.

**School 4**

By June 2013, 88.5% of students in Grade 4 will demonstrate proficiency or advanced proficiency in the Mathematics section of 2012-2013 NJ ASK Test as evidenced by a score “Proficient” ( 200 or more), or “Advanced Proficient” (250). During the 2012-2013 school year, staff members will review Math grades and the 2011-2012 Grade 3 NJ ASK Mathematics Test scores in order to identify those students who are in need of remediation.

By June, 2014, 89.7% of students in grade 3 will score proficient or advanced proficient on the mathematics section of the 2013-2014 NJ ASK Test as indicated by achieving a score of 200 or more. During the 2013-2014 school year, staff members will review math grades in grade 2 to identify those students in need of remediation.

## **School 5**

By June 2013, 69.4% of all students in grade 4 will score proficient or advanced proficient on the LAL section of 2012-2013 NJ ASK Test as indicated by achieving a score of 200 or more. During the 2012-2013 school year, staff members will review; DRA Scores, NJ ASK Test results, and LAL grades from grade 3 in order to identify those students who are in need of remediation.

By June 2014, 69.4% of all students in grade 3 will score proficient or advanced proficient on the LAL section of 2012-2013 NJ ASK Test as indicated by achieving a score of 200 or more. During the 2012-2013 school year, staff members will review; DRA Scores, Test results, and LAL grades from grade 2 in order to identify those students who are in need of remediation.

## **School 6**

By June 2013, there will be an increase of 8.3% proficiency in Language Arts and Mathematics in the targeted subgroups of ESL and Special Education in Grades 3-8 where the targeted subgroup exceeds 30.

By June 2014, there will be an additional increase of 8.3% proficiency.

## **High School**

By June 2013, the total number of students with ten or more unexcused absences will be reduced by 3% as compared to the 2011-2012 school year.

By June 2014, ESL students will show improved growth in three areas as compared to the 2012-2013 school year: 1) Improved overall performance on the HSPA tests; 2) Improved grades in math classes as measured by passing grades vs. failing grades on report cards, 3) A 10% increase in the number of mainstream classes passed at the end of the school year.

## **POLICIES AND REGULATIONS**

All staff should have a reasonable understanding of the major policies and regulations in our district. Staff members should review the following policies and regulations prior to the State Evaluation visit. Copies may be found on the district web-site and/or staff handbook which is on-line.

### **NAME**

Affirmative Action

Nepotism

Conduct/Discipline

Drugs, Alcohol, Tobacco

Child Abuse and Neglect

Equal Educational Opportunity

Guidance Services

Pupil Intervention and Referral Services (I&R Teams)

Gifted and Talented

**ALL POLICIES ARE AVAILABLE FOR VIEWING IN STAFF HANDBOOK (on-line).**



**Cliffside Park Public School District**

**Cliffside Park, New Jersey**

**Affirmative Action-Grievance Officer**

As required by Federal regulations, all employees and students must be notified of the name, office address, and telephone number of the Grievance Officer who has designated to coordinate compliance efforts and to investigate any complaints of discrimination.

NAME: Mr. Michael Bucco

OFFICE ADDRESS: School #5  
214 Day Avenue  
Cliffside Park, NJ 07010

TELEPHONE: 201-313-2353

