Ridgewood Community High School District 234
Norridge, Illinois

Faculty Handbook

2025-2026

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HISTORY OF RIDGEWOOD HIGH SCHOOL DISTRICT 234

Community High School District Number 234 legally came into existence on August 18, 1958, when the County Superintendent of Schools formally administered the oath of office to the seven-member Board of Education elected on August 16, 1958. The following year a contest to name the school was held among the pupils of the elementary schools in the area. Ridgewood was selected to combine the names of the area, which the school serves: Norridge, Harwood Heights, and Norwood Park Township.

Ridgewood High School opened in September, 1960, as the first school in the country to utilize the recommendations of Dr. J. Lloyd Trump, Associate Secretary, National Association of Secondary School Principals. Among the innovations established were team teaching, flexible modular scheduling, four-phased instruction (including large group, small group, laboratory and independent study phases), utilization of locally-prepared instructional packets, and a commitment to "Individualized Instruction and Professionalized Teaching."

During the early and mid 1960's, Ridgewood High School received much national attention, being featured in *Time* magazine and selected as one of "America's Top Ten High Schools" in May, 1968, by *Ladies Home Journal*.

In 1973, Ridgewood reached its highest enrollment of nearly 1700. The dropped to 552 in the 1980's and has stabilized in recent years between 850 and 950. The student population now includes a growing number of English Language Learners whose primary language background is Polish.

The school celebrated its fiftieth anniversary in 2009-10. In 2010, Ridgewood was awarded soundproofing by the Federal Aviation Administration due to the school's proximity to O'Hare International Airport. This $28,000,000 grant enabled replacement of windows, roofs, air conditioning equipment, and associated remodeling.

Ridgewood High School District 234 serves the communities of Norridge and Harwood Heights, which are surrounded by the city of Chicago. Commerce in the two villages is made up mainly of retail business and light industry. It is essentially a middle-class area. Transportation by either highway or Chicago Transit Authority gives good access to the City of Chicago and O'Hare Airport.

RIDGEWOOD HIGH SCHOOL DISTRICT 234

MISSION
The Mission of Ridgewood High School:

- *Students will become adaptable life-long learners and responsible, ethical citizens, with the ability to make informed decisions in a changing global society.*
- *Students will demonstrate learning in multiple settings and in multiple ways.*
- *Members of the Ridgewood High School Community will collaborate to ensure that every student learns.*

VISION STATEMENT
The Ridgewood High School Community creates a stimulating and respectful learning environment which ensures individual students become autonomous leaders in their pursuit of a well-rounded, multi-faceted education grounded in innovation, aspiration, and imagination.

EQUITY
We are Ridgewood High School...
A learning community committed to anti-discrimination and supporting all students through inclusionary practices and initiatives.

We Believe...	So We Will...
All members of our community should be seen, valued, and deserve to be loved.	Intentionally build learning partnerships with students, elevating their voices.
Our students should thrive when we create the conditions for them to do so.	Collaborate to fight for equity by creating learning spaces and experiences that acknowledge, honor, and respect the lives and experiences of all our students.
Our policies and practices should be rooted in and reflective of our equity vision.	Continuously look inward and examine our data, policies, and practices through an equity lens, seeking continuous improvement.

BELIEF STATEMENT
We believe every student will learn and achieve at high levels.

ENDURING UNDERSTANDINGS
- Our first priority is to build relationships with our students.
- Providing all students with access is not enough; we must have the knowledge, skills, and dispositions to support effective, equitable teaching and learning.
- It is not what we have taught the students; it is about what students have actually learned.
- We use data to shape learning.
- Learning involves the connection of places and experiences.
- We will individualize learning to meet each learner's needs.
- We understand that students will not always bring their best selves; we will bring our best selves.

Ridgewood High School Directory

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Ridgewood High School District 234
2025-26 Calendar

August 2025

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August
11   Institute Day - No School
12   Teacher Work Day
13   Teacher Work Day
14   First Day of Classes (Modified Schedule)

February
16   President's Day - No School
27   Institute Day - No School

February 2026

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

September 2025

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September
01   Labor Day - No School
10   Late Start

March
02   Pulaski Day - No School
12   Parent Conferences - No School
30-31   Spring Break

March 2026

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2025

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October
13   Columbus Day - No School
14   Parent Conferences - No School
13-18 Homecoming Week

April
01-03   Spring Break
06   No School

April 2026

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2025

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November
03   Institute Day - No School
26   No School
27   Thanksgiving - No School
28   No School

May
18 Graduataion
25 Memorial Day-No School
27 Last Day of Classes
28 Teacher Work day
29 Emergency Day

May 2026

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	X	30	31

December 2025

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December
19 Semester 1 Ends Early Release
22-31 Winter Break

June
01-04   Emergency Days

June 2026

M	T	W	T	F	S	S
X	X	X	X	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January 2026

M	T	W	T	F	S	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January
01-02   Winter Break
05   Teacher Work Day - No School
06   Institute Day - No School
07   Classes Resume- Semester 2 Begins
19   MLK Day - No School

■ No School
X Emergency Days

Approved by
Board of Education 12/2024
Revised 5.8.25

AUGUST 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 Institute Day 10 month in attendance Fall Sports Begin	12 Work Day 10 month in attendance	13 Work Day	14 Modified Schedule 1st day of classes Freshman pictures	15	16
17	18 Board Meeting Fall Sports Pictures	19	20	21 Staff Pictures Jr. and Sr. Pictures	22 Back to School Spectacular Staff Pictures Jr. and Sr. Pictures	23
24	25	26	27	28	29	30
31		Notes			Student	10 month	Teacher
		Rev. 5.8.25		12	14	15

SEPTEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day No School	2	3	4	5	6
7	8	9	10 Late Start Schedule Staff Wellness	11	12	13 Alumni HOF
14	15 Board Meeting	16	17	18	19	20
21	22 Senior Picture Retakes	23 Rosh Hashanah Senior Picture Retakes	24	25	26	27
28	29	30				Volley for Autism

Notes		Student	10 month	Teacher
		21/33	21/35	21/36

OCTOBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Fall Concert	**2** Yom Kippur	**3**	**4**
5	**6**	**7**	**8**	**9**	**10** Picture Retakes	**11** JV Volley for Autism
12	**13** Columbus Day No School Homecoming Week	**14** P/T Conference 10 month not in attendance Homecoming Week	**15** Homecoming Week Assembly	**16** Homecoming Week Trivia Night Night Rally	**17** Homecoming Week Football	**18** Homecoming Dance
19	**20** Board Meeting	**21**	**22**	**23** Fall Play	**24**	**25** Fall Play
26 Fall Play	**27** Cheer/Dance Begins	**28**	**29**	**30** Fall Play	**31** Halloween	

Notes

	Student	Teacher
10 month	22/55	21/56
		22/58

NOVEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Institute Day - No School	4	5	6	7	8
9	10 Girls Basketball Starts	11	12	13	14	15
16	17 Board Meeting Boys Basketball/Wrestling Begins	18	19	20	21	22
23	24	25 Winter Sports Pictures	26 No School	27 Thanksgiving	28 No School	29
30		Notes				

Student	10 month	Teacher
16/71	16/72	17/75

DECEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Last Call Pictures	3 Winter Concert	4	5	6
7	8	9	10	11	12	13
14 Hanukkah begins	15 Board Meeting	16	17	18	19 Semester One Ends	20
21	22 Winter Break	23 Winter Break	24 Christmas Eve Office Closed	25 Christmas Day Office Closed	26 Early Release Winter Break	27
28	29 Winter Break	30 Winter Break	31 New Year's Eve Office Closed			

Notes

Student	10 month	Teacher
15/86	15/87	15/90

JANUARY 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 New Year's Day Office Closed	**2** Winter Break No School	**3**
4	**5** Work Day No School	**6** Institute Day No School	**7** Semester 2 Begins	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19** ML King Day No School	**20**	**21**	**22**	**23**	**24**
25	Indoor Track Begins **26** Board Meeting	**27**	**28**	**29**	**30**	**31**
		Notes				

	Student	10 month	Teacher
	17/103	17/104	19/109

FEBRUARY 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Presidents' Day No School	17	18 Ash Wednesday Ramadan begins	19	20	21
22	23 Board Meeting	24	25	26	27 Institute Day No School	28
		Notes			Spring Musical	

	Student	10 month	Teacher
	18/121	18/122	19/128

MARCH 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Spring Musical	2 Casmir Pulaski Day No School Spring Sports Begin Baseball, Softball, Soccer	3	4 Festa/Fiesta	5	6	7
8	9 Boys Volleyball Begins	10	11	12 P/T Conferences 10 month not in attendance	13	14
15	16 Board Meeting	17 Spring Sports Pictures	18 Spring Concert	19	20 End of Ramadan	21
22	23	24	25	26	27	28
29	30	31				
	Spring Break	Spring Break				

Notes

Student	10 month	Teacher
19/140	18/140	19/147

APRIL 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Spring Break	2 Passover Spring Break	3 Good Friday Spring Break	4
5 Easter	6 No School	7 NHS Induction	8	9	10	11
12	13	14	15	16	17	18
19	20 Board Meeting	21	22	23	24 PROM (Tentative)	25
26	27	28	29 Activity Banquet	30		Boys Volleyball JV Tourney

Notes

	Student	10 month	Teacher
	18/158	18/158	18/165

MAY 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Coed Track Begins	**2** Boys Volleyball Tourney (V)
3	**4**	**5**	**6**	**7**	**8**	**9**
10	**11**	**12**	**13**	**14** Awards Banquet	**15**	**16**
17	**18** Graduation	**19** Board Meeting	**20** Pops Concert	**21**	**22**	**23**
24	**25** Memorial Day No School	**26**	**27** Last Day of School	**28** Work Day	**29** Emergency Day	**30**
31		Notes				

Student	10 month	Teacher
18/176	18/176	19/184

JUNE 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Emergency Day	2 Emergency Days	3 Emergency Day	4 Emergency Day	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Juneteenth Office Closed	20
21	22	23	24	25	26	27
28	29 Board Meeting	30	Notes			

	Period 1 8:00-8:45	Period 2 8:49-9:34	Period 3 9:38-10:06	Period 4 10:10-10:55	Period 5 10:59-11:44	Period 6 11:48-12:33	Period 7 12:37-1:22	Period 8 1:26-2:11	Period 9 2:15-3:00
Aishah, Duha	IS2 -HS 215		215	IS2 -HS 215		IS2 -HS 215	Lunch	Int Sci 3 215	Int Sci 3 215
Anastasiades, Andrew			146	English 2 142					
Barlea, Claudia		English 1 149	149		English 1 149	AP Lit 149	Lunch	English 1 149	English 1 149
Bennett, Matthew	AP Lang 227		227/229	English 2 227	English 2 227		Lunch	FLT 203	AP Lang 227
Butryn, Katarzyna	AP Calculus 205		205	AP Calculus 205	Lunch	Hon Pre-Calc 205	Hon Pre-Calc 205	Hon Pre-Calc 205	FLT 205
Cantos, Megan	AE English 3 211	APUSH / SILC 209	209	FLT 209	AE English 3 211	Lunch	AE Amer His 209	Prep	APUSH / SILC 209
Cappaert, Derek	Engineer/Phy 131	Drone Eng 131	131	FLT 131	Engineer/Phy 131	Engineer/Phy 131	Lunch	Engineer/Phy 131	Prep
Cholewa, Gina	LIFE 140	LIFE 140	140	LIFE 140	LIFE 140	LIFE 140	LIFE 140	LIFE 140	LIFE 140
Collier, Brian	Woodworking 133	Woodworking 133	133	Woodworking 133	Lunch	Geo in Const 133	Construction 133	FLT 133	Prep
Connelly, Katherine	FLT 232	APE Peer Ttr 128	225	APE Peer Ttr 128	Prep	Lunch	Health 225	Health 225	Health 225
England, Krystal			207		IM 3 CP 202				
Falcone, Katie	Prep	FLT 219	223	Int Sci 3 219	Int Sci 3 219	Lunch	PEER IS 3/4 223	PEERS CCPF 223	PEERS CCPF 223
Falicetti, Carl	Hon Chem 213	Prep	213	AP Chem 213	Hon Chem 213	Hon Chem / SILC 213	Lunch	Hon Chem 213	FLT 235
Fioti, Amanda	H Int Math 2 231	H Int Math 2 231	227/229		IM 2 CP 231	IM 2 CP 231	Lunch	H Int Math 3 231	
Gates, Justin	For Crim 151F	Psychology 151F	151f		Lunch	Psych S1 151F	AP Psych 151F	Psych S2 151F	AP Psych 151F
Guzman, Alejandro	Eng Skills I 152	Span Speak 226	152	EL Res 152	Lunch	Eng Skills I 152	English 2 150	FLT 150	Prep
Guzy, Adam	Civics 148	World Cultures 148	148		Lunch	Amer Hist 148	Amer Hist 148	Civics 148	

Wednesday	
Period 1:	8:00 - 8:41
Period 2:	8:45-9:26
Period 3:	9:30-10:11
Period 4:	10:15-10:56
Period 5:	11:00-11:41
Period 6:	11:45-12:26
Period 7:	12:30-1:11
Period 9:	1:15-1:56
PD:	2:00-3:00

	Period 1 8:00-8:45	Period 2 8:49-9:34	Period 3 9:38-10:06	Period 4 10:10-10:55	Period 5 10:59-11:44	Period 6 11:48-12:33	Period 7 12:37-1:22	Period 8 1:26-2:11	Period 9 2:15-3:00
Hebert, Andrew	FLT 135	Engineer/Phy 135	135	Engineer/Phy 135	Prep	Lunch	Engineer/Phy 135	AP Physics 135	Eng/Phy / SILC 135
Keyes, Kristina		College Alg 235	235/237	Hon Calc 235	Lunch	TM QLS 235	TM QLS 235	College Alg 235	
Kumor, Tristan	IB/Alg2Bus 222	Alg 2 in Bus 222	222/224		Lunch	Geo in Const 133	Construction 133		Foundations 207
Laubenstein, Jill			219	Int Sci 3 219	Int Sci 3 219	Lunch	Enviro Sc 219	Int Sci 3 219	IS2 -HS 219
Lehotsky, William	PEERS US His 150	English 2 150	111	FLT 151F	PEER IS 1/2 215	PEER IS 1/2 217	Lunch	SSS (SP) 113	Prep
Lippstreuer, Mark	IM 1 CP 206	IM 1 CP 206	206	Prep	Lunch	IM 1 CP 206	FLT 228	IM 2 CP 206	IM 2 CP 206
Machaj, Sarah	Intro to Art 118	Intro to Art 118	118	FLT 118	Ad Graph Art 234	Lunch	Intro to Art 118	Sculpture 118	Prep
Maione, Gina	FLT 135	SWS 134/401	401/134	SWS 134/401	SWS 134/401	SWS 134/401	SWS 134/401		CWT Sem. 1 203
McCabe, Jared	SSS (SP) 113	FLT 202	113	PEERS IM 1/2 113	Lunch	IM 3 CP 202	PEERS IM 1/2 113	IM 3 CP 202	Prep
McCabe, Kristy	PEERS Eng 1 138	PEER Eng 2/3 138	111	Prep	English 1 149	FLT 230	Lunch	English 1 149	PEERS Eng 1 111
Meade, Kristi	Lifetime Fit 128	Lifetime Fit 128	132g	Lifetime Fit 128	Lifetime Fit 128	Lifetime Fit 128	Lunch	FLT 207	PE 9 128
Miller, Dolores		Italian 3 232	232		Italian 4 / SILC 232	Italian 3 232	Lunch	Italian 2 232	AP Italian 232
Moore, Bernard	Concert Band 109	Int to Music 111	107/109	Prep	Symph Band 109	Lunch	Mus Perf 111	Prep	Symph Band 109
Morawiec, Michael	Health 225	Lifetime Fit 128	201		Health 225	Lunch	Lifetime Fit 128	PE 9 128	
Morse, Jennifer	AE Eng 3 / SILC 211	AE Amer His 209	211	English 3 211	AE English 3 211	Lunch	AE Amer His 209	Prep	FLT 231
Mroz, Chris	FLT 135	SWS PE 128	401/134	SWS 134/401	SWS 134/401	SWS 134/401	SWS 134/401		
Mundy, Pamela	Honor Eng 1 142	AP Lang 142	142	FLT 231	Honor Eng 1 142	Lunch	Honor Eng 1 142	AP Lang 142	Prep

	Period 1 8:00-8:45	Period 2 8:49-9:34	Period 3 9:38-10:06	Period 4 10:10-10:55	Period 5 10:59-11:44	Period 6 11:48-12:33	Period 7 12:37-1:22	Period 8 1:26-2:11	Period 9 2:15-3:00
Nolan, Amanda			150	AP Human Geo 148	AP Human Geo 148				Spanish 4 230
Parada, Michelle	Spanish 4 228	Spanish 1 228	228	Spanish 1 228	Lunch			Spanish 1 228	Spanish 4 228
Patano, Amanda		FLT 146	146	English 099 146	English 099 146	Honor Eng 4 146	Lunch	English 099 146	English 099 146
Patino, Karen	LIFE 140	LIFE 140	126	LIFE 140	LIFE 140	LIFE 140	LIFE 140	LIFE 140	LIFE 140
Paus, Zachary	H Int Math 3 204	H Int Math 3 204	204	FLT 149	TM / STEM 204	TM QLS 235	Lunch	Prep	H Int Math 3 204
Pemberton, Toni	Prep	Honor Eng 2 147	147	AP Lit / SILC 147	Lunch	FLT 147	Honor Eng 2 147	AP Lit 147	Honor Eng 2 147
Pizzo, Martina			226	Italian 1 226	Lunch	Italian 2 226	Italian 2 226	Italian 1 226	Italian 1 226
Romano, Elizabeth	Spanish 3 230	Spanish 2 230	230		Spanish 2 230	Spanish 2 230		Spanish 2 230	Spanish 2 230
Rutherford, LeeAnn	AP Govt 144	AP Govt 144	144	AP Govt 144	Lunch	FLT 147	Prep S1/ Sociology S2 144	Sociology S1/ Prep S2 144	AP Govt 144
Sas, Gabriela			202	IM 1 CP 202	Lunch	IM 3 CP 202	IM 2 CP 202	IM 3 CP 202	IM 1 CP 202
Schau, Scott	PE 9 128	Prep	231/233	FLT 204	Team Sports 128	Lunch	Team Sports 128	Team Sports 128	Team Sports 128
Seskiewicz, Michael		EL Res / SILC 152	152			Lunch		Eng Skills A 152	EL Wor Cul 152
Smith, James		English 2 150	103	English 1 150		English 1 150	English 2 150		
Sneath, Stephanie	AP Com Sc Pr 216	FLT 216	216	IM 3 CP 217	Prep	Lunch	Cyber 3 216	Cyber 1/2 216	Cyber 1/2 216
Svetlik, Steven	AP Com Sci A 214	Intro Comp Prgm 214	214		Intro Comp Prgm 214	Intro Comp Prgm 214	Lunch		Intro Comp Prgm 214
Van, Jacqueline		AE Amer His 209	223	English 2 227	IM 2 CP 231	IS2 -HS 215	Lunch		

	Period 1 8:00-8:45	Period 2 8:49-9:34	Period 3 9:38-10:06	Period 4 10:10-10:55	Period 5 10:59-11:44	Period 6 11:48-12:33	Period 7 12:37-1:22	Period 8 1:26-2:11	Period 9 2:15-3:00
Vittorino, Danielle	IM 1 CP 206	IM 1 CP 206	113	PEERS IM 3/4 207	Lunch	PEERS IM 3/4 207	TM QLS 235		
Vynnyk, Oksana	EL Govt 203	English 1 149	203	EL Govt 203	Lunch	Eng Skills N 203			English 1 149
Wicklund, Julia	Marketing 234		234	Marketing 234	FLT 235	Coll & Car Plan 234	Lunch	Marketing 234	WBL / TMA 234
Williams, Michael	IS2 -RE 217	AP Bio 217	217		Hon Bio 217	Lunch	Hon Bio 217		Hon Bio 217
Wlodarczyk, David			138	APUSH 138	World Cultures 138	World Cultures 138	Lunch	APUSH 138	World Cultures 138
Yeates, Samuel	IB/Alg2Bus 222	Alg 2 in Bus 222	222/224	Int to Bus 222		Lunch		Int to Bus 222	Int to Bus 222
Zack, Christopher	Weight Lift 128	SWS PE 128	231/233	Weight Lift 128	Prep	Lunch	FLT 222	Weight Lift 128	Weight Lift 128
Zajac, Cristina	PEER Eng 2/3 117	PEER Eng 4 117	117	English 099 146		Lunch	PEERS US His 117	English 099 146	

Ridgewood High School

Student Schedule

Mon/Tues Thur/Fri

Period 1: **8:00 - 8:45**
Period 2: **8:49 - 9:34**
Period 3: Adv/Flex **9:38 - 10:06**
Period 4: **10:10 - 10:55**
Period 5: **10:59-11:44**
Period 6: **11:48-12:33**
Period 7: **12:37-1:22**
Period 8: **1:26-2:11**
Period 9: **2:15-3:00**

Wednesday

Period 1: **8:00 - 8:41**
Period 2: **8:45-9:26**
Period 8: **9:30-10:11**
Period 4: **10:15-10:56**
Period 5: **11:00-11:41**
Period 6: **11:45-12:26**
Period 7: **12:30-1:11**
Period 9: **1:15-1:56**
Early Dismissal PD: **2:00-3:00**

Assembly

Period 1: **8:00 - 8:43**
Period 2: **8:47 - 9:30**
Assembly: **9:34 - 10:18**
Period 4: **10:22 - 11:05**
Period 5: **11:09 - 11:52**
Period 6: **11:56 - 12:39**
Period 7: **12:43 - 1:26**
Period 8: **1:30 - 2:13**
Period 9: **2:17 - 3:00**

Late Start

Late Start: **8:00 - 9:00**
Period 1:   **9:04 - 9:45**
Period 2:   **9:49 - 10:30**
Period 4:   **10:34 - 11:15**
Period 5:   **11:19 - 12:00**
Period 6:   **12:04 - 12:45**
Period 7:   **12:49 - 1:30**
Period 8:   **1:34 - 2:15**
Period 9:   **2:19 - 3:00**

Emergency drills are held periodically according to the plan described in this section:

The Responsibilities of the Teacher:

1. To be fully informed about emergency drill procedures. (See attached)
2. To familiarize every group of students under their control with procedures for emergency drills, specifically:
   - Conduct
   - Primary and secondary routes of evacuation, and
   - Responsibility for closing doors and windows
3. To take and maintain attendance of all students
4. To take complete charge of all students in the immediate area during the emergency drill.
5. If an emergency drill occurs while you are on unscheduled time, go immediately to an area to assist in the evacuation of students.
6. Report to the Principal or Dean of Students any problem(s) that occurs or suggestions for improvement.
7. Help should be provided by pre-arranged plans for those students incapable of moving at a reasonable speed.
8. Notify the Principal or Dean of Students if posted written notices of evacuation routes have been removed from any room for which the teacher is responsible.

The Responsibilities of the Student:

1. Listen to the teacher and follow the directions given.
2. File out in double row fashion, close to the wall, leaving the center of the hall and stairway open for equipment and firemen.
3. Keep quiet and listen to directions.
4. When you exit the building move well away from it (at least 30 yards away from the building).

Procedures for Fire and Other Emergency Drills

- All drills will be conducted in the manner that would be followed in the event of an actual emergency.
- Each drill is an exercise in student control.
- Occasionally a drill may be held in which an exit is blocked off--be sure you know the alternate evacuation route.
- The building shall be completely evacuated by all personnel during emergency drills; this includes teachers, pupils, clerks, custodians, cafeteria, librarians, and visitors.
- The teacher should lock all classroom doors when the room has been evacuated.
- The Industrial Arts teacher should see that all power is off before leaving the building.
- Science teachers should see that all power is off before leaving the building.
- Cafeteria help should see that all utilities are shut off before leaving the building.
- Occupants will return to the building when the recall is given.

Further details on building evacuation may be issued from time-to-time via announcements, email, or in-person events.

As a normal course, our emergency drills will be designed for a fire emergency, but teachers should be aware that other types of emergencies may occur, and they should discuss these possibilities with students.

For example, a plane crash or chemical spill/leak are other possible emergencies that we need to prepare our students to deal with should they ever occur. A plane crash should be handled similarly to a fire emergency, with teachers leading students away from any affected parts of the building while evacuating. If a chemical spill/leak or plane crash should occur outside the building, teachers should lead students away from the location of the incident to the area of greatest safety.

RIDGEWOOD
FIRE EVACUATION PLAN

When the Fire Alarm sounds, everyone is to leave the building via the nearest exit (see posted emergency signs) and move to an area well past a safe distance from the building (approximately 30 yards) being sure that those behind will have room for safety. Teachers are to close windows and lock doors.

Always assume that the ringing alarm means there really is a fire.

To ensure proper evacuation, the following people are assigned specific responsibilities. The Zone Supervisor in charge is listed in **bold**. Those in parentheses should still assist and communicate with their Zone Supervisor in ensuring their assigned zone has been evacuated. **(See floor plans on pages 5 and 6 for specific Zone locations.)**
**All Zone Supervisors should have a radio for communication.

ZONE # 1: T. Parrillo   (C. Engel)
ZONE # 2: A. Stankiewicz   (A. Anastasiades)
ZONE # 3: D. Young   (K. Davis)
ZONE # 4: R. Goldflies   (C. Schorsch)
ZONE # 5: R. St. John   (K. Caslin)

Coordinator / Time Keeper: T. Parrillo (primary), R. Goldflies (backup)

SRO[1]: Backup for any Zone supervisor that is not available.
     May block exit.
     Watch procedure to resolve problems.

When a zone is deemed "Clear" (all personnel and students evacuated <u>and</u> no hazard present), the Zone Supervisor will radio the Coordinator ***"Zone X is clear"*** and will then exit the building and move to the following locations to supervise any staff/students in those areas:

|		
ZONE # 1: T. Parrillo (C. Engel)	→	**South (flagpole)**
ZONE # 2: A. Stankiewicz (A. Anastasiades)	→	**North (stadium)**
ZONE # 3: D. Young (K. Davis) **parking lot)**	→	**East (student**
ZONE # 4: R. Goldflies (C. Schorsch)	→	**South (flagpole)**
ZONE # 5: R. St. John (K. Caslin) **parking lot)**	→	**East (student**

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[1] School Resource Officer

Faculty and students are to re-enter the building **only** after the "all-clear" is sounded. Supervisors are then to inform personnel outside to re-enter and report to class.

Each fall the following will occur:

The custodial/maintenance supervisor will replace all batteries and ensure all signs are present and accurate. The nurse will restock first aid kits.

FIRST FLOOR ZONE MAP (1 -4)

SECOND FLOOR ZONE MAP (5)

N

5

RHS OFF-SITE EVACUATION LOCATIONS

EVACUATION SITE	STREET ADDRESS	VILLAGE	CONTACT INFO	SPACE AVAILABLE
Norridge Police Department *Confirmed 5/14/25*	4020 N Olcott Avenue	Norridge	708-453-4770 Brian Goss - Chief bgoss@norridgepd.com Wayne Schober - Deputy Chief wschober@norridgepd.com	Heated garage can hold 300 people.
Harwood Heights Police Department *Confirmed 5/14/25*	7300 W Wilson Avenue	Harwood Heights	708-867-4353 John DeVries - Chief devriesj@harwoodheights.org Seve Biagi - Commander biagis@harwoodheights.org Sam Palazzo - Deputy Chief palazzos@harwoodheights.org	The garage can hold ~250-300 people.
Norridge Park District *Confirmed 5/22/25*	4631 N Overhill Avenue	Norridge	708-457-1244 Ask for Nate Brown (PD Director) Cell - 630-770-3787	The pool facility opens @ 7 AM, and can hold 200 people.
Norwood Park Fire Protection District *Confirmed 5/14/25*	7447 W Lawrence Avenue	Harwood Heights	708-867-5428 Ask for Dave Blondell - Chief M.Blondell@norwoodparkfire.org chief@norwoodparkfire.org I.peistrup@norwoodparkfire.org info@norwoodparkfire.org	The garage can hold 300 people.
**St. Eugene Church and School *Confirmed 5/15/25*	7958 W Foster Avenue Chicago 60656	Chicago	o: 773-763-2235 c: 773-972-7868 Margaret Kinel - Principal mkinel@st-eugene.org	Gym - 800 people School and Church parking lots Church - 2K people

** <u>Potential Family Reunification Site</u>, depending upon First Responder and RHS Administrative partnership.

Revised 5/22/25 - R. Goldflies

Tornado and Severe Weather Procedures

When precautions are necessary due to tornado or severe weather conditions, a warning will be issued. This warning will be a continuous blast on the fire alarm, for 15 seconds, students and staff are to go directly to the rooms listed below. Faculty should lock their classroom doors as they exit. Students should kneel and use their arms to cover their heads. *AVOID WINDOWS AS MUCH AS POSSIBLE!*

In the event the tornado warning should sound, students and teachers should proceed to the following locations based upon the classroom to which they are assigned.

CLASSROOM	DESTINATION	BACK-UP
Auditorium, 109, 117,111	107 (Band Locker Room)	SE Mens' Washroom
112-116	SE Mens' Washroom	SE Womens' Washroom
118, 120, 122	128 H (Boys' Team Locker Room)	128 G (Girls' Team Locker Room)
119 and Café	128 G (Girls' Team Locker Room)	128 M (Girls' PE Locker Room)
122 A/B and 124	128 U (Boys' PE Locker Room)	128 G (Girls' Team Locker Room)
126	NW Mens' Washroom	NW Womens' Washroom
130-135	128 H (Boys' Team Locker Room)	128 G (Girls' Team Locker Room)
136	Social Work Office (East)	NW Womens' Washroom
138-140	NW Womens' Washroom	NW Mens' Washroom
Student Services	Social Work Office (East)	NW Womens' Washroom
Administrative Offices	Admin. Bathrooms	Admin. Bathrooms
Nurse	Nurse Bathroom	Admin. Bathroom
142, 143, 144, 146, 148, 150, 152, 154	143 (Community Room)	145 (Community Room)
145, 147, 149	145 (Community Room)	143 (Community Room)
151 (Library)	Library Washroom (Collab)	143 (Community Room)
160 (Collaboration Center)	132W (Field House Women's Restroom)	132M (Field House Men's Restroom)
162 (I.T. Office)	Library Washroom	143 (Community Room)
Old Gym	128 U (Boys' PE Locker	128 M (Girls' PE Locker

	Room)	Room)
201-205	132J (Girls' Team Field House Locker Room)	132 L (Boys' Team Field House Locker Room)
206-211	128 M (Girls' PE Locker Room)	128 U (Boys' PE Locker Room)
213-220	128 M (Girls' PE Locker Room)	128 U (Boys' PE Locker Room)
222, 224, 226	128 U (Boys' PE Locker Room)	128 M (Girls' PE Locker Room)
228, 230. 232, 234	132 L (Boys' Team Field House Locker Room)	132J (Girls' Team Field House Locker Room)
223, 225, 227, 229	132 L (Boys' Team Field House Locker Room)	132 J (Girls' Team Field House Locker Room)
231, 233, 235, 237, 239, 241	132 L (Boys' Team Field House Locker Room)	132 K (Field House Coaches' Office)
FH Gym 134	132 J (Girls' Team Field House Locker Room)	132 L (Boys' Team Field House Locker Room)
Upper Track and 401	132 J (Girls' Team Field House Locker Room)	132 L (Boys' Team Field House Locker Room)

It is important that this be done in an efficient and orderly manner. For classrooms assigned to the locker rooms: direct classrooms to the furthest locker room 128H first. Once 128H is filled, teachers should fill 128G, then 128M, then 128U.

Faculty may divert people on their way to the locker rooms into washrooms or other areas. When you arrive at a shelter area, it is important that you go to the area **farthest from the door** so that those who follow will not be slowed down. Remain in the shelter until further instructed. An emergency First Aid area will be established in the Training Room. Any First Aid necessary will be provided by the **Nurse.**

Emergency equipment (bullhorn, radio, signs, first aid kit) is stored in 3 areas: Men's PE office, Room 215, and custodial area. This equipment is to be checked and restocked in the fall prior to any drills.

Chris Zack and Pat Rossi are to pick up emergency equipment* before reporting to assigned areas.

*Chris Zack – PE Area
*Pat Rossi – Maintenance

Tornado and Severe Weather Personnel Assignments

To ensure efficient and orderly procedures in our building, multiple people are assigned the same responsibility. It is essential that they report immediately to their assigned area and begin their function. As others arrive they may delegate other tasks as required. All staff members are expected to act responsibly and decisively to protect students from injury.

S.E. Corner (near Room 111) : **Michael Maiorano**

Divert students into the two washrooms; assign a teacher to each of the washrooms and ask them to let you know when the room is full. After washrooms are full, check room 111; if no one is using it, divert students into it. After these three areas are full, direct the rest toward the locker rooms.

N.E. corner (near Room 124): **Tom Parrillo & Robert St. John**

Make sure doors are open to ALL locker rooms. Direct students into the furthest locker rooms first! Once the locker rooms are filled, students should be directed to the next available locker room. As teachers arrive, assign one to each of the four locker rooms to take charge (until those assigned arrive) and
      1) make sure students move to the back of the room
      2) notify you if the room is full.

See that the door between the PE and Team locker rooms is OPEN.

N.W. corner: **Katie Davis and Agnes Stankiewicz**

Make sure doors are open to ALL locker rooms (132 J and 132 L). Direct students into the furthest locker rooms first! Once the locker rooms are filled, students should be directed to the next available locker As teachers arrive, assign one to each of the four locker rooms to take charge (until those assigned arrive) and
      1) make sure students move to the back of the room
      2) notify you if the room is full.

Band Room: **Bernie Moore**

Students should proceed to the band locker area.

Locker Room 128 U: **Katherine Connelly,** Derek Cappaert

Locker Room 128 M: **Chris Zack,** Jennette Gonzalez

Locker Room 128 G: **Scott Schau,** Brian Collier

Locker Room 128 H: **Kristi Meade,** Carl Schorsch

Locker Room 132 J: **Tasha Young,** Krystal England

Locker Room 132 L: **Maria Jellisson,** Steven Schmidt

Bathroom 132W: **Haley Morelli,** Trish Reyes

Bathroom 132M: **Mike Ferrante,** Pam Mundy

Library Area: **Andrew Anastasiades,** Toni Pemberton
Andrew or Toni will unlock Room 143- Community Room.

- Person in **bold** is in charge.
- Assist in orderly procedure.
- Be prepared to provide first aid if necessary.
- Ensure doors between locker rooms are open.
- If a tornado is approaching, Maintenance will shut off utilities.

After the "all clear" has been sounded, students and teachers will be asked to return to their scheduled class.

In the event of a real emergency, adults will need to escort students to destinations outside of the school area. Some destinations might include Norridge Police Department, Harwood Heights Police Department, Norwood Fire Protection District, or Norridge Park District. Announcements would be made if this process were necessary and a CrisisGo alert would be initiated.

- When it is safe enough to do so, mark ALL students with you present (whether they are assigned to you at that time or not), and mark all missing students assigned to you as absent via the CrisisGo app.
    - o For missing students, provide as much information as possible (i.e. – left for restroom)

- o When finished, click submit so the information is shared with CrisisGo administrators via the app.
- If you are not able to access the CrisisGo app from a device, use another means to account for ALL students with you, as well as students assigned to you that are missing. Provide that list of present and missing students to the Division Officer staff upon arrival to the Family Reunification site.
- A school designee(s) will travel to those off-campus destination(s) and gather all students and staff and bring them to the Family Reunification site.

Ms. Fabian will bring a folder with an attendance list of teachers, substitutes and student teachers.

Mrs. Steinohrt/Mrs. Dexl will bring a roster of *ALL* employees.

Mrs. Freese will bring rosters of *All* grade levels as a back-up to CrisisGo app use by staff

Emergency equipment (bullhorn, radio, signs, first aid kit) is stored in 3 areas: PE Men's office, Room 215, and custodial area. This equipment is to be brought to the designated area by *Mr. Zack and Mr. Rossi*.

LIGHTNING SAFETY PROCEDURES

1. In the event that the alarm sounds indicating a warning of lightning, all outdoor activity should cease immediately. All individuals should seek shelter in the building or automobiles that are not convertibles.

1. Outdoor activities should not resume until the all-clear is heard and the supervisor(s) of the activity feel(s) it is safe to resume.

2. The head coaches and game officials should confer to determine if any athletic contest should be terminated as a result of the warning.

3. If coaches and/or game officials feel that weather conditions warrant cessation of outdoor activities they should make those decisions even if the warning has not sounded.

Teachers should periodically review the emergency drills themselves and with their students.

D234 FAMILY REUNIFICATION PLAN

<u>In the event</u> that a building evacuation is necessary and Administration has activated a reunification event, this plan will be enacted in partnership with our First Responding Agencies. The goal of this plan is to reunite students with their families in a controlled and orderly fashion.

<u>IMPORTANT</u>:
1. Familiarize yourself with **your** role and responsibilities and review it often.
2. Keep this plan in an easily accessible place.

The Reunification location will be dependent on situation and first responder guidance.

** Perimeter security will be determined by RHS Administration and first responders.**

OPERATIONAL FLOW

<u>STUDENTS</u>: KIDHOLD → TRANSFER → RELEASE

<u>PARENTS/GUARDIANS</u>: CHECKER / GREETER → RELEASE

DEFINITION AND ASSIGNMENT OF ROLES
Names in bold have multiple roles
Those with (*) after their name will have radios

1. <u>**OPERATIONS OFFICERS**</u>
   - **Begin the Reunification event.**
   - **Close the Reunification event.**

   1. Jen Kelsall*   Staging Area
   2. **Tom Parrillo*   Logistics**
   3. **Eric Lasky*   Staging Area**
   4. **Agnes Stankiewicz*   Reunification Center**
   5. Rob St. John*
   6. **Ryan Goldflies*   Reunification Center**

2. <u>**KID HOLDS (14 - 15 students per staff member if all students and staff accounted for)**</u>
   - **Stay with and monitor students.**
   - **Maintain order within alpha groups..**
   - **Take attendance for all students in your alpha group.**
     - Attendance methods (in rank order):
       1. Crisis Go
       2. Collecting students' names on a digital device (iPad, cell phone, etc.)
       3. Paper & pencil

   <u>Admin in charge: Rob St. John</u>*
   <u>Back-up: Ryan Goldflies</u>*
   A-F: PE/Health, Special Education (including SWS) & World Language
   G-L: Special Education Aides, and Speech
   M-R: Science, Social Studies & English
   S-Z: Math, Band & Dean (Front Desk Clerk, Attendance Clerk, & Student Monitor)

3. **CHECKERS / GREETERS**
   - **Check parent and guardian identification**
   - **Work with parents/guardians who may not have identification**

   PARENT/GUARDIAN REMAINS AT CHECK-IN STATION UNTIL REUNITED WITH STUDENT

   Admin in charge: Agnes Stankiewicz*
   Back up: Tom Parrillo*

   Student Services

4. **RELEASE**
   - **Reunite students with Parent/Guardians**

   Admin in charge: Ryan Goldflies*
   Back-up: Eric Lasky*

   Art
   Athletics
   CTE
   Computer Science
   Library
   STEM
   EL
   Maintenance
   Technology
   Tutor
   Principal's Secretary

5. **PUBLIC INFORMATION OFFICERS**
   - **Responds to inquiries from the public**
   - **Aware of student positions within the process.**

   Public Information Response:
   1. **Jen Kelsall***
   2. Vince Fanelli

   Student Position Response:
   3. **Eric Lasky***
   4. **Tom Parrillo***

ADDITIONAL NOTES
SRO (if available) will float the Reunification site and assist as needed****

**If safe and able, Karl Piorun, Chris Zack and Pat Rossi are to pick up emergency (first aid and bullhorn) equipment before exiting the building (Safely exiting the building is the priority).

** When instructed by first responding departments, designated RHS staff members will drive RHS buses to all four (4) Rally Points to secure and transport students to the Reunification location. (See Rally Point Student Collection Information section below)

Administrators will report to their posts and then float the Reunification site assisting as needed and addressing any needs from first responders****

School Nurse will assist students/staff members as needed for medical attention****

All 1:1 Aides will remain with their students until they are reunited with their parent/guardians****

LIFE staff members will remain with their students until they are reunited with their parents/guardians****

Following the end of the Reunification event, RHS Administrators will call all families of students not accounted for to ensure their safety/location.

RALLY POINT COLLECTION INFORMATION:

The following individuals will be responsible for driving RHS buses to the following locations and picking up students and bringing them to the Family Reunification Site (TBD by first responding departments).

- Multiple trips may be required.
- These individuals should be equipped with a school radio for communication purposes.
- Bolded names are primary drivers, and those in parentheses are back-ups.

(Bus keys are located in Building and Grounds dock break room)

- Norridge Park District: **Pat Rossi** (Agnes Stankiewicz)
- Norridge Police Department: **Karl Piorun** (Ryan Goldflies)
- Harwood Heights Police Department: **Christina Engel** (Deontay Young)
- Norwood Fire Department: **Ken Caslin** (Rob St. John)

After arriving at the Family Reunification site from each Rally Point, students must be directed to the Kid Hold location.

OPERATIONAL FLOW

STUDENTS: KIDHOLD → TRANSFER SECTION → RELEASE

PARENTS/GUARDIANS: CHECKER or GREETER → RELEASE

OPERATIONAL PLAN (EXAMPLE)

Key

Safety Team Staff | Student | Parent/Guardian

1 OPERATIONS OFFICER
Is an Administrator who starts the Reunification Process

2 KIDHOLD
Students Enter the Kidhold. Staff checks students in and maintains order.

3 Checker
The Checker is a staff member who checks the Parents ID with the Emergency Contact info of the student and then moves the student to the Transfer Section.

4 Greeter
The Greeter is a staff member who validates Parent/Guardian information if they do not have ID or if someone other than listed Guardian comes to pick up student. Once the adult is verified to Greeter will move students to the Transfer Section.

Public Information Officer
The PIO will respond to community information requests. They can see where students are in the Reunification process

5 Release
The Release Staff will move students from the Transfer Section to the Release Section and Release the student in to their Parent/Guardian custody.

6 OPERATIONS OFFICER
Once the Reunification is complete the Operations Officer Releases the Reunification.

Serving Norridge and Harwood Heights

Ridgewood High School ensures equal educational opportunities are offered to students regardless of race, color, national origin, age, sex, or handicap.

Updated: September, 2024

CRISISGO TUTORIAL FOR EACH ROLE:

- **When the Reunification process begins you will receive the following message on your device via CrisisGo. Click on the blue text to review your role/assignment.**

KIDHOLD STAFF:

Kidhold Staff
To account for a student, swipe to the left on their name and select Check In. This student will move to the Kidhold section.
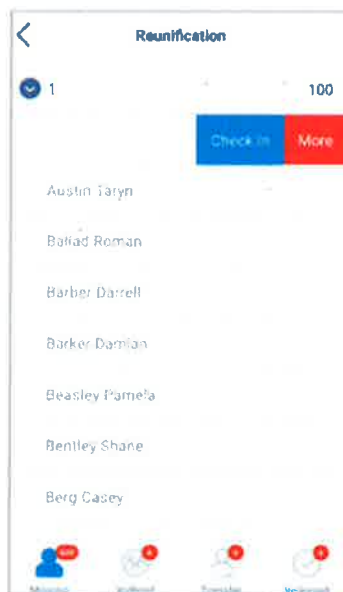
Kidhold Staff Continued
If a student cannot be accounted for, select More and choose from one of the provided options. This student will remain in Missing.
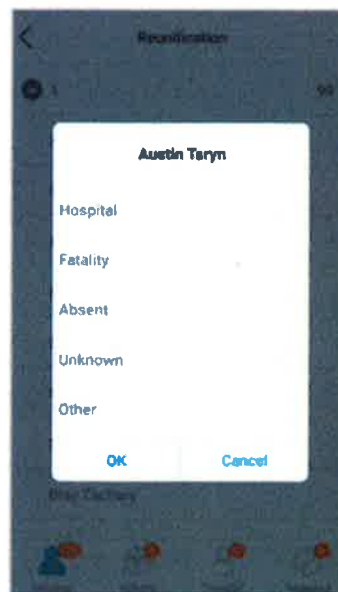
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Updated: September, 2024

GREETER / CHECK-IN STAFF:

When a match is made between a student and adult, find the student from the Kidhold section, swipe left, and select Move to Transfer.

Select the parent/guardian picking up the student or enter another verified adult in the provided comments section. This student will move to the Transfer section.
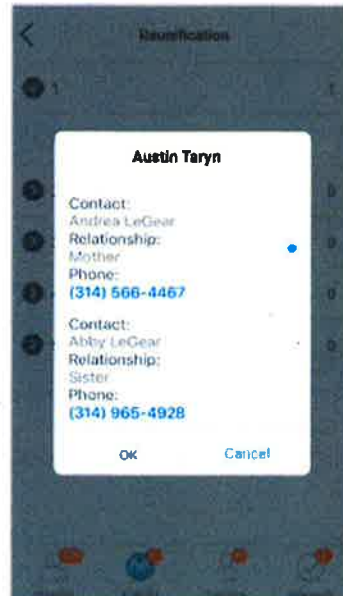
RELEASE STAFF:

Staff with this role will long hold on the student's name in the Release section and verify that the Picker is the parent/guardian picking the student up from Reunification.

Once the adult is verified, swipe to the left and select Release. This student will now move to the Released section.
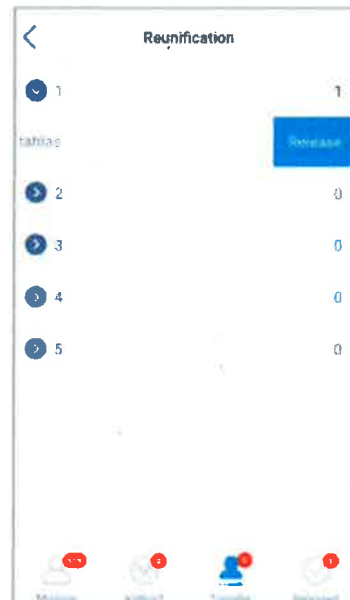
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Updated: September, 2024

PUBLIC INFORMATION OFFICERS:

This staff member can view the process history of any student throughout the reunification by long holding on their name.
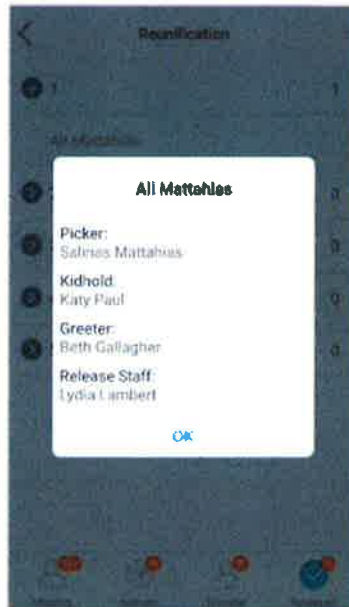
Reference: https://s3.amazonaws.com/trainingcg/CrisisGo+Reunification+Guide_v01.08.19.pdf

Updated: 8/23 E.Lasky

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Updated: September, 2024

Student Services

Katie Davis, Division Head of Student Services and Career Pathways, supervises the Student Services team. Ms. Davis can be reached at kdavis@ridgenet.org.

Lori Freese is the **Student Services Administrative Assistant**.

Counselors are available to students for academic advising, college and career planning, and interpersonal counseling. Counseling caseloads are assigned by last name:

- Last Names A-G: **Michael Ferrante**; mferrante@ridgenet.org
- Last Names H-O: **Maria Jellissen**; mjellissen@ridgenet.org
- Last Names P-Z: **Cari Franz**; cfranz@ridgenet.org

Our **School Social Workers** are also divided by last name and are available to students in need of interpersonal counseling to resolve family conflicts, peer conflicts, stress, anxiety, grief/loss, dating violence, depression, etc. In addition, they coordinate social work services for students in special education.

- Last Names A-G: **Patricia Reyes**; preyes@ridgenet.org
- Last Names H-O: **Haley Morelli**; hmorelli@ridgenet.org
- Last Names P-Z: **Jennifer Snyder**; jsnyder@ridgenet.org

Our **Behavior Intervention Specialist, Tasha Young,** provides support to staff, teachers, students, parents, and the school community to help students achieve maximum benefit from their educational opportunities and to promote a safe school environment by monitoring, redirecting, and modifying student progress regarding inappropriate behaviors and performance. Contact Ms. Young at tyoung@ridgenet.org.

Our **West 40 Student Advocates**, **Nadia Luna and Louis Castro,** provide one-to-one counseling, mentoring, and advocacy for RHS students and their families who are identified as academically, socially, or emotionally at-risk. Contact them at nluna@ridgenet.org and lcastro@ridgenet.org.

Annually, the Student Services team hosts as many as **2 Counseling Interns** and **3 School Social Work Interns**. Our interns are Master's level students in the final stages of study who complete a 600+ hour internship in the district.

Ridgewood Resources

LIBRARY
- The Ridgewood Library is open Monday - Friday from 7:00am to 4:00 pm.
- The Eisenhower Library located at 4613 N. Oketo in Norridge is open Monday - Thursday from 9:00 am to 9:00 pm, Friday & Saturday from 9:00 am to 5:00 pm and Sunday from 1:00 pm to 5:00 pm.

RIDGEWOOD ASSISTANCE PROGRAM (RAP)
RAP offers educational support groups for students in the areas listed below. Groups are confidential, run during the school day, and are considered educational. Group offerings vary every year, depending on student needs and interest, but below are some of the available options based on student need. See the Student Services office for more details.

- **Academic Stress**
  For students who are experiencing stress due to academics. For both high achieving students and students who struggle with being successful in school.
- **Alternative Families**
  For students who live in a non-traditional family situation including parents/guardians who are separated, divorced, never married or otherwise living in a stressful home situation.
- **Anger Management**
  For students who struggle with managing their anger throughout the school day and whose anger is interfering with school success.
- **Art Group**
  The art group is designed to help students express themselves using a guided creative method. Students who participate in this group will learn a variety of art techniques to help them cope with daily stress.
- **Boys Group**
  This group is for young men who are experiencing academic, interpersonal, social, behavioral, or attendance concerns.
- **Concerned Others**
  For students living with or affected by an addict.
- **Dreamers Group**
  For students protected by the Federal DREAM Act who are navigating the process of permanent residency in the United States.
- **EL Transitions**
  For students who are new to the country and transitioning to American high school culture.
- **Girls Group**
  For students who are not successful in school for reasons related to discipline, attendance, academics, self-esteem or interpersonal conflict.
- **Grief and Loss**
  For students who have experienced the loss of a parent and/or sibling.
- **Interpersonal Stress**
  For students who are experiencing stress due to their personal relationships with friends & family members.
- **Mindfulness Group**
  A techniques group that allows students to develop a personal mindfulness practice including elements of meditation, yoga, and expressive arts techniques.
- **New Student Group**
  For students new to Ridgewood.
- **Social Communication**
  For students who struggle to make and keep friends.

MEDIATION
The Counselors, Social Workers, Behavior Intervention Specialist & Dean of Students mediate student concerns.

REFERRAL AGENCIES

Family concerns, individual concerns and general mental health issues.
Leyden Family Services: 847-451-0330
10001 Grand Avenue
Franklin Park, IL 60131

Substance abuse and dependency issues in youth & youth counseling
Youth Outreach Services: 773-777-7112
3445 N. Central Ave.
Chicago, IL 60634

RHS Grading Practices
Deadlines/Incompletes/Not Mets

RHS Grading Practices
In an effort to make sure students are college and career ready, it is imperative that all students understand the importance of deadlines. All due dates will be communicated, and students will be given an ample and appropriate amount of time to complete assignments. Students are expected to complete all assignments by the assigned due date. It is the students' responsibility to closely monitor assignments and due dates, and they must communicate anticipated issues prior to the deadline. It is the responsibility of guardians to monitor their child's progress in school, including the student's current academic performance and completion of assessments and projects.

Professionalism
- Every major assessment should be evaluated for professionalism/deadlines using the Deadlines Rubric
- An assignment is considered submitted/completed if the student has submitted a legitimate effort with their work on the assignment. Submissions that do not meet the basic criteria of the assignment will not be accepted.
- Teachers will ensure that deadlines are posted on Canvas assignments. Teachers will also indicate on Canvas which assignments are being evaluated for professionalism/deadlines.

Late/Make Up Work
- It is important for students to complete their work in a timely manner when the learning activities are still meaningful and relevant to their classroom work.
- Students MUST follow the deadlines rubric in order to still be able to earn credit on an assignment, which includes that after three days, a student MUST attend up to two Saturday School or Academic Interventions in order to complete the assignment after the deadline. If students do not turn in the assignment after 3 days and fail to attend Saturday School, they will no longer be allowed to submit the assignment.
- After the Saturday after a three day deadline has passed, students will no longer be allowed to submit those assignments.
- An assignment is considered submitted/completed if the student has submitted a legitimate effort with their work on the assignment. Submissions that do not meet the basic criteria of the assignment will not be accepted.
- Missing assessments will be marked as "M" (still able to submit) or "DNA" (Did Not Attempt/time has passed to submit) in Skyward.
- Students who have missed the original deadline will sign up for a Saturday School or Academic Intervention immediately after the deadline in order to complete and submit these assignments.
- At the end of the semester, it is up to the teacher's determination to review the body of evidence to determine a student's proficiency and whether or not a student has earned the skills to pass the course. Incomplete assessments result in a lack of evidence of a student's proficiency and may cause a student to earn an NM in a course. This could mean that students will need to demonstrate proficiency in Summer School or repeat the course depending on the teacher's

professional judgment.
- Additional Information
    - Accommodations to this policy will be granted based on a student's IEP.
    - Any student with extenuating circumstances may request an extension for valid reasons via a conversation with the teacher or via the recommendation of a RHS staff member (social worker, etc.) advocating on their behalf.

Retake Work

At Ridgewood High School, we understand that students learn at different rates and may need multiple chances to demonstrate proficiency in a competency.
- Students are allowed to retake assessments to show greater proficiency in the skills.
- Students are only eligible to retake assignments if they have submitted a legitimate effort with their work on the original assignment.
- Teachers *may* establish requirements for students to be eligible to retake assessments. This may include:
    - Additional formative work that is designed to address the deficiencies in the assessment
    - Attendance to classroom tutoring
    - Attendance to school-level tutoring and/or academic intervention
    - Attendance to Flextime sessions
- After receiving feedback from the teacher, there will be a retake window in which students are eligible to submit another attempt at the assessment. This window will be determined by the teacher based on the "window of relevancy" for that work.

Incompletes

An Incomplete can be given at the end of a semester for extenuating circumstances. A student can receive an Incomplete based on an extenuating circumstance, deemed by the grading teacher.. Incompletes are overseen by the grading teacher. The student is required to make-up the work by a given deadline; otherwise, the Incomplete will turn into a Not Met (NM), and the student will need to retake the course.

Final Grades

Final grades are due at the end of each semester, by the given deadline. If a student receives a Not Met (NM), it will stay on their transcript, and they will have to retake the course (if it is required to meet graduation requirements). Students can retake the course during the following school year (if there is room in their schedule) or during summer school. Students that receive a Not Met will need to retake the full course.

504 Guidelines

It is the responsibility of the 504 Facilitator to arrange the 504 staffing and collect all pertinent data to be considered by the 504 team in determining whether a child is eligible for accommodations or modifications under Section 504. The team will use their collective professional judgment to determine if the student is eligible under Section 504 guidelines.

If the team determines the student is eligible, the team will move forward developing a written plan that spells out the accommodations that are designed to meet the student's needs. The 504 plan protects both the student and the school system, because the written 504 Plan clearly states the accommodations that will be made.

It is IMPERATIVE that data collection happens before the meeting so that when the team meets, the comments and summaries from all teachers not in attendance are already incorporated in not only the paperwork, but are readily available to share with the parent/guardian and student.

As staff members, it is your responsibility to assist with the following:

1. Respond to the e-mail invite or request for feedback on student progress within 3 days.
2. For an initial evaluation for a 504 plan, all teachers must provide feedback on student progress and any concerns. This includes both positive and negative feedback.
3. If attending a 504 meeting, after accepting the invitation you must go into AESOP and request a sub using custom time for the timeframe. In the notes section, please state that it is for a 504 meeting, along with the specific timeframe of the meeting.
3. For 504 Re-evaluation, all teachers must provide feedback on student progress and any concerns. This includes both positive and negative feedback.
4. If a student is averaging below a 73% or less and you're unable to attend a 504 meeting, a summary must be e-mailed no later than three days from the e-mail invite .
    *   The summary must include the student's current grade, as well as clear classroom expectations. If the student is returning after illness, you must include a plan that addresses missed work including, but not limited to, reducing work to only things that would show mastery in course content.
5. In certain cases, additional information will need to be provided, and will be asked of you the day the invite is sent.
6. If a student with a 504 is currently averaging a 73% or less, please contact the nurse/504 plan coordinator directly with concerns. Please do not wait until the annual meeting.

An excellent example of a written summary by a teacher is included below:
(Student) is struggling to maintain a sense of focus. He continually needs to be redirected to the task at hand and if left alone after he has been re-energized with the assignment he tends to drift away and not

follow through to completion. I have been giving him a calculator to use every day in class to help with this issue. Our program with repeated touches of the same problem on a path towards mastery has been beneficial to his style of learning – which simply means that once he has mastered the topic he doesn't need to continually be assigned the topic until the summative diagnostic. In short, I think this has helped (student) because he can cut to the issues which translate as fewer problems and a better chance of completion. Completion is going to be the key to (students) success in all walks of life – and his other classes as well.

Ridgewood High School District 234

Evaluation Plan

2023-2025

Ridgewood High School District 234
Social Worker Clinical Observation Notes
Form To Be Completed by Evaluator

Social Worker: _____ Event: _____

Date: _____ Grade Level(s): _____

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of School Social Work Theory and Techniques
Evidence

1b. Demonstrating Knowledge of Students
Evidence

1c. Establishing Goals and Designing Service Delivery Appropriate to the Setting and Students Served
Evidence

1d. Demonstrating Knowledge of State and Federal Regulations and Complying with Procedural Guidelines
Evidence

1e. Demonstrating Knowledge of School, District, and Community Resources
Evidence

Domain 2: The Environment

2a. Creating an Environment of Respect and Rapport
Evidence

2b. School-wide Support
Evidence

2c. Establishing a Culture for Productive Communication
Evidence
2d. Managing Routines and Procedures
Evidence
2e. Managing Student Behavior
Evidence
2f. Organizing Physical Space
Evidence

Domain 3: Delivery of Service

3a. Assessing Student Needs
Evidence
3b. Communicating and Consulting with Students
Evidence
3c. Engaging Students in Group and Individual Counseling
Evidence
3d. Learning and Development of Social-Emotional Growth
Evidence

RIDGEWOOD HIGH SCHOOL DISTRICT 234
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
SOCIAL WORKER REFLECTION

Social Worker_____   Date_____

Event _____   Evaluator_____

Faculty member will provide verbal evidence that Evaluator will note.

1. (Domain 3, 4a) In general, how successful was the activity?
   a) Describe the key components of your activity that helped or hindered your audiences' overall engagement (i.e. communication, discussion, questioning, grouping, materials/resources, pacing, instructional flexibility, setting, etc.)?
   b) What evidence do you have that the outcomes were met?

2. (Domain 2, 4a) How did the environment you established facilitate or hinder progress on the outcomes?

3. After reflecting on this activity:
   a) What went well in this activity that you will incorporate into future activities? What did not go well that you do not plan to incorporate into future activities? (4a)
   b) What did you learn from this activity that will help you improve your teaching in the future? (4a)
   c) What will you share with your colleagues after this activity? (4d)

3e. Communicating and Collaborating with Staff Members and Parents
Evidence
3f. Demonstrating Flexibility and Responsiveness
Evidence

5A

Introduction

The purpose of the evaluation program at Ridgewood High School is to ensure quality instruction and promote growth and reflection among our professional staff. The teachers at Ridgewood High School are well educated and committed professionals who are current in their instructional practices. The supervision and evaluation program is focused on these strengths.

Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the students' prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions. The teacher evaluation process should be focused on the means to foster and improve the educational effort of the district, and it involves all individuals that have contact with the students of District 234.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support in that effort. Reflection, collegial discussions, meaningful dialogue with evaluators and the support of professional workshops and literature are key components in supporting teachers as they work to improve teaching and learning in our school.

It is our core belief that teachers are responsible for managing and monitoring student learning, and that the most effective teachers are those who think systematically about their practice and learn from experiences. The primary function of this process is to help all employees develop the objectives, skills, and knowledge necessary for them to mature professionally in a manner consistent with their respective needs and those of their discipline, their colleagues, their community, and, as a result, have a positive impact on student learning.

1. An evaluator will contact the faculty members who will be observed during the current school year. Non-tenured faculty members' evaluations will be yearly and based on at least two formal observations and one informal observation. Tenured faculty members' evaluation will occur once every two years and based on at least one formal observation and one informal observation. Additionally, all faculty members will be observed via classroom walkthroughs. Each teacher in contractual continued service whose performance is rated as either "excellent" or "proficient" is evaluated at least once in the course of the 3 school years after the receipt of the rating and establish an informal teacher observation plan that ensures that each teacher in contractual continued service whose performance is rated as either "excellent" or "proficient" is informally observed at least once in the course of the 2 school years after the receipt of the rating.

2. The evaluator will be responsible for setting up a pre-observation conference, observation date and class period, reflective conference, post-observation conference, and final summative evaluation meeting that is suitable to both the teacher and the evaluator. The informal observation reflective conference will be set up by the teacher at a time suitable to both the teacher and the evaluator. The teacher will contact the evaluator, within one week of the informal observation, to set up the reflective conference. This conference could be after the week that the observation occurred.

3. Pre observation Conference: Domain 1: Planning and Preparation
   - Teacher will complete the questions from page 12:
     - *Form*: Domain 1: *Planning and Preparation*
   - Teacher may bring any artifacts/documentation used in the lesson. Faculty member will be prepared to discuss additional evidence relative to the lesson.

4. Formal Observation: Domain 2 and 3: The Classroom Environment and Instruction
   - Acquaint yourself with pages 13-17:
     - Form: *Clinical Observation Notes*
   - Evaluator will come to the classroom to observe the faculty member.
   - Evaluator will complete the Form: *Clinical Observation Notes* during the observation.

5. Reflective Conference
   - Teacher will review and prepare to discuss questions from page 18:
     - Form: *Teacher Lesson Reflection.*
   - Faculty member will be prepared to discuss additional evidence.
   - Faculty member will be given an opportunity to provide Evaluator with requested evidence before the Post-Conference.
   - Faculty member will provide verbal evidence that Evaluator will note.
   - Evaluator will review Form: *Clinical Observation Notes* with faculty member.
   - Evaluator share any other relevant evidence with Faculty member.

6. Post-Conference: Domain 4: Professional Responsibilities
    - Evaluator will complete pages 19-21 and review with faculty member:
        o Form: *Teacher Evaluation Summary*
    - Evaluator will use the first observation and reflective conference in the evaluation cycle as a "baseline" and share that information with Faculty member.
    - Faculty member and Evaluator will decide on which sub-components of a domain will be "focus areas" to build upon the baseline throughout the rest of evaluation cycle including future observations, reflections, and the final self-reflection report.
    - Once Faculty member and Evaluator agree that a particular sub-component rating is "proficient-P" or greater, Faculty member is not required to provide additional evidence for that sub-component and will work to achieve growth in the other "focus areas" during the evaluation cycle. If the rating declines, the faculty member is required to provide additional evidence.

7. Final Summative Evaluation Meeting
    - Teacher and Evaluator will review page 22
        o Form: *Teacher Self Reflection Report* (previously submitted one week prior to this meeting)
    - Evaluator will review the school's overall rating for student growth with the Teacher page 8 and 9
    - Evaluator will complete pages 19 21 and review with faculty member:
        o Form: *Teacher Evaluation Summary (final)*

o **Tenure:** Tenure occurs after 3 years.

o **Accelerated Tenure:** If a non-tenured teacher earns an "excellent" rating in each of the first two years employed by the district, they will earn tenure.

Terminology

"Formal observation" means a specific period of time that is scheduled with the teacher to directly observe professional practices in the classroom (or in the school).

"Informal observation" means observations of a teacher by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Walkthrough" means a brief (few minutes) unannounced visit designed to gather data for the individual teacher. These do not require feedback or follow-up meetings, unless requested by the Evaluator. The evaluator will log evidence, and within two school days, communicate to the teacher what evidence was gathered. The teacher may respond to the provided evidence (either in writing or in person) within one week.

Formal observations shall involve one of the following activities:
- Observation of the teacher in his/her classroom for a minimum of 45 minutes, or observation during a complete lesson, or
- Observation during an entire class period.

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
- At the pre-observation conference, the teacher shall be prepared to discuss questions from page 10 *Form*: Domain 1: *Planning and Preparation* for the lesson to be observed and make recommendations for areas on which the evaluator should focus.
- The evaluator and teacher shall discuss the lesson plan or instructional planning and any areas of focus during the observation.

Following either a formal or informal observation, the qualified evaluator shall discuss with the teacher the evidence collected about the teacher's professional practice.
- The teacher shall consider (that is, reflect upon) his/her instruction and if applicable, provide to the evaluator additional information or explanations about the lesson.
- The evaluator shall provide feedback to the teacher about his/her professional practice, including data and evidence specific to areas of focus designated during the pre-conference.

Following either a formal or informal observation:
- If the evaluator determines that the data and evidence collected to date may result in either a *"needs improvement"* or *"unsatisfactory"* rating the evaluator shall notify the teacher of that determination.
- The teacher shall work with the evaluator or others (e.g. professional learning team, department head) as determined in the district's evaluation plan to identify areas for improvement.

Evidence of professional practice:
- Any evidence collected during an observation shall be consistent with the rubric developed.
- Faculty member will provide verbal evidence that Evaluator will note. The evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation.

- The evaluation plan shall define how the evidence to be collected will be used to determine a final professional practice rating.

Evaluation Performance Rating

Numerical Rules to Determine a Rating in the subcategories:

Each of the components of a domain will be given a numerical score using a three-point scale, where points are totaled and divided by the number of components for that domain (e.g. Domain 1 has 6; Domain 2 has 5; Domain 3 has 5; Domain 4 has 6) to determine the rating. An Unsatisfactory will be 0 points, a Needs Improvement will be 1 point, a Proficient will be 2 points, and an Excellent will be 3 points.

The following ranges will be used for determining a Domain rating:

> Excellent: 2.5-3.0
> Proficient: 1.5-2.4
> Needs Improvement: 0.5-1.4
> Unsatisfactory: less than 0.5

However, in Domain 3, Instruction, if the majority of the ratings are Unsatisfactory, the overall rating will be Unsatisfactory, regardless of the above score. If the majority of ratings are Needs Improvement, the overall rating will be Needs Improvement, regardless of the above score.

All formative and summative ratings will be recorded as a word or phrase (either "Unsatisfactory," "Needs Improvement," "Proficient," or "Excellent") and not as a numerical rating.

An "unsatisfactory-U" rating for 2 or more domains, then the overall evaluation will be "unsatisfactory-U".

An "unsatisfactory-U" rating for 1 domain, then the overall evaluation will be "needs improvement - N".

A "needs improvement-N" rating for 2 or more domains, then the overall evaluation will be "needs improvement-N".

A "needs improvement-N" rating for 1 domain, then the overall evaluation will be "proficient-P".

A "proficient-P" rating for 2 or more domains, then the overall evaluation will be "proficient-P".

A "proficient-P" rating for 1 domain, then the overall evaluation will be "excellent-E.

Student Growth

Each year the evaluation committee will decide on the two data points to be used to determine student growth. The two data points to be used are:

- o Presentation rubric (see appendix)
- o Professionalism rubric (see appendix)

Scores from at least 150 students and from three different teachers will be used for each of the above areas. The administration or designee will meet with a designated Union representative. Together they will review the scores on the two data points and the overall school rating for that school year. This will be done before the overall data rating is given to Evaluators to determine final ratings of Teachers.

For each of the two data points, growth will be measured by comparing rubric scores on the baseline administered first quarter to the summative rubric scores administered at the end of the first semester. Growth will be deemed "Excellent" if 51% or more students show improvement. Growth will be rated "Proficient" if 31%-50% of students show improvement. Growth will be rated "Needs Improvement" if 11%-30% of students show improvement. Growth will be rated "Unsatisfactory" if 0%-10% of students show improvement.

A growth rating will be determined for each of the two data points. Then the ratings will be combined to form an overall growth rating as follows:

		Data Point 1			
		Excellent	Proficient	Needs Improvement	Unsatisfactory
Data Point 2	Excellent	E	E	P	P
	Proficient	E	P	P	NI
	Needs Improvement	P	P	NI	NI
	Unsatisfactory	P	NI	NI	U

The overall student growth rating will be used for all teachers at Ridgewood since we are using an "all in" approach.

A individual teacher's overall final rating will be determined based on their individual summative evaluation using the Danielson Framework as described on page 7 and then combining with Ridgewood's overall student growth rating as determined on page 9 using the following table:

		Teacher's summative evaluation			
		Excellent	Proficient	Needs Improvement	Unsatisfactory
Overall Student Growth	Excellent	E	P	NI	U
	Proficient	E	P	NI	U
	Needs Improvement	E	P	NI	U
	Unsatisfactory	E	P	NI	U

Procedures for Needs Improvement or Unsatisfactory Rating

According to the Illinois School Code: "Any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Needs Improvement:

1. Staff is reminded they can have Union representation.
2. The evaluator must provide recommendations based on gaps evident from the Danielson Rubric. Recommendations must include a timeline, generated collaboratively with the evaluator and staff member, which will include meeting and plan review schedule.

3. Follow Illinois School Code: 105ILCS 5/24A-5.

   "Within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing remediation. "

Unsatisfactory:

Follow Illinois School Code: 105ILCS 5/24A-5.

"Within 30 days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan. Participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a consulting teacher, selected by the evaluator of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are

available within the district, the district shall request and that State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute to qualification, the State Board shall determine qualification.

A mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j). Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after that date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator, unless an applicable collective bargaining agreement provides to the contrary. Evaluations at the conclusion of the remediation process shall be separate and distinct form the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

Reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory".

Dismissal in accordance with Section 24-12 or 34-85 of the School Code of any teacher who fails to complete any application remediation plan with a rating equal to or better than a "satisfactory" or "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of performances by teachers under remediation."

Domain 1: Planning and Preparation

Teacher: _____   Conference Date:_____

Subject:_____   Evaluator:_____

Faculty member will provide a copy of the following to be used in the lesson:
- **learning objective(s)**
- **materials, worksheets, or resources**
- **any assessments**

Prior to the pre-observation conference, faculty members should prepare to discuss the following questions with their evaluator.   For your convenience, the numbers in parentheses refer to the domain components in Danielson's Framework.

If this is after your "baseline" observation and reflection, be prepared to address the "focus areas" you and the Evaluator have previously discussed.

Guiding questions.

1. (1A.1E.) Knowledge of Content and Pedagogy. How does this lesson relate to the unit as a whole and other disciplines? Describe prerequisite relationships among topics and discuss possible student misconceptions.

2. (1B.1E.) Demonstrating Knowledge of Students. What is your plan to differentiate, group, and include options for students based on their needs and backgrounds?

3. (1C.1E.) Setting Instructional Outcomes. How do the outcomes of your lesson take into account student input, and connect to prior/future learning? How will you ensure your lesson's instructional outcomes are clear and challenging?

4. (1D.1E.) Demonstrating Knowledge of Resources. What resources (people, community, technology, materials) will you use for this lesson?

5. (1F.) Designing Student Assessments.   In creating formative, summative, or authentic assessments, how are you using student input and choice?

_____   _____
Teacher Signature   Date   Evaluator Signature   Date

Ridgewood High School District 234
Clinical Observation Notes
Form To Be Completed by Evaluator

Teacher_____   Class Period_____   Date_____

Grade Level(s)_____   Subject_____

Domain 1: Planning and Participation

1a: Demonstrating Knowledge of Content and Pedagogy	The teacher demonstrates knowledge of the content and of the structure of the discipline, knowledge of prerequisite relationships, and common student misconceptions.
Evidence	
1b: Demonstrating Knowledge of Students	The teacher demonstrates familiarity with individual students' backgrounds, cultures, skills, language proficiency, interests and special needs.
Evidence	
1c: Setting Instructional Outcomes	The teacher's instructional purpose is clear, reflecting rigorous learning and curriculum standards. Different types of content are represented (e.g., knowledge, thinking skills).
Evidence	

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1d: Demonstrating Knowledge of Resources	The teacher demonstrates knowledge of resources available for learning.
Evidence	
1e: Designing Coherent Instruction	The teacher's planning, reflecting the teacher's knowledge of content and of the students, the intended outcomes of instruction, and available resources are considered.
Evidence	
1f: Designing Student Assessments	The teacher creates and implements assessments of learning and for learning, that are designed to meet the individual needs of the students.
Evidence	

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' cultures and levels of development. Student interactions are respectful.

Evidence	
2b: Establishing a Culture for Learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.
Evidence	
2c: Managing Classroom Procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Students contribute to classroom routines.
Evidence	
2d: Managing Student Behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.
Evidence	
2e: Organizing Physical Space	The classroom is safe and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.
Evidence	

Domain 3: Instruction

3a: Communicating with Students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.
Evidence	
3b: Using Questioning and Discussion Techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.
Evidence	
3c: Engaging Students in Learning	Students are engaged throughout the lesson in learning. The activities, student groupings, and materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.
Evidence	
3d: Using Assessment in Instruction	Assessment is used in instruction, through self-assessment by students,

	monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
Evidence	
3e: Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.
Evidence	

Teacher Signature _____ Date_____

Evaluator Signature _____ Date_____

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
TEACHER LESSON REFLECTION

Teacher_____   Date_____

Subject_____   Evaluator_____

Faculty member will provide verbal evidence that Evaluator will note.

1. (4A.) Using specific examples, comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? Explain how you know your students learned the expected outcomes.

If this is after your "baseline" observation and reflection, be prepared to reflect on the "focus areas" you and the Evaluator have previously discussed.

2. (4A). If you had an opportunity to teach this lesson again what would be your alternative plan? Consider the probable successes of different courses of action.

3. Faculty member will be prepared to discuss additional evidence for Domain 4.

     4b. Maintaining Accurate Records

     4c. Communicating With Families

     4d. Participating In a Professional Community

     4e. Growing and Developing Professionally

     4f. Showing Professionalism (including, but not limited to attendance)

RIDGEWOOD HIGH SCHOOL DISTRICT 234
TEACHER EVALUATION SUMMARY
(To be completed by Evaluator)

Teacher_____   Date_____

Subject_____   Evaluator_____

Observation 1 ___   Observation 2 ___   Observation 3 ___   Other ___   Final ___

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating knowledge of content and pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting instructional outcomes				
1d. Demonstrating knowledge of resources				
1e. Designing coherent instruction				
1f. Designing student assessments				

Areas of Strength:

Areas for Improvement:

Domain 2: The Classroom Environment	U	N	P	E
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				

Areas of Strength:

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Areas for Improvement:

Domain 3: Instruction	U	N	P	E
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness through monitoring and modifying work				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Participating in a learning community				
4e. Growing and developing professionally				
4f. Showing professionalism (including, but not limited to attendance)				

Areas of Strength:

Areas for Improvement:

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B.   <u>EVALUATOR'S RATING:</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>TEACHER REMARKS</u>

D.   Student Growth Rating: (Final Rating Only)

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

E.   Overall Rating: (Final Rating Only)

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

Signature indicates completion of the process, but not necessarily agreement.

TEACHER	Date	EVALUATOR	Date

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RIDGEWOOD HIGH SCHOOL DISTRICT 234

TEACHER SELF-REFLECTION REPORT

Teacher_____   Date_____

Subject_____   Evaluator_____

This is a reflection on all focus areas, agreed upon by evaluator and teacher that the teacher has been working on throughout the evaluation cycle. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

_____   _____
Teacher Signature   Date   Evaluator Signature   Date

RIDGEWOOD HIGH SCHOOL DISTRICT 234
SOCIAL WORKER
Domain 1: Planning and Preparation

Social Worker: _____   Conference Date: _____

Event: _____   Evaluator: _____

Social Worker will provide a copy of any of the following to be used in the activity/session:

- learning objective(s)
- materials, worksheets, or resources
- any assessments

Prior to the pre-observation conference, the Social Worker should prepare to discuss the following questions with their evaluator. For your convenience, the numbers in parentheses refer to the domain components in Danielson's Framework.

If this is after your "baseline" observation and reflection, be prepared to address the "focus areas" you and the Evaluator have previously discussed.

Guiding questions.

1. Briefly describe the audience. What information did you use to gain knowledge of this audience? What have you learned about the audience this year that has gone into planning for this activity/session? (1b)
2. Discuss how you planned and prepared for this activity/session. What are the specific outcomes of the activity/session? What standards and learning targets are linked to this activity/session? How will you formally assess the degree to which the outcomes are met? (1a, 1c)
3. Discuss how you plan to organize the overall structure of your instruction, pacing, and materials within this activity/session to engage the audience in the learning process. What strategies and methods do you plan to use to engage them? (3c)
4. How has the activity/session been influenced by collaboration with others including other staff, caregivers, and private providers? How has involvement in different professional activities helped you to develop this lesson? (1b, 1c, 4a, 4d)
5. Thinking beyond this activity/session, how have you continued to communicate and connect with students' families to help build a link between home and school? What forms/modes of communication have been used? How has family information influenced your interactions and interventions with individual students? (4c)
6. Beyond what we have already discussed, what else would you like to share with me about the activity/session I that I will be observing?

Optional pre-observation questions that can be used if teaching an activity:

7. The learning environment is key to helping students be successful learners. How have you organized your classroom to promote a responsive and respectful learning environment? How do your procedures, routines, and the physical arrangement of your room help students achieve success? Have the students participated in the arrangements? How have you changed your organizational procedures/arrangements based on previous feedback? (2a, 2d, 2f)

8. During the observation I will be collecting evidence about your expectations for learning, instruction, directions, procedures, explanations, discussion process, and questioning. What specific information would you like me to collect about your instructional communication? (3b, 3c)

9. How do you plan to formatively assess your audiences' progress toward mastery of the identified outcomes? (3a)

RIDGEWOOD HIGH SCHOOL DISTRICT 234
SOCIAL WORKER EVALUATION SUMMARY
(To be completed by Evaluator)

Social Worker_____   Date_____

Subject_____   Evaluator_____

Observation 1 ___   Observation 2 ___   Observation 3 ___   Other ___   Final ___

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating Knowledge of School Social Work Theory and Techniques				
1b. Demonstrating Knowledge of Students				
1c. Establishing Goals and Designing Service Delivery Appropriate to the Setting and Students Served				
1d. Demonstrating Knowledge of State and Federal Regulations and Complying with Procedural Guidelines				
1e. Demonstrating Knowledge of School, District, and Community Resources				

Areas of Strength:

Areas for Improvement:

Domain 2: The Environment	U	N	P	E
2a. Creating an Environment of Respect and Rapport				
2b. School-wide Support				
2c. Establishing a Culture for Productive Communication				
2d. Managing Routines and Procedures				
2e. Managing Student Behavior				
2f. Organizing Physical Space				

Areas of Strength:

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Areas for Improvement:

Domain 3: Delivery of Service	U	N	P	E
3a. Assessing Student Needs				
3b. Communicating and Consulting with Students				
3c. Engaging Students in Group and Individual Counseling				
3d. Learning and Development of Social-Emotional Growth				
3e. Communicating and Collaborating with Staff Members and Parents				
3f. Demonstrating Flexibility and Responsiveness				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on Practice				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing and developing professionally				
4f. Showing professionalism (including, but not limited to attendance)				

Areas of Strength:

Areas for Improvement:

RIDGEWOOD HIGH SCHOOL DISTRICT 234
INSTRUCTIONAL SPECIALIST
SELF-REFLECTION REPORT

Instructional Specialist_____   Date_____

Subject_____   Evaluator_____

Carefully reflect on your performance in all four domains and complete this Self-Reflection Report. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Domain 1: Planning and Preparation
1a. Demonstrating knowledge of current trends in specialty area and professional development
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.
1c. Establishing goals for the instructional support program appropriate to the setting the teachers served.
1d. Demonstrating knowledge of resources, both within and beyond the school and district.
1e. Planning the instructional support program integrated with the overall school program.
1f. Developing a plan to evaluate the instructional support program.
Areas of Strength:
Areas for Improvement:
Domain 2: The Environment
2a. Creating an environment of trust and respect
2b. Establishing an culture for ongoing instructional improvement
2c. Establishing clear procedures for teachers to gain instructional support
2d. Establishing and maintaining norms of behavior for professional interactions
2e. Organizing physical space for meetings, workshops or training
Areas of Strength:

Areas for Improvement:

B.   <u>EVALUATOR'S RATING</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>INSTRUCTIONAL SPECIALIST'S REMARKS</u>

Signature indicates completion of the process, but not necessarily agreement.

_____   _____
INSTRUCTIONAL SPECIALIST   Date   EVALUATOR   Date

2e. Organizing physical space for meetings, workshops or training				

Areas of Strength:

Areas for Improvement:

Domain 3: Delivery of Services	U	N	P	E
3a. Collaborating with teachers in the design of instructional units and lessons.				
3b. Engaging teachers in learning new instructional skills.				
3c. Sharing expertise with staff.				
3d. Locating resources for teachers to support instructional improvement.				
3e. Demonstrating flexibility and responsiveness.				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on practice				
4b. Preparing and submitting updates and reports.				
4c. Coordinating work with other staff members.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing professionalism, including integrity and confidentiality (including, but not limited to attendance)				

Areas of Strength:

RIDGEWOOD HIGH SCHOOL DISTRICT 234
EVALUATION SUMMARY
INSTRUCTIONAL SPECIALIST
(To be completed by Evaluator)

Instructional Specialist_____   Date_____

Subject_____   Evaluator_____

Observation 1 ____   Observation 2 ____   Observation 3 ____   Other ____   Final ____

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating knowledge of current trends in specialty area and professional development				
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.				
1c. Establishing goals for the instructional support program appropriate to the setting the teachers served.				
1d. Demonstrating knowledge of resources, both within and beyond the school and district.				
1e. Planning the instructional support program integrated with the overall school program.				
1f. Developing a plan to evaluate the instructional support program.				
Areas of Strength:				
Areas for Improvement:				

Domain 2: The Environment	U	N	P	E
2a. Creating an environment of trust and respect				
2b. Establishing an culture for ongoing instructional improvement				
2c. Establishing clear procedures for teachers to gain instructional support				
2d. Establishing and maintaining norms of behavior for professional interactions				

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
Library Media Specialist
SELF-REFLECTION REPORT

Teacher_____   Date_____

Subject_____   Evaluator_____

This is a reflection on all focus areas, agreed upon by evaluator and the LMS that the LMS has been working on throughout the evaluation cycle. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

_____   _____
Library Media Specialist Signature   Date   Evaluator Signature   Date

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B.   EVALUATOR'S RATING

_____ Unsatisfactory ____ Needs Improvement ____ Proficient ____ Excellent

C.   LIBRARY MEDIA SPECIALIST REMARKS

Signature indicates completion of the process, but not necessarily agreement.

_____   _____
Library Media Specialist   Date   EVALUATOR   Date

Areas for Improvement:				

Domain 3: Delivery of Services	U	N	P	E
3a. LMS demonstrates the ability to maintain and extend (within budget limits) the Library collection to meet the needs of the students and staff.				
3b. LMS demonstrates the ability to collaborate with staff in designing instructional lessons.				
3c. LMS demonstrates the ability to engage the students in learning to enjoy literature and learning information skills.				
3d. LMS demonstrates flexibility and responsiveness to students and staff needs.				
Areas of Strength:				
Areas for Improvement:				

Domain 4: Professional Responsibilities	U	N	P	E
4a. LMS demonstrates knowledge of reflection on practices.				
4b. LMS demonstrates knowledge of preparing and submitting budgets and reports.				
4c. LMS demonstrates ability to communicate with the larger community.				
4d. LMS demonstrates his/her participation in professional development and his/her professional community. (including, but not limited to attendance)				
Areas of Strength:				
Areas for Improvement:				

RIDGEWOOD HIGH SCHOOL DISTRICT 234
EVALUATION SUMMARY
LIBRARY MEDIA SPECIALIST
(To be completed by Evaluator)

Library Media Specialist_____   Date_____

Subject_____   Evaluator_____

Domain 1: Planning and Preparation	U	N	P	E
1a. LMS demonstrates knowledge of current trends in literature, in Library/media practices, and in information technology.				
1b. LMS demonstrates knowledge of school's educational programs and understand students' information needs within the school.				
1c. LMS demonstrates knowledge establishing goals for the library and needs of staff and students within the school.				
1d. LMS demonstrates knowledge of resources, both within and beyond the school, and how to access such materials for students and teachers				
1e. LMS demonstrates knowledge of planning instructional programs with staff that is integrated with the overall educational goals of the school.				
Areas of Strength:				
Areas for Improvement:				

Domain 2: Environment	U	N	P	E
2a. LMS creates an environment of trust and rapport.				
2b. LMS demonstrates knowledge of how to establish a culture for the love of literature.				
2c. LMS demonstrates the ability to manage student behavior.				
2d. LMS demonstrates the ability to organize the physical space to meet the needs of staff and students.				
Areas of Strength:				

RIDGEWOOD HIGH SCHOOL DISTRICT 234
LIBRARY MEDIA SPECIALIST
Domain 1: Planning and Preparation

Teacher:_____   Conference Date:_____

Subject:_____   Evaluator:_____

The Library Media Specialist will provide a copy of the following to be used in the lesson:
- **learning objective(s)**
- **materials, worksheets, or resources**
- **any assessments**

Prior to the pre-observation conference, the Library Media Specialist should prepare to discuss the following questions with his/her evaluator.   For your convenience, the numbers in parentheses refer to the domain components in Danielson's Framework.

If this is after your "baseline" observation and reflection, be prepared to address the "focus areas" you and the Evaluator have previously discussed.

Guiding questions.

1. (1A. 1C.) Knowledge of Current Trends. How does the LMS establish goals for the library and the needs of staff and students?

2. (1D. 1E.) Demonstrating Knowledge of establishing and assessing instructional programs delivered to the staff and students.

3. (1B.) Demonstrates knowledge of student needs.

_____   _____
Library Media Specialist Signature   Date   Evaluator Signature   Date

RIDGEWOOD HIGH SCHOOL DISTRICT 234
BEHAVIOR INTERVENTION SPECIALIST SELF-REFLECTION REPORT

Name _____   Date_____

Evaluator_____

This is a reflection on all focus areas, agreed upon by evaluator and behavior intervention specialist that the behavior intervention specialist has been working on throughout the evaluation cycle. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

_____   _____

Behavior Intervention Specialist Signature Date   Evaluator Signature   Date

Areas of Strength:
Areas for Improvement:

B.   <u>EVALUATOR'S RATING</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>BEHAVIOR INTERVENTION SPECIALIST REMARKS</u>

Signature indicates completion of the process, but not necessarily agreement.

_____   _____

Behavior Intervention Specialist   Date   EVALUATOR   Date

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Areas for Improvement:

Domain 3: Delivery of Service	U	N	P	E
3a. Identify and assess academic/social challenges through analysis of factors impinging on student adjustment including factors in the home, school, and community.				
3b. Determine and implement appropriate therapeutic strategies to effect changes in behavioral-social interactions of students.				
3c. Engaging Students in Group and Individual Counseling				
3d. Provide the continuum of restorative practices to students and their families; i.e. circles, mediations				
3e. Communicating and Collaborating with Staff Members and Parents in implementing strategies in promoting learning and restorative practices				
3f. Demonstrating Flexibility and Responsiveness				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on Practice				
4b. Maintaining Accurate Records				
4c. Serving as a liaison between families and the school to positively promote collaborative processes in planning for students by encouraging parent/guardian participation in the school setting.				
4d. Participating in a Professional Community including serving on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues, and program development for students.				
4e. Growing and developing professionally				
4f. Showing professionalism (including, but not limited to attendance)				

RIDGEWOOD HIGH SCHOOL DISTRICT 234
BEHAVIOR INTERVENTION SPECIALIST EVALUATION SUMMARY
(To be completed by Evaluator)

Name_____   Date_____

Subject_____   Evaluator_____

Observation 1 ___   Observation 2 ___   Observation 3 ___   Other ___   Final ___

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating Knowledge of Behavior and Crisis Intervention Techniques				
1b. Demonstrating Knowledge of Students				
1c. Establishing Goals and Designing Service Delivery Appropriate to the Setting and Students Served				
1d. Demonstrating Knowledge of State and Federal Regulations and Complying with Procedural Guidelines				
1e. Demonstrating Knowledge of School, District, and Community Resources				

Areas of Strength:

Areas for Improvement:

Domain 2: The Environment	U	N	P	E
2a. Creating an Environment of Respect and Rapport				
2b. School-wide Support				
2c. Establishing a Culture for Productive Communication				
2d. Managing Routines and Procedures				
2e. Managing Student Behavior				
2f. Organizing Physical Space				

Areas of Strength:

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
BEHAVIOR INTERVENTION SPECIALIST REFLECTION

Name _____   Date_____

Event _____   Evaluator_____

Faculty member will provide verbal evidence that Evaluator will note.

4. (Domain 3, 4a) In general, how successful was the activity?
   e) Describe the key components of your activity that helped or hindered your audiences' overall engagement (i.e. communication, discussion, questioning, grouping, materials/resources, pacing, instructional flexibility, setting, etc.)?
   f) What evidence do you have that the outcomes were met?

5. (Domain 2, 4a) How did the environment you established facilitate or hinder progress on the outcomes?

6. After reflecting on this activity:
   g) What went well in this activity that you will incorporate into future activities? What did not go well that you do not plan to incorporate into future activities? (4a)
   h) What did you learn from this activity that will help you improve your teaching in the future? (4a)
   i) What will you share with your colleagues after this activity? (4d)

3d. Provide the continuum of restorative practices to students and their families; i.e. circles, mediations
Evidence
3e. Communicating and Collaborating with Staff Members and Parents in implementing strategies in promoting learning and restorative practices
Evidence
3f. Demonstrating Flexibility and Responsiveness
Evidence

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Evidence

2c. Establishing a Culture for Productive Communication
Evidence

2d. Managing Routines and Procedures
Evidence

2e. Managing Student Behavior
Evidence

2f. Organizing Physical Space
Evidence

Domain 3: Delivery of Service

3a. Identify and assess academic/social challenges through analysis of factors impinging on student adjustment including factors in the home, school, and community.
Evidence

3b. Determine and implement appropriate therapeutic strategies to effect changes in behavioral-social interactions of students.
Evidence

3c. Engaging Students in Group and Individual Counseling
Evidence

Ridgewood High School District 234
Behavior Intervention Specialist Clinical Observation Notes
Form To Be Completed by Evaluator

Social Worker: _____ Event: _____

Date: _____ Grade Level(s): _____

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Behavior and Crisis Intervention Theory and Techniques
Evidence

1b. Demonstrating Knowledge of Students
Evidence

1c. Establishing Goals and Designing Service Delivery Appropriate to the Setting and Students Served
Evidence

1d. Demonstrating Knowledge of State and Federal Regulations and Complying with Procedural Guidelines
Evidence

1e. Demonstrating Knowledge of School, District, and Community Resources
Evidence

Domain 2: The Environment

2a. Creating an Environment of Respect and Rapport
Evidence

2b. School-wide Support

Optional pre-observation questions that can be used if teaching an activity:

7. The learning environment is key to helping students be successful learners. How have you organized your classroom to promote a responsive and respectful learning environment? How do your procedures, routines, and the physical arrangement of your room help students achieve success? Have the students participated in the arrangements? How have you changed your organizational procedures/arrangements based on previous feedback? (2a, 2d, 2f)

8. During the observation I will be collecting evidence about your expectations for learning, instruction, directions, procedures, explanations, discussion process, and questioning. What specific information would you like me to collect about your instructional communication? (3b, 3c)

9. How do you plan to formatively assess your audiences' progress toward mastery of the identified outcomes? (3a)

RIDGEWOOD HIGH SCHOOL DISTRICT 234
BEHAVIOR INTERVENTION SPECIALIST
Domain 1: Planning and Preparation

Social Worker: _____   Conference Date: _____

Event: _____   Evaluator: _____

Behavior Intervention Specialist will provide a copy of any of the following to be used in the activity/session:
- **learning objective(s)**
- **materials, worksheets, or resources**
- **any assessments**

Prior to the pre-observation conference, the Behavior Intervention Specialist should prepare to discuss the following questions with their evaluator. For your convenience, the numbers in parentheses refer to the domain components in Danielson's Framework.

If this is after your "baseline" observation and reflection, be prepared to address the "focus areas" you and the Evaluator have previously discussed.

Guiding questions.

1. Briefly describe the audience. What information did you use to gain knowledge of this audience? What have you learned about the audience this year that has gone into planning for this activity/session? (1b)
2. Discuss how you planned and prepared for this activity/session. What are the specific outcomes of the activity/session? What standards and learning targets are linked to this activity/session? How will you formally assess the degree to which the outcomes are met? (1a, 1c)
3. Discuss how you plan to organize the overall structure of your instruction, pacing, and materials within this activity/session to engage the audience in the learning process. What strategies and methods do you plan to use to engage them? (3c)
4. How has the activity/session been influenced by collaboration with others including other staff, caregivers, and private providers? How has involvement in different professional activities helped you to develop this lesson? (1b, 1c, 4a, 4d)
5. Thinking beyond this activity/session, how have you continued to communicate and connect with students' families to help build a link between home and school? What forms/modes of communication have been used? How has family information influenced your interactions and interventions with individual students? (4c)
6. Beyond what we have already discussed, what else would you like to share with me about the activity/session I that I will be observing?

RIDGEWOOD HIGH SCHOOL DISTRICT 234
COUNSELOR SELF-REFLECTION REPORT

Counselor_____   Date_____

Evaluator_____

This is a reflection on all focus areas, agreed upon by evaluator and counselor that the counselor has been working on throughout the evaluation cycle. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

_____   _____   _____   _____
Counselor Signature   Date   Evaluator Signature   Date

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Areas of Strength:
Areas for Improvement:

B.   <u>EVALUATOR'S RATING</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>COUNSELOR REMARKS</u>

Signature indicates completion of the process, but not necessarily agreement.

COUNSELOR	Date	EVALUATOR	Date

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Areas of Strength:

Areas for Improvement:

Domain 3: Delivery of Services	U	N	P	E
3a. Counselors understand the importance of time management related to counseling duties				
3b. Counselors assist students in the formulation of academic and career planning based on individual student need				
3c. Counselors use counseling techniques in individual and classroom programs				
3d. Counselors integrate counseling initiatives into the regular school day				
3e. Counselors demonstrate flexibility and responsiveness				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on practice				
4b. Counselors maintain accurate records				
4c. Counselors communicate with families, teachers, and the school community				
4d. Counselors participate in a professional learning community				
4e. Engaging in professional development.				
4f. Showing professionalism, including integrity and confidentiality (including, but not limited to attendance)				

RIDGEWOOD HIGH SCHOOL DISTRICT 234
EVALUATION SUMMARY
COUNSELOR
(To be completed by Evaluator)

Counselor_____   Date_____

Activity_____   Evaluator_____

Observation 1 ___   Observation 2 ___   Observation 3 ___   Other ___   Final ___

Domain 1: Planning and Preparation	U	N	P	E
1a. Counselors demonstrate knowledge of counseling theory and techniques				
1b. Counselors demonstrate knowledge of child and adolescent development				
1c. Counselors demonstrate knowledge of state and federal regulations and of resources as applied to counseling				
1d. Counselors assess students' needs				

Areas of Strength:

Areas for Improvement:

Domain 2: The Environment	U	N	P	E
2a. Counselors create an environment of respect and rapport with students, parents, and staff				
2b. Counselors establish a culture for productive communication with students, parents, and staff				
2c. Counselors establish standards of conduct and contribute to the culture for student behavior throughout the school				
2d. Organizing physical space				

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
COUNSELOR REFLECTION

Counselor_____   Date_____

Event _____   Evaluator_____

Faculty member will provide verbal evidence that Evaluator will note.

1. (Domain 3, 4a) In general, how successful was the activity?
   c) Describe the key components of your activity that helped or hindered your audiences' overall engagement (i.e. communication, discussion, questioning, grouping, materials/resources, pacing, instructional flexibility, setting, etc.)?
   d) What evidence do you have that the outcomes were met?

2. (Domain 2, 4a) How did the environment you established facilitate or hinder progress on the outcomes?

3. After reflecting on this activity:
   d) What went well in this activity that you will incorporate into future activities? What did not go well that you do not plan to incorporate into future activities? (4a)
   e) What did you learn from this activity that will help you improve your teaching in the future? (4a)
   f) What will you share with your colleagues after this activity? (4d)

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3c. Counselors use counseling techniques in individual and classroom programs.
Evidence
3d. Counselors integrate counseling initiatives into the regular school day.
Evidence
3e. Counselors demonstrate flexibility and responsiveness.
Evidence

Evidence

2b. Counselors establish a culture for productive communication with students, parents, and staff.

Evidence

2c. Counselors establish standards of conduct and contribute to the culture for student behavior throughout the school.

Evidence

2d. Organizing physical space

Evidence

Domain 3: Delivery of Services

3a. Counselors understand the importance of time management related to counseling duties.

Evidence

3b. Counselors assist students in the formulation of academic and career planning based on individual student need.

Evidence

Ridgewood High School District 234
Counselor Clinical Observation Notes
Form To Be Completed by Evaluator

Counselor_____ Event_____

Date_____ Grade Level(s)_____

Domain 1: Planning and Preparation

1a. Counselors demonstrate knowledge of counseling theory and techniques.
Evidence

1b. Counselors demonstrate knowledge of child and adolescent development.
Evidence

1c. Counselors demonstrate knowledge of state and federal regulations and of resources as applied to counseling.
Evidence

1d. Counselors assess students' needs.
Evidence

Domain 2: The Environment

2a. Counselors create an environment of respect and rapport with students, parents, and staff.

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
COUNSELOR
Domain 1: Planning and Preparation

Counselor: _____   Conference Date:_____

Event:_____   Evaluator:_____

Counselor will provide a copy of any of the following to be used in the lesson/session:
- **learning objective(s)**
- **materials, worksheets, or resources**
- **any assessments**

Prior to the pre-observation conference, the Counselor should prepare to discuss the following questions with their evaluator.   For your convenience, the numbers in parentheses refer to the domain components in Danielson's Framework.

If this is after your "baseline" observation and reflection, be prepared to address the "focus areas" you and the Evaluator have previously discussed.

Guiding questions.

1. (1a) To which of the Counseling areas does this lesson/session relate: Social-emotional, Academic, and/or Career?
2. (1a, 1b, 1c) What are your learning outcomes for this lesson/session? What do you want the student(s) to understand?
3. (1b) Based on what you know about your student(s), what can you anticipate will be difficult or challenging in working with him/her/them?
4. (1c) When developing an approach for your student(s), what resources will you access?
5. (1d) How do you become familiar with your students and demonstrate understanding of their unique personal circumstances?
6. (1a-1d) What would you like me to observe specifically during the lesson/session (goals)?

_____   _____
Counselor Signature   Date   Evaluator Signature   Date

RIDGEWOOD HIGH SCHOOL DISTRICT 234
SOCIAL WORKER SELF-REFLECTION REPORT

Counselor_____   Date_____

Evaluator_____

This is a reflection on all focus areas, agreed upon by evaluator and social worker that the social worker has been working on throughout the evaluation cycle. This must be submitted electronically to the Evaluator one week prior to the final summative evaluation meeting.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Focus Area (sub-category from a Domain):
Describe the improvement/growth you have made in this area over the course of the evaluation cycle.
Describe elements of this area in which you still need to grow/improve and your plan for growth/improvement.

Social Worker Signature	Date	Evaluator Signature	Date

B.   <u>EVALUATOR'S RATING</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>SOCIAL WORKER REMARKS</u>

Signature indicates completion of the process, but not necessarily agreement.

SOCIAL WORKER	**Date**	**EVALUATOR**	**Date**

Areas for Improvement:

Domain 3: Delivery of Services

3a. Collaborating with teachers in the design of instructional units and lessons.
3b. Engaging teachers in learning new instructional skills.
3c. Sharing expertise with staff.
3d. Locating resources for teachers to support instructional improvement.
3e. Demonstrating flexibility and responsiveness.

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities

4a. Reflecting on practice
4b. Preparing and submitting updates and reports.
4c. Coordinating work with other staff members.
4d. Participating in a professional community.
4e. Engaging in professional development.
4f. Showing professionalism, including integrity and confidentiality (including, but not limited to attendance)

Areas of Strength:

Areas for Improvement:

_____ _____ _____ _____
Instructional Specialist Signature   Date   Evaluator Signature   Date

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RIDGEWOOD HIGH SCHOOL DISTRICT 234
EVALUATION SUMMARY
INSTRUCTIONAL SPECIALIST – SPECIAL EDUCATION
(To be completed by Evaluator)

Instructional Specialist_____   Date_____

Subject_____   Evaluator_____

Observation 1 ___   Observation 2 ___   Observation 3 ___   Other ___   Final ___

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating knowledge of current trends in specialty area and professional development				
1b. Demonstrating knowledge of the school's special education program and levels of teacher skill in delivering that program.				
1c. Establishing goals for the special education program appropriate to the setting the teachers served.				
1d. Demonstrating knowledge of resources, both within and beyond the school and district.				
1e. Planning the special education program integrated with the overall school program.				
1f. Developing a plan to evaluate the special education program.				

Areas of Strength:

Areas for Improvement:

Domain 2: The Environment	U	N	P	E
2a. Creating an environment of trust and respect				
2b. Establishing an culture for ongoing instructional and strategic improvement				
2c. Managing classroom/departmental/ meeting procedures				

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2d. Establishing and maintaining norms of behavior for professional interactions				
2e. Organizing physical space for meetings, workshops or training				

Areas of Strength:

Areas for Improvement:

Domain 3: Delivery of Services	U	N	P	E
3a. Collaborating with teachers in the design of IEPS, student programs or other educational services.				
3b. Engaging teachers in learning new instructional skills or job related skills.				
3c. Sharing expertise with staff.				
3d. Locating resources for teachers, staff and students to support instructional improvement.				
3e. Demonstrating flexibility and responsiveness.				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on practice				
4b. Preparing and submitting budgets and reports.				
4c. Coordinating work with other staff members.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing professionalism, including integrity and confidentiality (including, but not limited to attendance)				

Areas of Strength:

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│                                                                       │
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│  Areas for Improvement:                                               │
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│                                                                       │
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B.   EVALUATOR'S RATING

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   INSTRUCTIONAL SPECIALIST'S REMARKS

Signature indicates completion of the process, but not necessarily agreement.

_____   _____
INSTRUCTIONAL SPECIALIST   Date   EVALUATOR   Date

RIDGEWOOD HIGH SCHOOL DISTRICT 234
EVALUATION SUMMARY
INSTRUCTIONAL SPECIALIST – SPECIAL EDUCATION
SELF-REFLECTION REPORT

Instructional Specialist_____   Date_____

Subject_____   Evaluator_____

Observation 1 ____   Observation 2 ____   Observation 3 ____   Other ____   Final ____

Domain 1: Planning and Preparation	U	N	P	E
1a. Demonstrating knowledge of current trends in specialty area and professional development				
1b. Demonstrating knowledge of the school's special education program and levels of teacher skill in delivering that program.				
1c. Establishing goals for the special education program appropriate to the setting the teachers served.				
1d. Demonstrating knowledge of resources, both within and beyond the school and district.				
1e. Planning the special education program integrated with the overall school program.				
1f. Developing a plan to evaluate the special education program.				
Areas of Strength:				
Areas for Improvement:				

Domain 2: The Environment	U	N	P	E
2a. Creating an environment of trust and respect				
2b. Establishing an culture for ongoing instructional and strategic improvement				
2c. Managing classroom/departmental/ meeting procedures				
2d. Establishing and maintaining norms of behavior for professional interactions				

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2e. Organizing physical space for meetings, workshops or training				

Areas of Strength:

Areas for Improvement:

Domain 3: Delivery of Services	U	N	P	E
3a. Collaborating with teachers in the design of IEPS, student programs or other educational services.				
3b. Engaging teachers in learning new instructional skills or job related skills.				
3c. Sharing expertise with staff.				
3d. Locating resources for teachers, staff and students to support instructional improvement.				
3e. Demonstrating flexibility and responsiveness.				

Areas of Strength:

Areas for Improvement:

Domain 4: Professional Responsibilities	U	N	P	E
4a. Reflecting on practice				
4b. Preparing and submitting budgets and reports.				
4c. Coordinating work with other staff members.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing professionalism, including integrity and confidentiality (including, but not limited to attendance)				

Areas of Strength:

Areas for Improvement:

B.   <u>EVALUATOR'S RATING</u>

_____ Unsatisfactory _____ Needs Improvement _____ Proficient _____ Excellent

C.   <u>INSTRUCTIONAL SPECIALIST'S REMARKS</u>

Signature indicates completion of the process, but not necessarily agreement.

INSTRUCTIONAL SPECIALIST	Date	EVALUATOR	Date

The standards and related continuum of teaching performance were adopted from Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, published by the Association for Supervision and Curriculum Development in 2007.

A FRAME WORK FOR TEACHING

Domain 1 – Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills, knowledge, and language Proficiency
- Knowledge of students' interest and cultural heritage
- Knowledge of students' special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e: Designing Coherent Instruction
- Learning Activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2 – Classroom Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interactions with students
- Students interactions with other students

2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non- instructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

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Domain 3 – Instruction

3a. Communicating with Students
  •Expectations for learning
  •Directions and procedures
  •Explanations of content
  •Use of oral and written language

3b. Using Questioning and Discussion Techniques
  •Quality of questions
  •Discussion techniques
  •Student participation

3c. Engaging Students in Learning
  •Quality of questions
  •Discussion techniques
  •Student participation

3d. Using Assessment in Instruction
  •Assessment Criteria
  •Monitoring of student learning
  •Feedback to students
  •Student self-assessment and monitoring of progress

3e. Demonstrating Flexibility and Responsiveness
  •Lesson adjustment
  •Response to students
  •Persistence

Domain 4 – Professional Responsibilities

4a. Reflecting on Teaching
  •Accuracy
  •Use in future teaching

4b. Maintaining Accurate Records
  •Student completion of assignments
  •Student progress in learning
  •Non-instructional records

4c. Communicating with Families
  •Information about the instructional program
  •Information about individual students
  •Engagement of families in the instructional program

4d. Participating in a Professional Community
  •Relationships with colleagues
  •Involvement in a culture of professional inquiry
  •Service to the school
  •Participation in school and district projects

4e. Growing and Developing Professionally
  •Enhancement of content knowledge and pedagogical skills
  •Receptivity to feedback from colleagues
  •Service to the profession

4f. Showing Professionalism
  •Integrity and ethical conduct
  •Service to students
  •Advocacy
  •Decision making
  •Compliance with school and district regulations

Please refer to Danielson's Framework for additional information.

Framework for Library Media Specialist

Domain 1 for Library Media Specialist (LMS) – Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a. LMS demonstrates knowledge of current trends in literature, in library/media practices, and in information technology.	LMS demonstrates little to no knowledge of literature, of current trends in practice and information technology.	LMS demonstrates limited knowledge of literature, of current trends in practice and information technology.	LMS demonstrates thorough knowledge of literature, of current trends in practice and information technology.	Drawing on extensive professional resources, LMS demonstrates rich understanding of literature, of current trends in practice and information technology.
1b. LMS demonstrates knowledge of school's educational programs and understand students' information needs within the school.	LMS demonstrates little or no knowledge of the school's programs and of students' needs for information skills.	LMS demonstrates basic knowledge of school's programs and of students' needs for informational skills.	LMS demonstrates thorough knowledge of the school's programs and of students' needs for informational skills.	LMS takes a leadership role within the school to articulate the informational needs of students and skills needed to be successful.
1c. LMS demonstrates knowledge establishing goals for the library and needs of staff and students within the school.	LMS has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of students.	LMS goals are rudimentary and are partially suitable to the situation in the school or the age of students.	LMS goals are clear and appropriate to the situation in the school or the age of students.	LMS goals are highly appropriate to the situation in the school and age of students and have been developed following feedback and planning with teachers.
1d. LMS demonstrates knowledge of resources, both within and beyond the school, and how to access such materials for students and teachers.	LMS demonstrates little or no knowledge of resources available for students and teachers, and in the larger community to advance program goals.	LMS demonstrates basic knowledge of resources available for students and teachers, and in the larger community to advance program goals.	LMS is fully aware of resources available for students and teachers, and in the larger community to advance program goals.	LMS is fully aware of resources available for students and teachers, and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e. LMS demonstrates knowledge of planning instructional programs with staff that is integrated with the overall education goals of the school.	Library media program consists of random collection of unrelated activities, lacking coherence or an overall structure.	LMS's plan has a guiding principle and includes worthwhile activities, but some of them don't fit with the broader goals.	LMS's plan is well designed to support both teachers and students in their information and literacy needs.	LMS's plan is sophisticated and uses sources of evidence and a clear path of improving the program on an ongoing basis.

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Domain 2 for Library Media Specialist (LMS) – Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. LMS creates an environment of trust and rapport.	Interactions between LMS and students are negative, inappropriate, or insensitive to the students' cultural backgrounds are characterized by sarcasm, put-downs, or conflicts.	Interactions between LMS and students are generally appropriate, and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions between LMS and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural or developmental differences among students.	Interactions between LMS, students, and teachers are highly respectful, reflecting genuine warmth, and sensitivity to students' cultures and levels of development. Students themselves promote high level of civility among students in the library.
2b. LMS demonstrates knowledge of how to establish a culture for the love of literature.	LMS conveys a sense that reading literature is not worth the energy or time.	LMS goes through the motions of promoting literature but without any real commitment or passion.	LMS interacts with both students and colleagues to convey the importance of reading literature.	LMS is passionate about literature, and with both students and colleagues conveys the importance of reading. Students appear to have internalized this importance.
2c. LMS demonstrates the ability to manage student behavior.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is disrespectful to student dignity.	LMS has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the LMS monitors behavior against those standards LMS's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear to students. LMS's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2d. LMS demonstrates the ability to organize the physical space to meet the needs of staff and students.	LMS makes poor use of the physical space, resulting in poor traffic flow, confusing signage,	LMS efforts to make use of the physical space are uneven, resulting	LMS makes effective use of physical space, resulting in good traffic flow, clear	LMS makes highly effective use of the physical space, resulting in clear signage, excellent

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	inadequate space devoted to work areas and general confusion.	in occasional confusion.	signage, and adequate space devoted to work areas.	traffic flow, and adequate space devoted to work areas. In addition, displays are attractive and inviting.

Domain 3 for Library Media Specialist (LMS) – Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. LMS demonstrates the ability to maintain and extend (within budget limitations) the Library collection to meet the needs of the students and staff.	LMS fails to adhere to professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated materials. Collection is unbalanced among different areas.	LMS is partially successful in attempts to adhere to professional guidelines in selecting materials, to weed the collection, and establish balance.	LMS adheres to professional guidelines in selecting materials and periodically purges the collection of outdated materials. Collection is balanced among different areas.	LMS adheres to professional guidelines and selects materials for the collection thoughtfully and in consultation with teaching / student needs. LMS periodically purges the collection of outdated materials. Collection is balanced among different areas.
3b. LMS demonstrates the ability to collaborate with staff in designing instructional lessons.	LMS declines to collaborate with teachers in the design of instructional lessons.	When specifically asked to do so, the LMS collaborates with teachers in the design of instructional lessons.	LMS initiates collaborates with teachers in the design of instructional lessons.	LMS initiates collaborates with teachers in the design of instructional lessons and locates resources available in the school and, when needed, outside the school.
3c. LMS demonstrates the ability to engage the students in learning to enjoy literature and learning information skills.	Students are not engaged in enjoying literature and in learning information skills because of poor design, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and	Students are highly engaged in enjoying literature and in learning information skills.

				appropriate materials.	
3d. LMS demonstrates flexibility and responsiveness to students and staff needs.	LMS adheres to a plan, in spite of evidence of its inadequacy.	LMS makes modest changes in the library media program when confronted with evidence of the need for change.	LMS makes revisions to the library media program when they are needed.	LMS is continually seeking ways to improve the library media program and makes changes as needed in response to student and teacher input.

Domain 4 for Library Media Specialist (LMS) – Professional Responsibilities.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. LMS demonstrates knowledge of reflection on practices.	LMS does not reflect on practice, or the reflections are inaccurate.	LMS's reflections on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	LMS's reflection provides accurate and objective description of practice, citing specific examples. LMS makes specific suggestions as to how the library program might be improved.	LMS's reflection is highly accurate and perceptive, citing specific examples. LMS draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b. LMS demonstrates knowledge of preparing and submitting budgets and reports.	LMS ignores teacher requests when preparing requisitions and budgets or does not follow established procedures.	LMS efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures.	LMS honors teacher requests when preparing requisitions and budgets, and follows established procedures.	LMS anticipates teacher needs when preparing requisitions and budgets, and follows established procedures.
4c. LMS demonstrates ability to communicate with the larger community.	LMS makes no effort to engage in outreach efforts to the larger community.	LMS makes sporadic efforts to engage in outreach efforts in the larger community.	LMS engages in outreach efforts with the larger community.	LMS is proactive in reaching out the larger community and establishing contacts with the larger community to coordinate efforts for mutual benefits.
4d. LMS demonstrates his/her participation in professional development and his/her professional community.	LMS does not participate in professional development activities. LMS relationships with colleagues are	LMS participation in professional development activities is limited to those that are required. LMS relationships with	LMS seeks out new opportunities for professional development. LMS participates actively in school events / projects	LMS actively pursues professional development opportunities and makes contributions to the

	negative and avoids being involved in school projects.	colleagues is cordial.	and maintains positive relationships with colleagues.	profession. LMS makes substantial contributions to school events / projects and assumes leadership with colleagues.

Appendix – Rubrics to be used to measure student growth

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Professionalism: Deadlines

This Deadlines rubric will be used as an addition to each performance based assessment (summative) for immediate feedback to students. Professionalism: Deadlines category will be weighted at 20% of a student's grade on Skyward.

In Skyward, create this as an additional assignment with the same name as your summative and add the word "Deadline". Put this grade directly into Skyward not Canvas. Review this rubric with students after each time you grade them on it.

50 points	60 points	70 points	80 points	100 points	100 points
Level 1 (50 pts)	Level 2 (60 pts)	Level 3 (70 pts)	Level 4 (80 pts)	Level 5 (100 pts)	Level 6 (100 pts)
With teacher reminders and after missing a deadline by more than two days, I can still complete and turn in most of my work.	I can complete and turn in most of my work, missing the deadline by two days. After an absence on the day of a deadline, I can communicate with the teacher to turn in my work, missing the deadline by two days.	I can complete and turn in my work, missing the deadline by one day. After an absence on the day of a deadline, I can communicate with the teacher to still turn in my work, missing the deadline by only one day.	If I miss a deadline, I can complete and turn in all of my work later that same day it is due. If I am absent on the day of a deadline, I can communicate with the teacher to still turn in all of my work later that same day it is due.	I can complete and turn in my all of my work to meet the deadline on time. Prior to an absence, I can communicate with the teacher to still meet the deadline on time.	I can complete and turn in all of my work a day or more ahead of the class deadline.

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PR - PRESENTATION

I can demonstrate the ability to give purposeful and effective presentations.

	Level 1	Level 2	Level 3	Level 4	Level 5 (Career Ready)
PR.1 — I can demonstrate the ability to introduce a presentation	When appropriate, I can introduce myself. I can tell my audience the central idea of my presentation	When appropriate, i.e. I can introduce myself and give some background information. I can tell my audience the central idea I will be speaking about and the purpose of my presentation on	I can attempt to engage my audience with a hook and welcome/greet them. When appropriate, I can introduce myself and provide some necessary background information that will help my audience understand my topic and/or the central idea I am interested in it.	I can explain the connections of my central ideas and sources	I can use an engaging hook to get the attention of my audience and welcome/greet them in an engaging way. I can relate the significance of my central idea.	I can engage my audience with a compelling or provocative hook and welcome/greet them in an engaging way. I can connect the hook with my central idea so that one flows seamlessly into another.
PR.2 — I can demonstrate the ability to present findings and supporting evidence	I can stay focused on my central idea throughout my presentation. I can use examples or reasons that support my central idea	I can keep my ... focused on the central idea throughout the presentation (e.g. by restating the central idea, by repeating key words, or by connecting back to the central idea). I can use descriptions, facts, and details to support my central idea. I address most of the components of my presentation topic	I can present my central idea and findings in an organized and focused way throughout my presentation. I can clearly explain my descriptions, facts, and details to support my central idea. I fully address all of the components of my presentation topic	I can clearly and accurately explain my relevant evidence to support my central idea. I can make clear connections between my central ideas and the supporting evidence	I can explain the several types of supporting evidence (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant sources) that strengthen my central idea. I can use transition words to introduce my main points and supporting evidence (e.g. for example, in addition, shows that) and to make connections between my ideas (e.g. as stated earlier, in contrast to, similarly to). When time allows, I can manage a Q&A session.	I can explain the varied types of supporting evidence than strengthen my central idea and convey in-depth background knowledge on the topic. I can use transition words to introduce main points, connect ideas, and create a logical line of reasoning for my audience. When appropriate, I can address alternative views, using specific evidence to support my position. When time allows, I can manage a Q&A by fielding questions from the audience in a knowledgeable and concise way.
PR.3 — I can demonstrate the ability to use presentation aids	I can make or use a visual aid for my presentation (e.g. poster, photographs, chart, graph). I can include simple graphics, photos, or images that relate to my central idea	I can make a visual aid for my presentation that has a uniform style (e.g. consistent colors, themes, fonts). I can include additional components (e.g. video, animated text/graphics, images, sounds, music) that enhance my presentation and relate to my central idea	I can make a visual and/or multimedia components so that my audience understands them and sees how they connect to my central idea	I can include visual and/or multimedia components that support and reinforce my central idea. I can explain the visual and/or multimedia components	I can include specific visual and/or multimedia components to help clarify information, to heighten my central idea, and/or emphasize the most important information. I can emphasize only the most important information in my central idea	I can make a visual aid for my presentation that has a uniform style. The style further emphasizes my central idea. The content of my presentation. I can strategically use visual and/or multimedia components to help me achieve the purpose of my presentation (e.g. inform, persuade). When appropriate, I can use technology to expand my audience (e.g. Zoom, record for later viewing)

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In order to meet the criteria to complete the [...] the [...] that [...] to meet the criteria of a presentation

PR.4

I can demonstrate the ability to engage with my audience, communicate, and use body movement effectively

PR.5

I can demonstrate the ability to give an effective conclusion

	LVL 1	LVL 2	LVL 3	LVL 4	LVL 5 / LVL 6	LVL 0
PR.4	I can communicate loudly and clearly enough for my audience to hear and understand me	I can look out towards the audience to show engagement with them	I can occasionally look out towards the audience to show engagement with them / I can choose reliable strategies using my own words without simply reading them [...] reference cues [...] to the audience / I can maintain good body positioning and/or stance with purpose	I can frequently look out towards and engage with my audience / I can keep fidgeting and [...] to a minimum to keep them [...] / I can set a tone for my presentation that is appropriate for my audience (serious, humorous, enthusiastic)	I can maintain engagement with my audience throughout my presentation / I can use reliable language, vocabulary, content, structure and background knowledge using my own words without reading somewhere else to [...] to the audience / I can keep my presentation moving without losing my place	I can interact with my audience and, if needed, change the pace and/or tone of my speaking to maintain interest and emphasize important points / I can use relevant gestures and/or appropriate facial expressions to engage my audience / I can set a tone for my presentation that is appropriate for my audience (serious, humorous, enthusiastic) [...]
PR.5	I can conclude my presentation by restating my central idea	I can conclude my presentation by restating my central idea and main points	I can end my presentation with a concluding statement	I can leave my audience with something to think about (e.g. a question or a final thought)	I can conclude my presentation by summarizing my central idea and main points / I can leave my audience with suggested next steps, resources for further learning, or a call to commitment or action	I can conclude my presentation by providing a resolution and completing a question or unity central idea and main points connecting back to my introduction / I can choose my final words carefully to impact my audience and leave them with a powerful message

PROFESSIONAL DEVELOPMENT

There are many scheduled professional development opportunities throughout the school year. These opportunities include, but are not limited to, Institute Days, Late Start B Days, and 4:00 Days one Thursday per month.

Attendance is MANDATORY. If you fail to attend any of these events you must meet with your Division Head to create a plan to make up such lost time. Additionally, you must then make an appointment with the Principal to present how said experience will be made up. Please make sure the plan and timeline are presented at this meeting in a typed document.

Ridgewood Community High School District 234
Norridge, Illinois

Activity Handbook

2025-2026

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INTRODUCTION

Student activities represent a wide variety of school sponsored teams, clubs, and organizations. Research reveals that it is in these activities that students learn numerous skills for adult life. While participating in student activities, young adults learn critical lessons in leadership, fellowship, character, communications, teamwork, decision-making, self-worth, and individual potential. Co-curricular activities play a vital role on campus; they improve the school climate, teach valuable lessons in leadership, and serve as a creative outlet.

District 234 Philosophy on Student Activities
The purpose of the student activity program is to broaden the students' educational experiences beyond the limit of the regular school day. The participation of students in activities should supplement the educational growth of the students as it is reflected in their scholastic endeavors.

The organization and the established objectives of the individual activity programs should be consistent with the Ridgewood philosophy and in no way operate counter to the intentions of the school. To be consistent, the following guidelines should be incorporated in the design and implementation of activity programs.

1. Ample opportunity to participate should be afforded to every student who, irrespective of ability, demonstrates a genuine interest in the activity.

2. Every effort should be made to provide appropriate competitive activities for all participants.

3. Students should not be dropped from an activity on the basis of their abilities until all possible avenues for participation have been explored by the advisors in conjunction with the administration.

4. The Board will recognize and support all student activities that are part of the organization's charge.

CONSTITUTION

Each organization must have a constitution that will clearly state the objectives of the group and means of attaining these objectives. The constitution should be thoroughly understood by the officers and all members of the group. The constitution should be uploaded to the club's website. If an advisor fails to turn in the club's constitution, the Activities Coordinator will not sign off for the advisor at the end of the school year.

Proper format for each organization's constitution is as follows:

Format of the Constitution

ARTICLE I   **Name of Club**

ARTICLE II   **Purpose of Club**

ARTICLE III   **Club Officers**
Section 1: Titles of Officers
Section 2: How Officers will be selected
Section 3: Duties of Officers

ARTICLE IV   **Club Members**
Section 1: Requirements to become a member
Section 2: Duties
Section 3: Club Responsibilities
  A) Meetings to attend
  B) Services to perform
  C) Work required

ARTICLE V   **Club Meetings**
Section 1: When, day and time, how often
Section 2: Structure
Section 3: Dues (if any)
Section 4: Committees
Section 5: Attendance by members
Section 6: Visitors

ARTICLE VI   **Impeachment of Officers**
Section 1: Reason constituting impeachment procedures
Section 2: Impeachment process
Section 3: Impeachment notification

ARTICLE VII   **Expulsion of Members**
Section 1: Reasons constituting expulsion procedures
Section 2: Expulsion procedures
Section 3: Expulsion notification

DISCIPLINE AT SCHOOL FUNCTIONS

All district and school policies in regard to student discipline are to be followed at all school events, both at home and away. All club advisors should follow these procedures if a student is not compliant with school policies:

1. A disciplinary referral should be completed for each disciplinary infraction and submitted to the Dean's Office at the first opportunity.

2. Security (Administrator, Dean, Police Officer) should be immediately requested in cases involving overt behavior.

3. Students must obey the directions of school district personnel. Conduct which is insubordinate and disrespectful to school employees or officers is prohibited.

4. Students at advisor-led, off-campus events shall be governed by school district rules and regulations and are subject to the authority of school district personnel.

5. Students who, in the opinion of the advisor or chaperones, are guilty of gross misconduct may have parents called to pick them up from an activity.

6. Students, advisors, and adult chaperones may not smoke or use alcohol and/or chemicals while on a conference, trip, or convention. Any student who violates the district alcohol and/or drug policy must be referred to one of the chaperones and the chaperone will contact the Norridge Police who will, in turn, take the student into custody.

FINANCIAL MATTERS PERTAINING TO CLUBS

Advisor's Responsibilities
The club advisor is responsible for the finances of the club. The advisor must keep track of money spent and not exceed his/her budget. In addition, the advisor should know how much money has been spent of the School Board's yearly donation. He/she is responsible to advise the club's officers in such a way that unusual risks resulting in deficit spending will not occur.

Checks
If the club needs a check written from one of its accounts, the advisor must submit the Check Request Form to the Business Office at least two weeks before the check is needed. Checks can be written out of the School Board money fund or the club's student fund. Advisors need to use the form that coordinates with the correct fund. The advisor's signature must be present on the form or the check will not be issued.

Contracts
Advisors should make all contracts with vendors so they become legally binding. Before signing a contract, the advisor must get the contract approved through Ridgewood's lawyers. The contract will be brought to the Business Manager who will work with the lawyers.

Deposits

The club advisor and club treasurer must use the correct forms to deposit money and request funds. Cash made by a group must be deposited by the advisor, with a witness, to the safe in the business office mail room. Any checks that the club deposits must include the club's account number on the check in order to process it.

Fundraising

Club fundraising activities will follow these guidelines:

1. Clubs must get all fundraisers approved through Student Council. This includes fundraisers held inside and outside of the school, those that do and do not need the lunch tables and those held outside of school hours.

2. For a fundraiser to be considered for approval, an advisor or officer must fill out the Request for Fundraising form. Use this link: https://forms.gle/xA1sEKQ7rst9xBqV8

3. The Student Council Executive Board will meet Tuesday mornings at 7:30am in room 233 to discuss each fundraising request. Once approved, the request will be put on the official fundraising calendar and the advisor will be notified by email. If the Board still has questions about the request, the Board will tentatively approve the request and reach out to the advisor for clarification.

4. Fundraisers not approved by Student Council and the Activities Coordinator will not be authorized. Any unauthorized fundraiser will be terminated immediately with possible sanctions being placed upon the respective club.

5. If a club shows a large balance at the beginning of the school year, the advisor may be asked to explain to the Activities Coordinator why the club needs to raise additional funds during the upcoming school year.

6. Fundraising dates for the next school year will not be considered until the beginning of that school year.

Gifts to Advisors

If the students wish to show their appreciation in a gift, the money for this should be collected directly from the students and not taken from the club's treasury.

Reimbursement

The Business Office cannot reimburse anyone for an item unless receipts are presented. Sales tax is not to be paid for items used for school activities.

RHS Tax Exempt

RHS tax exempt # should be used to buy items for the club, not for individual students or for the advisor. Tax exempt forms can be found in the mailroom near the Business Office.

Treasurer-Advisor Relations

The advisor should clearly outline the responsibilities that the treasurer has so he/she will understand the role. An annual budget should be prepared for each organization.

MEETINGS

Clubs must meet at least once a week during the school year.

The days and times of the club's meetings will be listed on a common document to be shared with the Activities Coordinator.

The club's executive board should meet regularly with the advisor to plan and discuss the activities of the group. It is especially helpful for this group to meet prior to the regular meetings to devise the agenda for the regular meetings.

MEMBERSHIP

Clubs must maintain a membership of at least 10 student members. A club that falls below this minimum will have one year to show efforts to restore the club membership to the minimum. If membership is not restored to the minimum, the club will be dissolved.

Attendance

If a student is absent from school all day and said absence is unexcused, he/she is ineligible to participate in activities that afternoon or evening. Truancy is an unexcused absence. Students suspended from attendance at school may not attend school activities while on suspension.

If the absence is due to unusual circumstances (funeral, court appearances, etc.) arrangements for participation may be made with the Activities Coordinator.

In the event of absence due to illness, it is wise to secure parental permission before returning the student to active participation. In cases where the absence occurs on the last school day of the week and is due to illness, the advisor should secure parental permission to enable the student to participate in a week-end event.

NEW CLUBS

Creating a new club at Ridgewood must adhere to the following procedure:

1. Interested student(s) will meet with the Activities Coordinator and discuss the organization of a new club.

2. The interested students will need to seek out a club advisor, who must be a certified employee.

3. The advisor will notify the Activities Coordinator, in writing, of his/her intent to advisor the club. A completed *Application for Recognition of Club/Organization* form must be submitted to the Activities Coordinator by December 1st of the preceding school year.

4. The Activities Coordinator will meet with the Athletic Director to determine if this new club should enter a trial year. If it is approved, for one year the advisor will meet with the club. If there is ample attendance and interest in the club, then the Activities Coordinator and Athletic Director will propose to their superiors that the new club be formally approved and instituted for the next year.

5. The supervisor submits the proposal to the Superintendent who then submits it to the Board of Education for approval.

OFF CAMPUS ACTIVITIES
Clubs may participate in two types of activities which may be held off campus.

Educational activities
1. These activities include field trips and area meetings and competitions.
2. Educational activities may be held off campus if:
   a. The objectives of the activity are consistent with the educational objective of the district.
   b. The facilities needed to achieve that objective are not available on school property.
   c. Competition and meetings are held by another high school or group.

Social-recreational activities
1. These activities include senior prom.
2. It is recognized that social and recreational activities have educational value.
3. These activities are consistent with the philosophy of the district, and may be held in off-campus locations only if appropriate facilities for the activity are not available on the campus.

Transportation
If transportation is necessary for group functions, it must be arranged by the advisor through the Athletic Office. If school vans or school buses are desired, arrange for these well in advance. Necessary forms can be secured and arrangements made with the Athletic-Activities Office.

Students are not allowed to drive themselves to field trips/school functions during and after school hours. In addition a student can only be driven to and from a school-sponsored event by his or her own parent or guardian. For example, a mother cannot drive the friend of her daughter to or from an event, per Ridgewood's insurance carrier.

ORGANIZING CLUB EVENTS
1. Check the school calendar to ensure your club's event does not conflict with other scheduled club or school events.

2. Fill out the facility request form for all events held at Ridgewood.

3. Prior to any event which will involve expenditures or receipts, the advisor should be certain that proper contracts and arrangements have been made. A budget should be prepared that shows the anticipated receipts and expenditures for each major activity, and it must be submitted to the Activities Coordinator.

4. Fill in the chaperones with the rules and regulations and specific instructions regarding your function. Chaperones should intervene when students are displaying inappropriate or excessive public display of affection. Chaperones may not drive students home in private automobiles.

5. Inform the community relations person one month before an event to help guarantee appropriate publicity. Our goal is to positively promote Ridgewood in the community.

Dances

6. Only Ridgewood students and their registered guests may attend dances.

7. No student shall enter a dance without showing his/her school I.D. card at the door.

8. No student will be admitted to a dance 1.5 hours after it began.

9. A student leaving the school building during a dance or activity may not return to the dance or activity.

10. Students who leave a dance with more than one hour left of the dance must sign-out indicating departure time.

POSTERS, FLYERS, BANNERS

1. All posters, flyers, and banners must be signed by the Student Council advisors, the Athletic Director, or the Activities Coordinator.

2. These items cannot be hung on glass, showcases, trophy cases, hallway doors, or ceilings.

3. Duct (gray) tape may not be used to hang items. Clubs should use blue painters tape.

4. All posters, flyers, and banners must be removed by the club responsible when the activity is over.

5. All posters, flyers, and banners may only be placed in designated areas as per the current RHS guidelines.

RELATIONSHIP TO STUDENT COUNCIL

Student Council serves as the parent organization for all co-curricular activities. The constitution of the group should be filed with the Student Council and the Activities Coordinator; and the organization should be familiar with the Constitution of Student Council.

A pattern of regular communication must be established.

RESPONSIBILITIES OF ADVISORS

The information below is taken directly from the Job Descriptions packet.

1. Meet with your club at least once per week. The day and time of the meeting will be communicated to the Activities Coordinator and then posted on the RHS Activities website.

2. Be responsible for the identification and recruitment of students for participation in the club. Clubs must maintain a minimum of *ten* students or evidence that you are actively recruiting members into your club.

3. At the start of the school year, submit a list of the club's members to the Activities Coordinator.

4. Manage the club's finances. Properly secure and deposit money in the Business Office. Do not keep excess cash in your classroom or office. Manage all of the club's spending. Make sure your club does not have a negative balance at the end of the school year.

5. Submit a constitution and then, each year, carefully review the club's constitution and make the necessary changes to satisfy the needs and goals of the membership.

6. Direct students in performing at least one community service activity. You will report on the community service activity in the end of the year report.

7. Attend the Homecoming Carnival and Parade with club members present.

8. Submit updates to the Activities Coordinator for the School Board Co-Curricular meetings (Fall, Winter, Spring).

9. Attend a check-in meeting with the Activity Director and Activities Coordinator once or twice a year.

10. Attend the Student Council Activity Banquet.

11. Submit an end of the year club report.

12. Manage online communications with the students (ex. Remind or Canvas).

13. Manage all of the club's social media accounts (ex. Twitter, Instagram, or other applications). If students are the primary communicators, advisors must oversee posts.

14. Supervise the members of the club at all official club meetings, school sponsored functions, field trips, etc. to ensure proper control and discipline. Enforce all school rules and provide consequences as appropriate.

15. Follow all school policies governing student activities as stated in the *Student Activity Handbook* and the *Faculty Handbook*.

16. Take attendance at every club meeting. Attendance should be recorded on a Google document or spreadsheet and shared with the Activity Coordinator and Athletic Director.

17. Coordinate arrangements for student transportation with the Athletic/Activities Director's office.

18. All field trips taken by the club must properly follow the school's procedures. Initial paperwork must be completed to request the field trip. Once approved, the advisors will communicate information about the trip to the club's members. The student field trip form must be filled out completely and submitted to the advisor before the trip. The advisor will bring these completed forms with them during the field trip.

19. If your club uses volunteers, they must fill out the appropriate paperwork. Review the policies and procedures in the RHS Volunteer Handbook and have any volunteer submit these documents before entering the building and working with students.

20. Follow Ridgewood's check-in procedures for all visitors and vendors who enter the building and work with students.

21. Follow all school procedures regarding Parents Club and Township donations.

22. Perform any other tasks as assigned by the Activities Coordinator.

23. Mentor students to have an appropriate number of leadership roles in various clubs in order to maintain the effectiveness of those positions. Respect that the students may be members of multiple Ridgewood organizations.

24. Be cognizant of legal responsibilities involved and arrange for appropriate financing, expenditures, facilities, and supervision of the activity.

25. Be knowledgeable and interested in the subject upon which the activity is based.

26. Work continuously with the Activities Coordinator on all phases of the activity program, such as recruitment, membership, officers, club events/projects, finances, and evaluation. Notify the Activities Coordinator before canceling any event.

TRIPS, CONFERENCES, OR CONVENTION PARTICIPATION

Clubs will want to take their students on various trips, conferences and conventions. These can be beneficial for students to attend. Club advisors should discuss such an event with the Activities Coordinator including the date, location, expense, and the feasibility of student attendance at the event. The Activities Coordinator's approval of the trip will be made based on the educational merit of the event.

It is possible that the student would be asked to share in the cost of the total expense, considering that the student will gain from this educational experience. A decision will be made in advance of the activity as to the amount that can be reasonably expected of the student.

Students, advisors, and adult chaperones may not smoke or use alcohol and/or any illegal substance while on a conference, trip, or convention.

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CLUB INFORMATION AND ANNUAL ROSTER SHEET

CLUB: _____

SPONSOR: _____

MEETING DAY(S): _____

MEETING TIME: _____

MEETING LOCATION: _____

CLUB OFFICERS:

    PRESIDENT: _____

    VICE PRESIDENT: _____

    SECRETARY: _____

    TREASURER: _____

    REPRESENTATIVE: _____

CLUB ROSTER (can be written below or typed)

1.	13.
2.	14.
3.	15.
4.	16.
5.	17.
6.	18.
7.	19.
8.	20.
9.	21.
10.	22.
11.	23.
12.	24.

**RETURN THIS COMPLETED FORM TO THE ACTIVITIES COORDINATOR
BY EMAIL OR ON PAPER BY SEPTEMBER 15TH**

APPLICATION FOR RECOGNITION OF A
NEW CLUB/ORGANIZATION

1. Name of club/organization: _____

2. Faculty advisor: _____

3. Purpose(s) of club/organization: _____

4. Day of club meetings: _____

5. Time(s) of club meeting: _____

6. Place of club meeting: _____

7. Approximate number of members sought: _____

8. Fundraising activities' plans (if appropriate): _____

ADVISOR SIGNATURE _____

DATE _____

**RETURN THIS COMPLETED FORM TO THE ACTIVITIES
COORDINATOR. APPLICATIONS FOR THE NEXT SCHOOL
YEAR MUST BE RECEIVED BY DEC 1ST**

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2025-2026

RHS Library - Information Packet
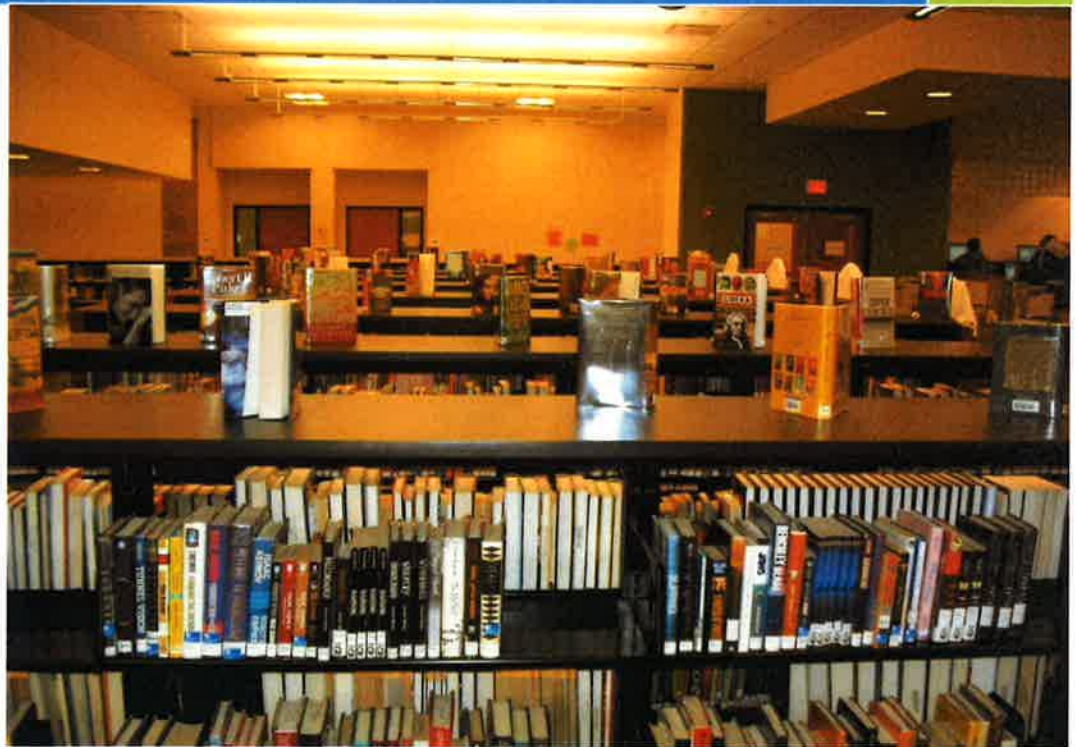
Library Services & Materials Available
Ridgewood High School Library

Dear RHS staff:

As a member of the RHS community you are the recipient of a very important benefit – unrestricted access to the Ridgewood High School Library! Below are a few of the features that you have access to:

- A wide range of materials and technology such as: books, ebooks, audiobooks, online databases, DVDs, and Macbook laptops.
- A resource person for information literacy instruction.
- Assistance with your students' research projects.
- LibGuides / Bibliographies for specific research topics (including digital and print sources, online databases, websites, citation tools, and handouts)
- Book-talks on classroom topics and other great reads.
- List of authoritative websites according to subject or topic
- Interlibrary loan options to receive free use of any book, magazine, article, or DVD.

So, be sure that you get the most from this important and valuable benefit. Please visit the RHS library often and if you need anything... just ask!

Sincerely,

Jennette Gonzalez
Library Director

Library Hours
Monday to Friday - 7am to 3:30pm

Student Expectations / Guidelines
Respect Your Peers and Their Learning
- Keep your voice and conversations at a respectful level
- Respect everyone's right to study and work.
- Turn off your cell phone ringers off and use headphones when listening to music / videos

Respect the Library and Library Staff
- Use appropriate language
- Be courteous of library staff
- Return all library materials, books, and laptops to designated areas
- Return furniture to its proper place
- Clean up after yourselves! Trash belongs in the garbage, keep the library clean

Library Staff
Library Director: Jennette Gonzalez - jgonzalez@ridgenet.org - 708-456-4242 ex 1246
Library Assistant: Allison Goodman - agoodman@ridgenet.org - 708-456-4242 ex1256

Student Attendance - Library Check-In Procedure
From 8am to 3pm, any students in the library are expected to scan their ID in at the Library Check-In Location for attendance purposes. Students are expected to scan even if they are in the library during their study hall, lunch, or advisory period. Once an ID is scanned, a P-LI (Positive Attendance for Library) will be entered into Skyward showing that the student checked into the library. If your student(s) does not scan into the library, please mark them as absent. If a student scans into the library when they should be in class, next to the P-LI will be an "Overwrite" link. Click that link and change their attendance to absent.

Library during Advisory
There is NO movement during Advisory.   The only students allowed in the library during advisory, are students who are in Mrs. Gonzalez' and Ms. Goodman's advisory.

Lunch & the Library
Students can come to the library during their scheduled lunch period. No food is allowed so students should eat lunch and then come to the library. Students may come directly to the library or eat in the student café. Freshman or Sophomores

students who would like to work in the library during their lunch time, must get a pass from the library.   All students who come to the library during lunch **MUST** scan in at the Library Check-In Location.

Library Scheduler

The library can comfortably house 3 classes working on projects, and 40 to 50 students working on individual needs. If you would like to have a class work in the library, you must reserve a section of the library in advance. The library does book up quickly, so sign your classes up asap. The different areas you may reserve are: PC Computers, Macbooks, Table Area Yellow, Table Area Wooden, and Reading Nook. Click here to view and schedule classes in the library.

Library Catalog

If you are looking for a specific book, eBook, audiobook, or DVD, please check out the RHS library catalog. The catalog can be found on the library's homepage or click here to search.

Online Research Databases

RHS subscribes to numerous online databases for both you and your students. These databases are by subject and provide an overview on topics, access to magazines, academic journals and news articles, images, videos, primary sources, and websites. **Click here to access the RHS Online / Research Databases**

These databases are accessible 24 hours a day and accessible both on and off campus. When accessing off campus you will be required to enter a library ID or a username and password for the databases.

Gale Databases: Username: ridgewood234
              Password: ridgewood234

Ebsco Databases: Username: ridgewood234
              Password: rhs234!

Flipster Digital Magazine Subscription

Flipster is a digital magazine service provided courtesy of your RHS library and is a way for both students and staff to access the magazines listed below digitally. Magazines and articles on Flipster can be viewed simultaneously by multiple users. So you can have an entire class utilizing a certain magazine or article on the web or their iPad at the same time. The Flipster app manages your magazines downloaded from the Flipster website for anytime viewing on your iPad. Click here for a description of each magazine.

[Click here to access the Flipster Database](#)
login: ridgewood234
password: rhs234!

Flipster Digital Magazine List

1. 7 Habits of Highly Effective Teens
2. Apple Magazine
3. ARTnews
4. Atlantic
5. Baking Heaven
6. Bloomberg Businessweek
7. Bon Appetit
8. Chess Life Kids
9. Chicago
10. Columbia Journalism Review
11. Comics & Gaming Magazine
12. Discover
13. Entrepreneur
14. Faces
15. Fine Homebuilding
16. Fine Woodworking
17. Good Housekeeping
18. Health
19. Kiplingers Personal Finance
20. Marie Claire
21. Men's Health
22. Motor Trend
23. Muse
24. National Review
25. The New Yorker
26. Newsweek Global
27. Newsweek en Espanol
28. Newsweek Mexico
29. Outside
30. People en Espanol
31. Poets & Writers
32. Popular Science
33. Popular Woodworking
34. Rethinking Schools
35. Rolling Stones
36. Seventeen
37. Sports Illustrated – Kids
38. Time
39. The Week
40. Wired
41. Women's Health
42. Woodcraft Magazine
43. World Soccer
44. Yoga Journal

Online Magazines / Journals

Chicago Tribune
username: library@ridgenet.org
password: Ridgewood234

Consumer Reports
username: library@ridgenet.org
password: ridgewood234

Journal of Chemical Education
username: chemrebel
password: Ridgewood234

Make: Technology on Your Time
username: jgonzalez@ridgenet.org
password: Ridgewood234

National Geographic
username: library@ridgenet.org
password: Ridgewood234

Science News
username: jgonzalez@ridgenet.org
password: rhs234

Woodsmith Library
username: jgonzalez@ridgenet.org
password: rhs234

Print Magazine

1. Car And Driver
2. ChemMatters *(print & online)*
3. Ciao Italia
4. Consumer Reports *(print & online)*
5. Make
6. National Geographic
7. The New York Times Upfront Scholastic *(print & online)*
8. People
9. Popular Mechanics
10. Ragazzi -2nd Level Italia
11. Scholastic Art *(print & online)*
12. Scholastic Math *(print & online)*
13. Scholastic Science World *(print & online)*
14. Scholastic Super Science *(print & Online)*
15. Science News *(print & online)*
16. Scientific American
17. Sports Illustrated
18. Vogue

eBooks & Audiobooks

Sora from Overdrive: Download and enjoy digital ebooks and audiobooks on your computer, Smartphone, iPad, Kindle, or eBook reader anytime, anywhere. Access digital books directly through the RHS Sora app. **Login to Sora using your RHS computer username and password.** Click here to access the RHS Digital Library.

Gale Virtual Library Database: A database of non-fiction ebooks including encyclopedias, almanacs, and specialized reference sources. All books / articles can be read on any computer or digital device with 24/7 access and unlimited simultaneous use. Click here to access the GVRL Database.

Swank Streaming Service

K-12 movie streaming service that includes a Public Performance License, access to 100 Curated HS Digital Collection (Movies, TV shows, documentaries, foreign language), and 150 Custom titles we can add throughout the year. Teachers Can "Bookmark" videos & share clip or whole movie link on Canvas. Login using your RHS email and password. Click here to view tutorials. Click here to access the RHS Swank website.

Mobile Apps

Sora ebook & Audiobook App: The Sora App allows you to read and listen to ebooks & audiobooks from the RHS Library on the go. Download and enjoy digital ebooks and audiobooks on your computer, Smartphone, iPad, Kindle, or eBook reader anytime, anywhere. Access digital books directly through the RHS Sora / Overdrive site. Login to Sora using your RHS computer username

and password. [Click here to watch video tutorials on how to access eBooks on your iPad.](#)

Flipster Digital Magazines: Flipster is a digital magazine service provided courtesy of your RHS library. The [Flipster app](#) manages your magazines downloaded from the Flipster website for anytime viewing on your iPad.

Laminator
The library can laminate posters up to 27inches wide. If you have items you would like to laminate, please put you name on the items (either on the back or a post-it note) and drop off the materials to Ms. Goodman at the Library Circulation Desk. Our Library student workers will laminate after-school and then return the items to your mailbox or classroom.

Library Printers
Canon Library Copier: A public place for both students and staff to print in black and white.   Features include: staples and scan to email. As the library is a public space, please be mindful when you print grades, test materials and other sensitive materials.

Library Color Printer: Need a color printer? We have one! It's located behind the Circulation desk. Please be judicious when printing in color (it's expensive!) and if you are going to send a large print job to the color printer, please let Jennette Gonzalez or Allison Goodman know so it doesn't conflict with any library projects.

Network Names: Canon Library Copier & Library Color

Library Bill of Rights & Freedom to Read
The RHS Library supports the ALA (American Library Association) ideals regarding freedom of expression and the library remains a safe haven for students.

Library Bill of Rights
The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Freedom to Read
The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1.   *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*
Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.
2.   *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*
Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader

range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3.   *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*
No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4.   *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*
To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5.   *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*
The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6.   *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*
It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7.   *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

More info about the Library Bill of Rights and Freedom to Read is available here.

ALL Staff Absence/Substitute Protocol

Please use Skyward & Aesop and then Text/Email the Sub-Coordinator and your Division Head

When absent, please follow the below steps:

1. **SKYWARD**: Enter absence into Skyward first. Start at SKYWARD TIME OFF- end at AESOP
   SKYWARD Absence Protocol - TIME OFF portal should be used by all employees for absence reporting.

   A. Go to Skyward Employee Access and choose "TIME OFF," "MY REQUESTS"
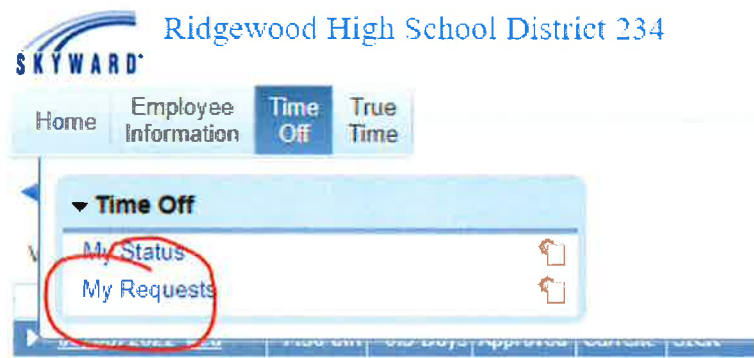
   B. Click the "Add" button at the top, right hand side of the screen to add an absence.

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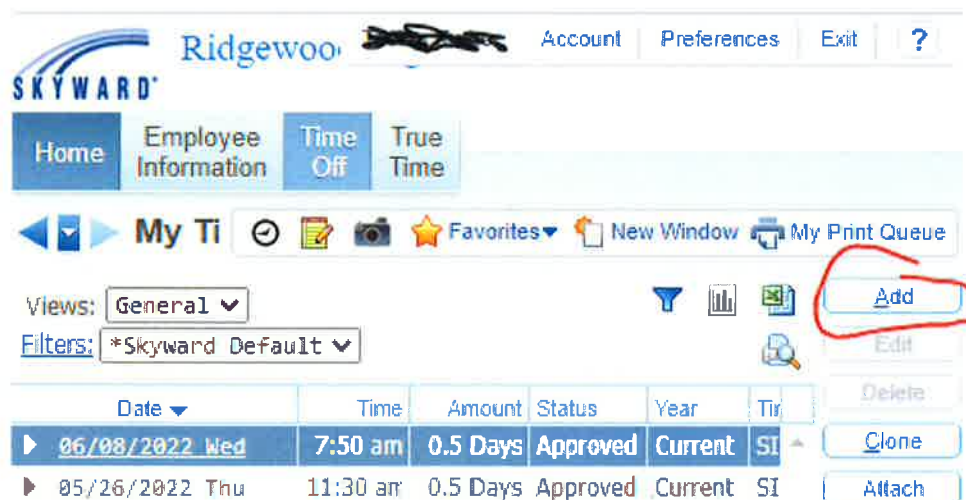
C. Next, complete all items in the next screen. Pay particular attention to the TIME OFF CODE.

TIME OFF CODE - Your choices are

SICK DAY *(Sick, Doctor Appointment, FMLA and/or Bereavement)*

BOARD LEAVE *(is a personal day, staff receives TWO (2) days)*

VACATION DAY *(if you receive Vacation Days)*

ADMINISTRATIVE TIME OFF *(Field Trip, Professional Development)*

REASON- There are many choices but these are more for your own reference.

Select the date of the absence (you need to enter each day separately- employees cannot enter more than one day at a time).

Your immediate supervisor is automatically notified. However, employees can also notify other colleagues by clicking on the "Select Employee(s)" link and choose any employee (team members, department colleagues, etc.) to let them know about an impending absence.

==**CLICK THE "SUB NEEDED" BUTTON WITH A CHECK MARK. This will take you right to the AESOP login screen once you click the SAVE button.**==

2. **AESOP:** Once an absence is entered into SKYWARD EMPLOYEE ACCESS successfully, the next step is to check the "Sub Needed" box in Skyward and once submitted Skyward will take you to Aesop. Now you will fill out the absence in Aesop (directions attached). If you put your absence into the system prior to **6:00 a.m.**, Aesop will auto-call for the coverage needed. Please note Aesop automatic calling times for our district starts at 5:30 am -11:30 am and then will start up at 5:30 pm to 10:30 pm, so if you put an absence into Aesop prior to these times the system will do the work. If you need to contact me, e-mail is the best way.

3. ***EMERGENCY ABSENCE***: **Substitute Teacher Folder (disregard if you have provided a updated lesson plan) - In an emergency ONLY, the substitute will use what is enclosed in the Substitute**

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Teacher Folder which should be located on your **desk at all times; if you are a traveling teacher, please place it in your mailbox** (this is especially important when you have a last minute illness). Enclosed in the folder should be 1) your class attendance sheets ready for the sub to take attendance and/or assigned seating schedule, 2) emergency lesson plans unless you have uploaded them to Aesop, and 3) include any notes the substitute will need to know about your classes, in your absence.

4. **PLANNED ABSENCE - UPDATED SUB PLANS (NEW)**: If your absence is **prearranged**, please print lesson plans and current class rosters and place them in the sub folder on your desk (or in your mailbox if you are a traveling teacher). If you prefer, you can instead provide electronic versions of these documents in one of two ways: 1) Upload these documents to Aesop through the sub request process, or 2) Drop all sub plans in the Substitute Drive folder according to the Month. Emergency sub folder is also included. Please provide specific information that will be beneficial to both the students and the Substitute Teacher.

5. Examples of how lesson plans should be named.
    - EMERGENCY Lesson Plan-TEACHERS Last Name. **Please be sure to have in blue folder on your desk also. EMERGENCY-TEACHERS Last Name "Emergency-Lasky"**
    - Planned Days Off and/or updated plans for the current day. **MM-DD-TEACHERS Last Name "08-21-Lasky"**

    NOTE: After a substitute is assigned and/or accepted a job, you CANNOT attach lesson plans in Aesop. If you need to send lesson plans after you've already submitted your absence in Aesop, you can send them directly to the substitute, using their contact info which will be available in Aesop. You must also cc the sub coordinator and your Division Head. All emergency lesson plans need to be sent to me at the beginning of the school year and/or semester. You will NOT be able to upload lesson plans after a substitute teacher accepts the job...so please try and upload when you create the absence in Aesop.

6. **SEATING CHARTS**: Current seating charts are necessary for subs.

Thank you for your cooperation.

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Direction on Using Aesop as an Employee

1. *Login Credentials will be in your AESOP letter and you will receive the letter through email. If you have any questions, please contact the Substitute Coordinator; they are the administrator for Aesop and can help with any system errors.*

Login Credentials

Go to www.aesoponline.com to log in as an employee. Enter their phone number and PIN.

Employees use a login ID (typically their phone number) and a PIN to log into Aesop.

Creating an Absence

Aesop makes it easy for you to quickly enter your absences. The easiest way to enter an absence is by using the "Create an Absence" tab on your home page.

Create Absence	6 **Scheduled Absences**	11 **Past Absences**	0 **Denied Absences**

Please select a date

Need more options? Advanced Mode

FILE ATTACHMENTS

May 2014

Substitute Required	Yes
Absence Reason	Select One
Time	Full Day
Notes to Administrator	Notes to Substitute

Choose File   No file chosen

Shared Attachments

Cancel   ✓ Create Absence & Assign Sub   ✓ Create Absence

Setting Up a Preferred Substitutes List

Your district may have given you the ability to select a list of the substitutes you prefer to fill your absences. Aesop will attempt to contact these substitutes first when you create an absence.

**Very important to set up your preferred substitutes list, Aesop will call this list first prior to calling all of the subs listed. So if you do not have a preference at the beginning of the year please put all subs in your preferred list, this way once you enter an absence, Aesop will start calling to fill as soon as you enter the day absent.

Personal Info	**Preferred Substitutes List**		
Change Pin	Substitutes included on this list will be given preferential treatment by Aesop when attempting to fill your absences. You can order up to five subs as your top favorites. If they are qualified and available, Aesop will notify them immediately when you register an absence. Note: The number of favorites you can select and how they are notified may vary based on your school district's preferences.		
Shared Attachments			
Preferred Substitutes		✓ Add Substitute(s)	
Excluded Substitutes	Order	Name	Select
Absence Reason Balances	♥ 1	Baker, Tom ★★★★★	

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Morning routine:

- Start time is 7:45 A.M. **in the classroom** to 3:15 P.M.
- Stop by the principal's office area to receive a computer and your schedule for the day from the substitute coordinator. If you would like, you can also use your own computer.
- No timesheets, however please note that all time is taken directly from Aesop so be sure everything is matching up. Example: If you are asked to stay a whole day and you only came in to substitute a half day in Aesop. Make sure you email substitute coordinator
- Items you will pick up from the counter:
  - schedule from substitute coordinator (be sure to review sometime classes are added any/or substitutes are switched around)
  - computer
  - charging cord (upon request)
  - room keys
- Lesson Plans will be printed or located in the **Substitute Drive folder according to the Month. Emergency sub folder is also included.** (Shortcut to this link on your desktop)
- If you have any IT questions, go directly to IT in the collaboration center prior to 8:00. If you have issues after 8:00 please call IT at extension 1215, they can come up to your room if you are having issues.
- Call the substitute coordinator with any questions and/or concerns. If you have a problem with a student contact the Dean **ASAP** and/or substitute coordinator.
- Review the Hard Lock Down and Soft Lock Down Instruction sheets

Computer Usage:

- Turn on Computer. Navigate to the user sign-in
- Username: "first initial and last name" (if you have issues please go to IT department)
- Password: "your password" (IT can reset if you have issues)
- Click on web browser: chrome and/or explorer
- Open another window Go to Ridgewood Community High School website, https://www.d234.org/
- Click on Staff
- Sign into Ridgewood's staff website
- Click on SKYWARD Family, Student & Staff Access
- If you have any issues with mouse not working press F6

Skyward

Skyward information continued:

- Click on Skyward Login
  User Name: First Initial and Last Name *(Example: "jdoe")*
  Password: Ridgewood234 or Ridge1234!

(Example of what you should see)

- Go into Teacher Access
- My Class **(please be patient, depending on the schedule for the day you will have class attendance by 8:30 if you do not please call X1234)**
- Options
- Attendance
- Click on class, mark students appropriately (present, absent, tardy)
- Click **SAVE** at the top right (should go back to your class list)
- Use the Exit Screen to close. **Do not use the X or you will lose all your changes.**

- Provide any feedback to the teacher through Aesop and/or written form
- At end of the day please be sure to turn off the computer, Shut Down (bottom right and/or Power Off)
- Include any notes to the teacher regarding your class
- Drop off keys and computer

Important Telephone Extensions

Attendance	1258	Audio	1219	Library Desk	1256
Principal's Secretary	1234	Computer Problems	1215	Police Resource	1250
Dean of Students	1242	Computer Attendance	1248	Maintenance	1266

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AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS

Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised access. Please read this document carefully before signing.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

2. Privileges - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated the terms of access privileges and may deny, revoke, or suspend access at any time. His or her decision is final.

3. Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
   a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or Federal law.
   b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
   c. Downloading copyrighted material for other than personal use;
   d. Using the network for private financial or commercial gain;
   e. Wastefully using resources, such as file space;
   f. Hacking or gaining unauthorized access to resources or entities;
   g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
   h. Using another user's account or password;

i. Posting material authored or created by another without his/her consent; j. j. j. Posting anonymous messages;

k. Using the network for commercial or private advertising.

l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

m. Using the network while access privileges are suspended or revoked.

4. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite. Do not become abusive in your messages to others.

b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.

c. Do not reveal the personal information, including the addresses or telephone numbers, of students or colleagues.

d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

5. No warranties - The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damage the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification - The user agrees to indemnify the School district for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this *Authorization*.

7. Security - Network security is a high priority. If you can identify a security problem on the Internet, you must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

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9. Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

10. Copyright Web Publishing Rules – Copyright law and district policy prohibit the republishing of text or graphics found on the Web or on district Web sites or file servers, without explicit written permission.

   a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

   b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of their status of "public domain" documents must be provided.

   c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide permission. The manager of the Web site displaying the material may not be considered a source of permission.

   d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

   e. Student work may only be published if there is written permission from both the parent/guardian and student.

11. Use of Electronic Mail

   The district's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the school district. The school district provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

   a. The district reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.

   b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.

c. Electronic messages transmitted via the district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this school district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

e. Use of the school district's electronic mail system constitutes consent to these regulations.

12. Internet Safety

Internet Safety

Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in this *Authorization*, and otherwise follow this *Authorization*. Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in this *Authorization*.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student

Internet access. 13. Expectations for Communicating Electronically with Students

Ridgewood Community High School District 234 recognizes that today's students are deeply engaged in electronic forms of communication for their daily interactions with friends, family and their larger social networks. As educators, we too have turned to email, websites, blogs, text messaging, and use of social media websites such as Twitter, Facebook, and others to communicate with similar groups. Whereas these forms of communications are dynamic, mobile, and quickly reach their audience through technologies that have become an integral part of our online lives, they may, in many circumstances, not meet the public and professional standards for communicating with students that we set for ourselves here in D234.

The expectations outlined in this document are designed for the purpose of:

1. **Protecting the students, staff, and the District;**
2. **Raising awareness of acceptable ways to use electronic communication tools when communicating with students; and**
3. **Raising awareness of the positive and negative outcomes that may result in using these tools with students.**

The following is a set of expectations that all members of the D234 professional community are expected to adhere to when communicating with students electronically.

Does the communication pass the TAP Test?
Electronic communication with students should always be <u>T</u>ransparent, <u>A</u>ccessible and Professional as defined below:

1. **The communication is <u>transparent</u>.** – ALL electronic communication between staff and students should be transparent. As a public school district, we are expected to maintain openness, visibility and accountability with regards to all communications.
2. **The communication is <u>accessible</u>.** -ALL electronic communication between staff and students should be considered a matter of record, part of the District archives, and/or may be accessible by others.
3. **The communication is <u>professional</u>.** – ALL electronic communication from staff to student should be written as a professional representing District 234. This includes word choices, tone, grammar and subject matter that model the standards and integrity of a D234 professional. Always choose words that are courteous, conscientious, and generally businesslike in manner.

If your communication meets all three of the criteria above, then it is very likely that the methods of communicating with students that you are choosing are very appropriate; moreover, encouraged.

Acceptable Communications Methods

District 234 Email - Use of District email is always a very appropriate way to communicate directly with students and parents. District email provides the staff member with a record of the communication. For this reason, only the district-provided email system (your @ridgenet.org address) should be used. Please refer to the
Acceptable Use Policy for best practice guidelines in its use. (*Staff members experiencing difficulty receiving emails from students and parents via their District email account should first check their daily Spam Mail Summary to see if the emails have been inadvertently filtered. Should staff need further assistance, contact the IT Department.*)

Remind Hub -

School Websites - The use of these District-provided tools is strongly encouraged. Their accessibility is ubiquitous and their content is highly transparent.

Less Acceptable Communications Methods

Text Messaging -Nearly every student has a cell phone today and use of text messaging is rising sharply. This form of communication is typically between individuals and highly personal. Since texting is such a quick and convenient way of communication, a simple
message may lead to an extended texting conversation that can get "off topic." **That said, staff members should be aware that text messaging between a staff member** and **an individual student can easily be misinterpreted by a parent**. If a teacher/coach/sponsor plans to use texting for immediate and urgent contact with students/team members, they must be transparent about such use. He/she must make parents aware at the beginning of the school year or season that he/she may use texting.

Unacceptable Communications Methods

Non-District Email Accounts – District 234 employees should never use personal email accounts to communicate with students about school matters. Coaches not employed by District 234 during the school day must also follow this expectation.

Online Games and Related Activities – While many people enjoy a variety of gaming systems (Wii, Xbox, etc.) and recreational websites that allow them to compete with others through the Internet, this is not an acceptable activity for staff members to engage in with students.

Using Facebook
How about setting up a Facebook Fan Page for my student groups?

A Facebook Fan Page, not a Facebook Group, can be appropriate as a supplemental method of communicating electronically with student groups if it is set up correctly. Unlike Facebook groups, Fan pages are visible to unregistered students and parents and thus indexed and easier to find. Be sure to follow the same District guidelines for publishing content to any website, in that photos of students are not posted in conjunction with their names or other personally identifiable information. Make sure that your settings do not allow fans to be able to post comments, photos, videos or links to your wall, and that only you have control over the content. Use your "@ridgenet.org" email address to register as contact for the page so that any feedback or comments on the page are sent to the District, not to any personal email addresses.
If you decide to establish a fan page, be sure to notify the parents of your students that you'll be using this site to communicate information for your group in addition to your other methods (websites, email, formal letters, etc.) and that these pages may contain commercial advertising that is not endorsed by the District. Since not

every student has a Facebook page or even access to Facebook, you must consider this when posting to your page. District 234 cannot require students to have Facebook accounts, as this should be a family decision. Therefore, you must make any information posted on Facebook accessible to non-Facebook users by alternate means.

Important Reminders for Employees who use Facebook, Twitter, or other Social Media Sites for Personal Purposes

Staff members who are presently using Facebook to communicate with friends, family and their personal networks, should ensure that their privacy settings are set to "Only Friends." If the "Friends of Friends" or "Networks and Friends" settings are used, staff members open their content to a much larger group of people, including students and parents. **Staff members should never "friend" students who are currently enrolled in District 234, nor should you accept their "friend requests."** The wall between the roles of a public educator and personal friendships with students should always be visible and strongly communicated.

Any content staff members publish, pictures they post, or dialogue they maintain, whether in Facebook, Twitter, a blog, a discussion thread or other website, should never compromise the professionalism, integrity and ethics in their role as a D234 professional. A good question that staff members should ask themselves before posting or emailing a message is, "Would I mind if that information appeared on the front page of the local newspaper?" If the answer is "yes," then do not post it. Contrary to what some people think, email and social networking sites are very public places. Staff members should contact their building principal or director of technology with any questions.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology, 20 U.S.C §6751 et seq.
720 ILCS 135/0.01.

RHS Faculty Handbook Acknowledgment

I acknowledge that I have been provided electronic access to the Faculty Handbook for the current school year. I accept responsibility for accessing the Faculty Handbook. I have read these materials and understand all responsibilities and expectations as a District 234 faculty member. I understand that the Faculty Handbook contains information that I may need during the school year including procedures, forms, and other information. I understand that my failure to complete this acknowledgement will not relieve me from being responsible for knowing or complying with School and District policies and procedures.

This signature indicates that I have read and understand the contents of the Faculty Handbook. I understand that I will be held accountable for the responsibilities and expectations outlined in the Faculty Handbook at school, both during regular school days and extracurricular activities, at school sponsored and school-related activities, including school sponsored travel, and for any school related conduct, regardless of time or location.

Name: _____

Signature: _____   Date: _____