

HASBROUCK HEIGHTS

HIGH SCHOOL

Student/Parent Handbook



2018-2019 School Year

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

PRINCIPAL'S LETTER

It is with great pleasure that we take this opportunity to welcome you to Hasbrouck Heights High School. We are extremely proud of the programs that we offer our students and encourage you to make the most of your time with us.

This Handbook has been developed by the administrators to help you and your parents learn as much as possible about our school services, procedures, and policies. It is a quick reference guide that you will find extremely useful throughout the 2018-2019 school year. It is the responsibility of the student and their parent(s)/guardian(s) to read this Handbook thoroughly and in its entirety, so that a clear understanding of the expectations, procedures, and policies that are in place here at Hasbrouck Heights High School is achieved.

Whether you are joining the Hasbrouck Heights school community for the first time or have been with us for a number of years, we encourage you to become an active student in our schools. In addition to an excellent academic foundation, we offer many activities and clubs to help students to become well-rounded and to mature into self-reliant young adults. A strong commitment to Excellence and Equity is our promise to you. We hold the highest expectations for all of our students!

We look to the upcoming school year with great excitement and hope that all of our students will have a rewarding and successful year. For more information, please visit our district web site at www.hhschools.org

Very truly yours,

Mrs. Linda Simmons, High School Principal

Mr. Vincenzo Barchini, High School Vice Principal

Mr. Michael Sculla, High School Athletic Director



HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

DISTRICT ADMINISTRATION

Administrator	Title	E-mail Address
Dr. Matthew Helfant	Superintendent of Schools	helfantm@hhschools.org
Mrs. Dina Messery	School Business Administrator	messeryd@hhschools.org
Mrs. Linda Simmons	High School Principal	simmons1@hhschools.org
Mr. Vincenzo Barchini	High School Vice Principal	barchiniv@hhschools.org
Mr. Michael Scuilla	Athletic Director	scuillam@hhschools.org
Mr. Joseph Mastropietro	Middle School Principal	mastropietroj@hhschools.org
Mr. Frank D'Amico	Middle School Vice Principal	damicofra@hhschools.org
Mr. Michael Sickels	Euclid School Principal	sickelsm@hhschools.org
Mr. Joseph Colangelo	Lincoln School Principal	colangeloj@hhschools.org
Mrs. Nicole De Bonis	Director of Curriculum	debonisnic@hhschools.org
Ms. Janine Gribbin	Director of Special Services	gribbinjan@hhschools.org

BOARD OF EDUCATION

Mrs. Patricia Caruso, President

Mr. Alan Baker, Vice President

Mr. Joseph Rinke

Mr. Robert Salerno

Mrs. Nicole Russo

Mrs. Jillian Ferdinand

Mrs. Cara Capasso Murray

CHILD STUDY TEAM

Dr. Lisa Ciraco

Mrs. Suzanne Gallo

Mrs. Denise Miniatis

Mrs. Linda Pizzute

School Psychology

LDTc

School Behaviorist

LDTc

ciracol@hhschools.org

gallos@hhschools.org

miniatisden@hhschools.org

pizzutelin@hhschools.org

HASBROUCK HEIGHTS HIGH SCHOOL



ALMA MATER

There are many other schools

Of this there is no doubt

Still we'll always cling to Hasbrouck,

For we know there's but one route.

That's to win all of the victories

In the classroom and the track

And be loyal sons and daughters

Of the Orange and the Black.

When the cares of life o'er take us

Mingling fast our locks with gray

Should our dearest hopes betray us

False fortunes fall our way.

Still we'll banish cares and sadness

As we turn our memories back and recall the days of gladness

'Neath the Orange and the Black

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

MISSION STATEMENT

The mission of the Hasbrouck Heights School District is to focus on student development within a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

VISION STATEMENT

STUDENTS

Hasbrouck Heights School District believes that learning is measured by the integrity and achievement of its students. Students will become independent and self-sufficient citizens, who will succeed and contribute responsibly in a global society.

Students will be accountable for their work and behavior.

Students will take pride in their school and community.

Students will have mutual respect for the different learning styles, strengths, needs and challenges of others.

Students will be actively engaged in the learning process through diversified classroom activities that challenge all learners.

Students will be 21st century, college and career ready.

COMMUNITY STAKEHOLDERS

The Hasbrouck Heights School District believes in the value of a diverse community and is actively involved in efforts to promote and create partnerships that celebrate the qualities and individuals that make our community unique.

Parents/guardians are actively involved in all aspects of the educational process. Community service promotes effective partnerships with community stakeholders.

District and local government connections are apparent through various collaborative efforts.

The district establishes effective relationships with various educational institutions.

TECHNOLOGY

The Hasbrouck Heights School District believes that technology plays an integral role in improving the quality of instruction and supports learning by providing students and staff with the tools necessary to affect the mission of the district.

District enhances student learning through the use of technology tools.

Students will learn effective communication, research, presentation, and personal productivity skills through the effective application of technology.

Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

Students will develop an understanding of the nature and impact of technology as they relate to the individual and a global society.

CURRICULUM

The Hasbrouck Heights School District will provide each student with a diverse education, aligned with New Jersey Core Content Curriculum and Common Core Standards

The curriculum reflects the District's commitment to innovation, continuous improvement, and excellence.

The teachers will maintain the curriculum to reflect changes in standards in order to meet the instructional needs of students.

The curriculum provides students with the tools necessary to become 21st Century College and Career ready.

The district will provide ongoing professional development to support the effectiveness of the curriculum and to strengthen instruction. The curriculum cultivates active student learning.

Hasbrouck Heights Public Schools 2018-2019 School Calendar

July 2018						
S	M	T	W	T	F	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 2018						
S	M	T	W	T	F	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	

September 2018						
S	M	T	W	T	F	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						

October 2018						
S	M	T	W	T	F	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			

November 2018						
S	M	T	W	T	F	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	

December 2018						
S	M	T	W	T	F	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 29 New Staff Orientation
 September 3 Labor Day – Schools Closed
 September 4 Teacher Check In
 September 5 First Day of School
 October 8 Staff In-Service – No Students
 November 6 Staff In-Service – No Students
 November 8-9 NJEA Convention – Schools Closed
 November 21 Single Session Day
 November 22-23 Thanksgiving Recess
 December 21 Single Session Day
 Dec. 24-31 Holiday Recess
 January 1 Schools Closed
 January 2 Schools Re-Open
 January 21 Staff In-Service – No Students
 February 18-22 Winter Recess
 February 25 Schools Re-Open
 April 12 Single Session Day
 April 15-19 Spring Recess
 April 22 Schools Re-Open
 May 27 Memorial Day – Schools Closed
 June 19-21 Single Session Days (Students Only)
 June 21 Graduation, Grades 8, 12
 June 21 Last Day of School
 June 21 Teacher Check-Out

Three snow days have been built into the calendar. If one snow day is left unused, schools will be closed on May 24, 2019. If two snow days are left unused, schools will be closed on May 24, 2019 and May 28, 2019. If three snow days are left unused, schools will be closed on May 24, 2019, May 28, 2019 and June 7, 2019. If more than three snow days are used, schools will be in session during the Spring Recess starting, in reverse order, with Friday, April 19, 2019.

Total Days for Students - 183
 Total Days for Teachers - 187

X	= Staff Only Report
—	= Single Session Day
■	= Schools Closed

Approved: May 17, 2018

January 2019						
S	M	T	W	T	F	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		

February 2019						
S	M	T	W	T	F	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		

March 2019						
S	M	T	W	T	F	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						

April 2019						
S	M	T	W	T	F	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				

May 2019						
S	M	T	W	T	F	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	

June 2019						
S	M	T	W	T	F	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						

HIGH SCHOOL BELL SCHEDULE

PERIOD 0	7:00-7:51 AM
PERIOD 1	7:55-8:46 AM
HOMEROOM	8:46-8:51 AM
PERIOD 2	8:54-9:45 AM
PERIOD 3	9:48-10:39 AM
PERIOD 4	10:42-11:33 AM
PERIOD 5	11:36-12:27 PM
PERIOD 6	12:30-1:45 PM
6A CLASS	12:30-1:21 PM
Lunch 2	1:24-1:45 PM
Lunch 1	12:30-12:51 PM
6B CLASS	12:54-1:45 PM
PERIOD 7	1:48-2:39 PM

SINGLE SESSION DAY

PERIOD 1	7:55-8:30 AM
HOMEROOM	8:30-8:36 AM
PERIOD 2	8:39-9:14 AM
PERIOD 3	9:17-9:52 AM
PERIOD 4	9:55-10:30 AM
PERIOD 5	10:33-11:08 AM
PERIOD 6	11:11-11:46 AM
PERIOD 7	11:49-12:24 PM

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

High School announcements will be made during homeroom.

HS Delayed Opening- In the case of delayed openings, the following procedure shall be adhered to:

1. Administrative staff reports at 9:00 am
2. Administrative assistant staff reports at 9:00 am
3. Teaching staff reports at 9:55 am
4. Students report at 10:00 am
5. Period 1- 10-10:39 am
6. Period 4- 10:42am followed by regular full day schedule

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

HIGH SCHOOL STAFF

Last Name	First Name	E-mail address
Abbatiello	Maria	abbatiellom@hhschools.org
Arabas	Meredith	arabasmer@hhschools.org
Arthurs	Dave	arthursdav@hhschools.org
Ascolese	Joseph	ascolesej@hhschools.org
Avella	Frank	avellafra@hhschools.org
Bernstein	Lisa	bersteinl@hhschools.org
Cafferty	Beth	caffertyb@hhschools.org
Caines	Suzanne	cainessuz@hhschools.org
Cassano	Philip	cassanop@hhschools.org
Cassidy	Catherine	cassidyc@hhschools.org
Centrella	Mary	centrellam@hhschools.org
Crescenzi	Keri	crescenziker@hhschools.org
Doyle	Kara	doylekar@hhschools.org
Dennehy	Patrick	dennehypat@hhschools.org
Farquhar	Lori	farquharlor@hhschools.org
Hymson	Richard	hymsonric@hhschools.org
Kritzer	Barbara	kritzerb@hhschools.org
Lustmann	Jessica	lustmannjes@hhschools.org
MacDonald	Kailey	macdonaldkai@hhschools.org
Marchese	Vincent	marchesevin@hhschools.org
McCue	Vanessa	mccuevan@hhschools.org
McShane	Patrick	mcshanepat@hhschools.org
Michaeli	Shoshana	michaelis@hhschools.org
Miller	Corinne	millerc@hhschools.org
Minervini	Amanda	kistnera@hhschools.org
Monetti	Danielle	monettid@hhschools.org
Music	Gabrielle	musicgab@hhschools.org
O'Shea-Canetti	Christine	canettichr@hhschools.org
Pignatiello	Daniel	pignatiellod@hhschools.org
Prashker	Hana	prashkerhan@hhschools.org
Reed	Cheryl	reedc@hhschools.org
Roman	Ivana	romaniva@hhschools.org
Ruroede	LeighAnn	ruroedelei@hhschools.org
Squillace	Maria	squillacem@hhschools.org
Sussman	Barry	sussmanbar@hhschools.org
Thorne	William	thornew@hhschools.org
Trexler	Edmund	trexlerbra@hhschools.org
Tsakelova	Viktoria	tsakelovavik@hhschools.org
Van Dam	John	vandamj@hhschools.org
Warren	Michael	warrenm@hhschools.org
Zellman	Ian	zellmanian@hhschools.org
Zukatus	John	zukatusjoh@hhschools.org

HIGH SCHOOL MARKING PERIOD DATES

Marking Period 1 start: September 5
Marking Period 1 End: November 2
Report Cards Issued: November 12

Marking Period 2 start: November 5
Marking Period 2 end: January 25
Semester 1 Assessment: January 17-25
Report Cards Issued: February 1

Marking Period 3 start: January 28
Marking Period 3 end: April 5
Report Card Issued: April 12

Marking Period 4 start: April 8
Marking Period 4 end: June 21

End of Year Assessment:
Seniors June 3-6
Grades 9-11 June 10-17
Report Cards Issued: June 21

HIGH SCHOOL TESTING SCHEDULE

PSAT (Grades 9-11) – October 10th, 2018

This is a practice test to help students prepare for the SAT test. This test is made up of three parts including Critical Reading and Mathematics.

SAT- October 6th, 2018 AND June 1st, 2019

This is the first of two SAT's offered from the district. Mostly upperclassmen will take this assessment to send to the colleges. This test is made up of two parts including Critical Reading and Mathematics. The SAT subject tests are also offered. Make sure to register at collegeboard.org.

PARCC Assessment: Grades 9-11, May 8-15th, 2019

The PARCC tests the skills the students have acquired during their current and previous years. This is a computer based assessment. *** ELA 9 & 11, as well as Geometry & Algebra II, will no longer be testing, pending state board approval**

AP Testing: May 6-17th, 2019

Our district offers students the chance to take Advanced Placement tests in multiple subject areas. Visit collegeboard.org for official dates of each test.

NJSLA-S Test: June 3-4th, 2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. The science standards require assessment tasks that examine students' performance of scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas.

PARENT COMMUNICATION

The Administrative Team recognizes that students in grades 9-12 are faced with multiple developmental, academic, physical, and social changes in their lives. To have a collaborative approach and to assist them in becoming self-sufficient, independent learners, we believe that effective and frequent communication between home and school is a must. We ask that you contact your child's teacher as a first means to resolve issues that may occur. In addition, counselors and members of the Child Study Team are also available as an initial contact for various situations. The following are procedures within the building that assist us with communication.

*Please note that the building administration monitors and regulates each of the communication procedures detailed below and therefore, issues of inefficiency should be immediately reported to the building principal.

Back to School Night- High School:
September 13th, 2018 –5:45pm

Each fall, the High School invites parents to spend an evening at the school. The faculty presents an overview of their instructional programs including classroom rules and procedures. Parents are encouraged to participate in the evening's activities and to familiarize themselves with their child's daily routine.

Daily Homework Posting

All HHHS classroom teachers will post all homework, test, and project due dates in Genesis/Google Classroom.

Official Staff Email Accounts

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

All HHHS staff members have an official email account ending in “@hhschools.org.” Teachers are encouraged to respond to all emails in a timely manner. A complete list of staff email addresses is located in this handbook or online on the district’s website.

Telephone

Please contact all HHHS staff members by calling the main office at 201-393-8164. HHHS staff members are encouraged to respond to all phone calls in a timely manner.

Report Cards

Report cards are issued four times a year and report progress for an entire marking period. See Handbook sections on “Grading Policy” and “Report Cards” for details.

Live Grades

All HHHS families have access to our “live grades” online reporting program via Genesis. When a student receives a grade below a 65 an email is sent to the parent/guardian/student. Homework completion for each week will be updated every Friday. Tests, quizzes, essays and other graded projects will be posted to Genesis immediately after the teacher completes the grading process. *Note that lengthy assignments, exams, projects, and essays might take up to a week to post to Genesis.

At the beginning of each school year, parents will receive directions, a username and password in order to access Genesis. Genesis will replace the formal “paper” mid-term progress report.

Parent Emails

Each Friday an email is sent with important information that is pertinent to the schools programming. Flyers are saved in a Friday Folder on the school’s website at www.hhschools.org

Parent Surveys – From time to time parents/guardians will be asked to participate in a survey.

Important Contact Information

Main Office	(201)393-8164
Main Office Fax # -	(201)288-2083
Attendance- Mrs. Fran Del Vecchio	(201)393-8190
Nurse- Mrs. Mary Neumann	(201)393-8160
Child Study Team Office	(201)393-8150/8151
District HIB Coordinator- Ms. Gribbin	(201)639-6901
Student Assistance Counselor- Mrs. Barbara Christianson	(201)288-1426
Athletic Director- Mr. Michael Scuilla	(201)393-8171

Getting Messages to Students during the School Day

In order to maintain an orderly, safe and productive school environment, the office staff will strive to minimize classroom interruptions. PA announcements will ONLY be made during period 1.

1. Students are permitted to use the office telephone only in the event of an emergency (Forgetting homework does not constitute an emergency!)
2. Students are responsible for checking in at the office to collect “dropped off” items.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

3. Classrooms will not be interrupted to summon individual students to the office to collect items “forgotten” at home and delivered to school.
4. Parents should refrain from texting/calling students on their cell phones during the school day.

ATHLETICS AND ACTIVITIES

CLUBS AND ADVISORS

Academic Challenge	Catherine Cassidy
American Sign Language	Shannon Rodenberg
Art Club	Cheryl Reed
Aviators Out Loud- Podcast Club	Kara Doyle
Community Service	Suzanne Caines & Guidance Staff
Chess Club	Mike Binazeski
Chorus Advisor	Antoinette Gierut
Coding Club	Brady Trexler
Color Guard (Marching Band)	Bette Medina
Computer Programming Club	Barry Sussman
Director of Instrumental Music	Joe Ascolese
Drama Club and Senior Play	Paula Jacobs
Future Scientist Club	Ian Zellman
Gay/Straight Alliance	Catherine Cassidy
Heroes and Cool Kids	Barbara Christianson / Kerrie O'Hagan / Ashley Calligy
Italian Club	Antoinette Washburn
Outreach Club	TBD
Medical Science Club	Daniel Pignatiello
Model UN	Catherine Cassidy
National Honor Society	TBD
Pierrot Winter Guard	Bette Medina
Pilot's Log	William Thorne
Robotics Club	Mike Binazeski
Spanish Club/Spanish Honor Society	Maria Squillace
Student Council	William Thorne
Yearbook	Catherine Cassidy
Young Democratic/Republican Club	Catherine Cassidy

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

CLASS ADVISORS

Senior Class
 Junior Class
 Sophomore Class
 Freshman Class

Kara Doyle / Jessica Lustmann
 Kailey MacDonald
 Catherine Cassidy
 TBD

2018-2019 SPORTS AND COACHING STAFF

FOOTBALL

HEAD COACH
 ASST COACH
 ASST COACH
 ASST COACH
 ASST COACH
 FROSH COACH

NICK DELCALZO
 ROCCO MINICHELLO
 FRANK D'AMICO
 ADAM BAEIRA
 DOM D'AMICO/SEAN MANSFIELD
 PAT GABRIELE

BOYS SOCCER

HEAD COACH
 JV COACH
 ASST. COACH

BILL THORNE
 RICH HYMSON
 JOE MAFFEI

VOLLEYBALL

HEAD COACH
 ASST. COACH
 ASST. COACH

JOE LEE
 JACKIE FERRANTI
 CORINNE MILLER

GIRLS SOCCER

HEAD COACH
 ASST. COACH
 ASST. COACH

CLAUDIO FONTALVO
 JENNIFER KELLER
 LINDSAY ROSSILLO

GIRLSTENNIS

HEAD COACH
 JV COACH

SUZANNE CAINES
 VANESSA MCCUE

CROSS COUNTRY

HEAD COACH
 ASST. COACH

MIKE RYAN
 LEIGH ANN RUROEDE

BOYS BASKETBALL

HEAD COACH
 ASST. COACH
 FROSH COACH

MIKE CEBULA
 JOE CRABBE
 FRANK AVELLA

GIRLS BASKETBALL

HEAD COACH
 ASST. COACH
 FROSH COACH

AMANDA MINERVINI
 JOHN VANDAM
 JACKIE FERRANTI

WRESTLING

HEAD COACH
 ASST. COACH
 ASST. COACH

CRAIG MESSERY
 KURT FREUND
 ADAM BAEIRA

WINTER TRACK

HEAD COACH
 ASST. COACH
 ASST. COACH

ROB BRADY
 MIKE RYAN
 JOHN VALENTI

SWIMMING

HEAD COACH
 ASST. COACH

MICHAEL CANNATA
 TBD

BOWLING/GOLF

HEAD COACH
 HEAD COACH

DAVE RISPOLI
 DAN PIGNATIELLO

BASEBALL

HEAD COACH
 ASST. COACH
 ASST. COACH

PAT GABRIELE
 MATTHEW SPARACIO
 LORENZO TATTOLI

SOFTBALL

HEAD COACH
 ASST. COACH
 ASST COACH

JACKIE FERRANTI
 KURT FREUND
 CHRISTINE WARREN

TRACK

HEAD COACH
 ASST. COACH
 ASST. COACH
 ASST. COACH
 ASST. COACH
 ASST. COACH

ROB BRADY
 JOHN VALENTI
 VINNIE MARCHESI
 MIKE RYAN
 KAITLYN RISALVATO
 JOHN D'AMATO

BOYSTENNIS

HEAD COACH
 JV COACH

SUZANNE CAINES
 VANESSA MCCUE

CHEERING

HEAD COACHES

BARBARA KRITZER
 ADRIANNA RUSSO

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

NATIONAL HONOR SOCIETY

Membership in the Hasbrouck Heights High School Chapter of the National Honor Society is to be based upon scholarship, service, leadership, and character. Membership is an honor bestowed upon a select group of students by the school faculty through the Faculty Council.

Article VI – Selection of Membership

Section 1. The Faculty Council of the chapter selects students who demonstrate outstanding performance in all four criteria of scholarship, leadership, service, and character.

Scholarship:

The scholarship requirement is a 3.9 GPA (on a 5.0 scale) based on a student's cumulative grade point average after their 5th or 7th semester.

Leadership:

The number of offices a student has held in school or community organization, also including effective participation in other co-curricular activities.

The student who exercises leadership:

- Exercises positive influence on peers in upholding school ideals
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community actions
- Is thoroughly dependable in any responsibility accepted

Service:

Actions undertaken by the student which are done with or on behalf of others without any direct, financial or material compensation to the individual performing the service.

The student who serves:

- Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Shows courtesy by assisting visitors, teachers and students

Character:

A candidate will be able to demonstrate an outstanding record of conduct and behavior with regard to school and community rules, guidelines, and policies or be able to demonstrate sufficient growth and improvement to compensate for previous inadequacies. A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

In addition, it can also be said that the student of character:

- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others

Section 2. To be eligible for membership the candidate must be a member of junior or senior class. Candidates must have been in attendance at the school the equivalent of one semester.

Section 3. Candidates must have a cumulative scholarship average of at least a 3.75 for the class of 2013 and at least a 3.9 for all classes after (on a 5.0 scale). Candidates shall then be evaluated on the basis of service, leadership, and character.

IMPORTANT POLICIES

The next sections contains information related to important policies that students must adhere to. Please read through the guidelines and procedures that follow. In addition, please visit the district website at www.hhschools.org to read the complete policy for each.

Attendance (#5200)

All students are expected to make attendance in school a top priority. The teachers, administrators, and staff recognize their responsibility to provide a thorough and efficient education to all students. Therefore, it is critical that every student and their parent/guardian accept responsibility for the student's attendance at school as scheduled, and required by state law. Excellent attendance will positively affect student achievement!

If a student is to miss school as part of an excused / unexcused absence, it is the responsibility of the student's parent/guardian (or an 18 year old student) to notify the school. The process for notifying the school of the student's absence should be followed as outlined below:

1. The parent/guardian is requested to call Mrs. Del Vecchio in the Attendance Office at (201) 393-8190, no later than 8:45am (notification after 8:45am will be considered truant). If there is no answer, please leave a message on the voicemail system.
2. The information provided should include the student's name, grade, and a callback phone number for the parent/guardian.

It is vital to the safety of our student's and the proper functioning of the school day to have all student's accounted for at all times. PLEASE BE SURE TO CALL IN ALL ABSENCES!

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

Tardiness

1. The Board of Education believes that promptness is an important element of school attendance. Pupils who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other students.
2. Tardiness to school or class that is caused by a student's illness, an emergency in the student's family, the observance of a religious holiday, a death in the student's family, or by the student's

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compliance with a request or directive of an administrator will be considered justified and is excused. All other incidents of tardiness will be considered unexcused.

3. A student who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness.

Late to School:

Any student who reports to school after 7:55am must report to the Hall Monitor located at the front door. The student must sign in and receive two late passes from the Hall Monitor. One of the passes should be immediately given to the Main Office and the other should be given to the classroom teacher for admittance to his/her class.

Late to Class:

Lateness to class is excused only when a student has a pass from a staff member when arriving in class. If a student is less than three minutes late to class, the teacher has the authority to address the "time lost" as they see fit. If a student is late to class two times for more than three minutes, it will be considered a "cut" and disciplinary action will be taken.

Discipline for Tardies:

1-3 tardies – excused

4-7 tardies- central detention (30 minutes before or after school)

8-15 tardies- Saturday detention (8-11am) & parent / guardian notification

>15 tardies- may lose 1st period credit

DRESS CODE (# 5511)

The Board of Education recognizes that each pupil's mode of dress and grooming is a manifestation of personal style and individual preferences. The Board will impose its judgment on pupils and parent(s) or legal guardian(s) only when a pupil's dress and grooming affect the educational program of the schools. Therefore, pupils may not wear clothing or engage in grooming practices that present a health or safety hazard to the

individual pupil or others; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the pupil from achieving his/her own educational objectives because of blocked vision or restricted movement.

The Board of Education prohibits pupils from wearing, while on school property, any type of clothing, apparel or accessory which indicates that the pupil has membership in or affiliation with any gang associated with criminal activities. The local law enforcement agency will advise the Board, upon request, of gangs which are associated with criminal activities.

The Building Principal, or his/her designee, shall determine whether the dress or grooming of pupils comes within these prohibitions.

Staff members shall demonstrate, by example and precept, wholesome attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

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HARASSMENT, INTIMIDATION AND BULLYING (#5512)

1. Report all HIBS verbally to Vice Principal (Principal Designee) –staff member has two days to write report.
2. Vice Principal informs parents of all students involved on the day it occurs.
3. Investigation must begin within 1 day of the incident-investigation must be completed within ten school days.
4. Investigation must be given to the Superintendent within two days of completion.
5. Results must be provided to the School Board by the time of the next Board meeting.
6. Within five days of the Board of Education meeting the parents are sent a letter regarding the outcome of the investigation.
7. Parents can request a hearing in Executive Session after receiving all information and the hearing must be held within ten days of the request.
8. The Board of Education’s decision may be appealed to the Commissioner of Education no later than 90 days after the issuance of the Board’s decision.
9. A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the “Law Against Discrimination,” P.L. 1945, c.169 (C.10:5-1 et seq.).

For Additional information, complaint forms and the policy on HIB (#5512), please visit our district website www.hhschools.org

Affirmative Action Officer
Mr. Joseph Colangelo
colangeloj@hhschools.org

STUDENT CONDUCT (#5600)

School Lockers

Lockers are designed only for the storage of books, school supplies, and outerwear and are not designed to provide security for valuables. All students are urged to take precautions with their possessions. Make sure lockers are closed and locked. Personal belongings should not be left where others may have the opportunity to take them. Please keep the lockers clean and free from odor-causing items. Students who tamper with other students’ lockers will be subject to disciplinary action. Locker inspections will occur during the school year.

The Hasbrouck Heights School District respects student privacy and provides students with the use of a locker in which they may store clothing, school materials, and other personal property. Although each student is responsible for maintaining the locker assigned to him/her, all lockers are and shall remain the property of the school district. Students may not use multiple lockers for storage.

Lockers may not be used as a depository for substances or objects which are illegal or which constitute a threat to the health, safety, and welfare of the occupants of the school buildings. School administrators reserve the right to search lockers and their contents at any time on a blanket or random basis, without notice, and without parental guardianship or pupil consent, and without reasonable suspicion of the presence of contraband.

Cafeteria/Lunchroom

Lunch period is an opportunity to relax and interact with friends. Students are expected to clean up after themselves, behave appropriately and follow the directions of the teachers and administrators in charge. Trash barrels are available to deposit trash. There are also containers specifically designated for recycling, and all are encouraged to help with the school’s effort in this regard. Leaving trash on the

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table or throwing trash on the floor is unacceptable. Students who display inappropriate behavior during lunch or who do not clean up after themselves may have restricted lunchroom access as a consequence.

Hallway Behavior

Students are expected to keep to the right while traveling in the hallway, keep voices low, and keep moving to your next classroom. It is important not to gather with friends or stop to talk during the passing of classes. Loitering could result in lateness to class. Students are not permitted to enter classrooms without a teacher present. Students must wait outside and line up along the lockers until the teacher arrives and/or permits student entrance.

Gum Chewing

Careless disposal of gum in drinking fountains, furniture, and floors presents sanitation and cleaning problems and costly repair. Therefore, gum chewing is not permitted.

Assemblies & Performances

Enter and exit in a quiet, orderly manner. No talking or physical contact during the performance. Remain in one's seat for the duration of the program, unless one has an emergency or assignment. If a student must enter/exit, do so only between selections, not during a performance. Any student/child who is not part of the performance must remain seated with an adult. Treat the performer(s) in a respectful manner and offer appropriate applause.

Theft

Report any theft to the Administration immediately. Students are encouraged not to bring valuables to school, to lock their hall lockers and to use a locker and a lock in the gym locker room. The school is not responsible for lost or stolen items. Laptops, cases, phones, wallets, etc., should never be left unattended.

Sexual Harassment

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Smoking

Every student has the right to be educated in a clean and safe environment. Smoking in any public building in New Jersey is illegal. Therefore, by State law and Board Policy, smoking and the use of tobacco products is prohibited on school district property including building, grounds, and school vehicles. Further, students are also prohibited from the use and/or possession of tobacco products at any school-sponsored event. Students who violate this policy shall be subject to disciplinary procedures.

Steroids

Student athletes participating in our sports programs will be subject to random steroid testing. For more information please contact Athletic Director, Michael Scuilla at scuillam@hhschools.org.

Narcotics, Drugs, and Alcohol

The Board of Education recognizes that a student's abuse of harmful substances seriously impedes that student's education and threatens the welfare of the entire school community. The Board is committed

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to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish policies and procedures in operating programs to support the social, emotional, and physical development of students in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-4.1 et seq. The Board of Education will maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds according to N.J.S.A. 18A:40A-9, 10, and 11.

A student who uses, possesses, or distributes alcohol or other drugs will be subject to discipline in accordance with the district's Code of Student Conduct. School authorities also have the authority to impose a consequence on a student for conduct away from school grounds in accordance with the provisions of N.J.A.C. 6A:16-7.5. Discipline may include suspension or expulsion. The Board will establish consequences for a student not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors.

Plagiarism

(SEE POLICY #5701)

Academic Integrity

One of our main goals each school year is to provide an atmosphere where academic honesty is valued. Students who engage in cheating and plagiarism are using someone else's work and efforts, claiming them as their own, for their own benefit. Cheating is defined as both giving and receiving information for the purpose of improving grades on a quiz, test, essay, research paper, or homework. Plagiarism is also considered cheating. A student who is identified as cheating or plagiarizing by giving or receiving answers on a quiz or test or copying someone else's work on essay, research paper, homework or other assignments will be disciplined according to the Code of Conduct.

GRADING POLICY (#2624)

Honors criteria (#2624.1)

Honors & AP Requirements for all Content Areas

All students who enroll in an AP course will take the AP test at the end of the course, or take a school administered 4th marking period Quarterly/Final Assessment. When taking the AP test, a score of 4 or 5 will result in a 100% reimbursement of the test fee. (A score of 3 will result in 50% reimbursement)

Starting with students graduating in 2018 - If a student does not pass their content area AP test (3 or higher), or school administered fourth marking period Quarterly/Final Assessment, they do not qualify to take a secondary AP class in that content area the following year.

Transfer Students - Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.

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QUALIFYING CRITERIA

Honors Criteria- a minimum semester 1 average of 85 in a current honors course OR a minimum semester 1 average of 92 in a current college preparatory course.

* Semester 1 averages will be inclusive of homework, classwork, and midterm examination grades.

AP Criteria- a minimum semester 1 average of 85 in a current honors course OR a minimum semester 1 average of 92 in a current college preparatory course AND a minimum score of 550 on ELA and/or mathematics PSAT/SAT sections, pending course requirements.

*The most current PSAT/SAT results will be utilized.

APPEALS

*Current AP students who do not meet the needed PSAT/SAT qualifying score can appeal to the High School Principal with an updated PSAT/SAT score OR passing score of 3 or higher on the upcoming AP examinations. If a student wishes to appeal, a petition must be filed through guidance (See guidance for petition form).

* Students who do not meet the required semester 1 average will be able to appeal to the High School Principal if their semester 2 average meets the qualifying criteria. If a student wishes to appeal, a petition must be filed through guidance (See guidance for petition form).

* Starting SY 18-19 all students will need to meet 2 of the 3 following criteria to qualify for Honors courses: the appropriate class average, a 5 on PARCC, and a minimum score of 480 or higher on the fall administration of the PSAT (section(s) pending course requirements).

SCIENCE COURSES

Honors Biology

Student attains a minimum semester 1 average of 92 in 8th grade Earth Science.

Honors Chemistry

- Student attains a minimum semester 1 average of 85 in Honors Biology
- Student attains a minimum semester 1 average of 92 in CP Biology

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Honors Physics

- Student attains a minimum semester 1 average of 85 in Honors Chemistry
- Student attains a minimum semester 1 average of 92 in CP Chemistry.

AP Biology

- Student attains a minimum semester 1 average of 85 in Honors Biology and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in CP Biology and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

AP Chemistry

- Student attains a minimum semester 1 average of 85 in Honors Chemistry and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in CP Chemistry and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

AP Physics

- Student attains a minimum semester 1 average of 85 in Honors Physics and a minimum score 550 on both the ELA and mathematics sections of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in CP Physics and a minimum score 550 on both the ELA and mathematics sections of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

SOCIAL STUDIES COURSES

Honors Early US History (US I)

Student attains a minimum semester 1 average of 92 in 8th grade Social Studies.

Honors Modern US History (US II)

Student attains a minimum semester 1 average of 85 in Honors Early US History I or a minimum semester 1 average of 92 in CP Early US History I.

Honors World History

Student attains a minimum semester 1 average of 85 in Honors Modern US History II or a minimum semester 1 average of 92 in CP Modern US History II.

AP US History /AP Human Geography/AP US Government and Politics/AP Government/AP World History

- Student attains a minimum semester 1 average of 85 in Honors Modern US History II and minimum score of 550 on ELA section of the PSAT/SAT.

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- Student attains a minimum semester 1 average of 92 in CP Modern US History II and minimum score of 550 on ELA section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

AP Psychology

- Student attains a minimum semester 1 average of 92 in psychology, developmental psychology or particular topics in psychology and a minimum score of 550 on ELA section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

WORLD LANGUAGE COURSES

AP Spanish

- Student attains a minimum semester 1 average of 92 in Spanish III.

AP Italian

- Student attains a minimum semester 1 average of 92 in Italian III

ART AND MUSIC COURSES

AP MUSIC / ART COURSES

A teacher recommendation must be provided in order for a student to take an AP Music or AP Art course.

LANGUAGE ARTS COURSES

Honors English 9

Student attains a minimum semester 1 average of 85 in Honors 8th Grade English or a minimum semester 1 average of 92 in regular 8th grade English.

Honors English 10

Student attains a minimum semester 1 average of 85 in Honors English 9 or a minimum semester 1 average of 92 in CP English 9.

Honors English 11

Student attains a minimum semester 1 average of 85 in Honors English 10 or a minimum semester 1 average of 92 in CP English 10.

Honors English 12

Student attains a minimum semester 1 average of 85 in Honors English 11 or a minimum semester 1 average of 92 in CP English 11.

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AP English Language and Composition

- Student attains a minimum semester 1 average of 85 in Honors English 10 and a minimum score of 550 on the ELA section of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in CP English 10 and a minimum score of 550 on the ELA section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey).

AP English Literature and Composition

- Student attains a minimum semester 1 average of 85 in Honors English 11 and a minimum score of 550 on the ELA section of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in CP English 11 and a minimum score of 550 on the ELA section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey).

MATHEMATICS COURSES

Algebra 1 Honors

Student attains a minimum semester 1 average of 85 in 8th grade Honors Mathematics or a minimum semester 1 average of 92 in CP 8th grade Mathematics.

Geometry Honors

Student attains a minimum semester 1 average of 85 in Algebra 1 Honors or a minimum semester 1 of 92 in CP Algebra 1.

Algebra II Honors

Student attains a minimum semester 1 average of 85 in Geometry Honors or a minimum semester 1 average of 92 in CP Geometry.

Pre-Calculus Honors/ Trigonometry Honors

Student attains a minimum semester 1 average of 85 in Algebra 2 Honors or a minimum semester 1 average of 92 in Algebra 2.

AP Calculus

- Student attains a minimum semester 1 average of 85 in Pre-Calculus Honors and a minimum score of 550 on the mathematics section of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in Pre-Calculus and a minimum score of 550 on the mathematics section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency

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requirements to be set by the state of New Jersey.

AP Statistics

- Student attains a minimum semester 1 average of 85 in Pre-Calculus Honors and a minimum score of 550 on the mathematics section of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in Pre-Calculus and a minimum score of 550 on the mathematics section of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

BUSINESS COURSES

AP Macroeconomics/AP Microeconomics/AP Economics

- Student attains a minimum semester 1 average of 85 in honors math and language arts and a minimum score of 550 on the ELA and mathematics section of the PSAT/SAT.
- Student attains a minimum semester 1 average of 92 in college preparatory math and language arts and a minimum score of 550 on the ELA and mathematics sections of the PSAT/SAT.

*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

Transfer Students - Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.

Grading Scale

The High School will use the following grading scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	55-64 (For first three marking periods)
	<64 (For marking period 4)

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Homework

Homework will be assigned on a regular basis, with the goal being to practice skills and reinforce concepts learned in class. It is the responsibility of the student to make homework a priority, so that academic progress can be made.

If a student is absent for any reason, they must make up assignments, class work, and tests within a reasonable length of time. It is the responsibility of the student to obtain makeup assignments. Students excused for field trips, concerts, competitions, etc., must make arrangements with the teacher to make up the work missed prior to the absence from class.

When a student does not complete work missed for absence within the prescribed length of time, he/she will receive a failure for that assignment

Homework will be graded on the following percentage system:

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions; ○
- 0 for no homework or nearly no homework;

*IMPORTANT POLICY UPDATE:

Teachers will be allowed to grade one homework assignment per week based on accuracy. Students will be given prior notice to any graded assignment. Homework will not be scored lower than a 55.

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%.

GUIDANCE DEPARTMENT SERVICES

In an effort to more fully meet the needs of our students and parents, Hasbrouck Heights High School has a complete staff of certified counselors and a Student Assistance Counselor, all of whom are ready to assist families in dealing with a wide range of issues, including those of academics, career exploration, personal concerns, and college admissions.

By providing services such as individual and group guidance, student appraisal, teacher consultation, parent education programs, student orientation and transition activities, and resource referral, the Guidance Counselors have the goal of helping students to make those choices that will lead to success in all aspects of school life and beyond. Periodically, information highlighting certain activities and events will be mailed home and/or posted on the District website to help parents support the efforts of the school in regard to their child's development. Students and/or parents may request a conference with a counselor at any time. Parents are encouraged to notify the counseling staff of any difficulty a child may be experiencing so that as much personal assistance as possible may be offered.

Crystal Tremaroli

Last names H-O Grade 9, 10, 11, and 12

Last names A-C Grades 10 and 11

Ashley Calligy

Last names P-Z Grades 9, 10, 11 and 12

Last names D-G Grades 10 and 11

Lindsey Gesell

Last names A-G Grade 9, 12

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Individual Counseling

Your guidance counselor is available in the Guidance Office. The special services staff (social worker, psychologist, and learning disabilities specialist), is also available in the special services offices.

The 504 Officer

The 504 Officer for the High School is our school nurse Mary Neumann and Barbara Christianson. They can be contacted at 201-393-8160.

The Student Assistance Counselor

The function of a Student Assistance Counselor (SAC) is to provide confidential assistance to students who are experiencing serious social difficulties or emotional difficulties. Our SAC, Mrs. Barbara Christianson, is always available to assist students. Mrs. Christianson can be reached at (201) 288-1426 or the student's counselor can be contacted at (201-393-8164). Frequently, students or teachers will refer a student who is exhibiting difficulties (usually of a non-academic nature) to the SAC. Parents are also welcome to make such referrals.

The Intervention and Referral Services Committee (I and RS)

The I&RS Committee is a team of teachers, administrators and counselors who receive referrals about students who are not performing to academic expectations. The Committee provides counseling and guidance to students. The High School I&RS Coordinator is Mrs. Barbara Christianson, who can be reached at christiansonb@hhschools.org.

Planning Your Program of Studies

Hasbrouck Heights High School does not track students into separate programs such as academic, business, technical, etc. Students are expected, with the help of the counselor, to develop a program of studies in line with their abilities, interests and plans. In the absence of a specific career goal, students are encouraged to carefully select those courses, which keep open the most options.

HIGH SCHOOL COURSE OFFERINGS for 2018-2019

ART COURSES

Art Appreciation
Graphic Design
Photography
Creative Art
2D Art
Studio Art Honors
AP Studio Art

ENGLISH COURSES

English 9
English 9 H
English 10
English 10 H
English 11
English 11 H
AP Language and Composition
English 12
English 12 H

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College Composition and Lit Studies
AP Literature and Composition
Particular Topics in Communications
Public Speaking
ESL

MATHEMATICS

Pre-Algebra
Algebra 1
Geometry
Geometry H
Algebra 2
Algebra 2 H
Pre-Calculus
Pre-Calculus H
Calculus
AP Calculus AB
Statistics
AP Statistics
Math Analysis: Foundations of Math

MUSIC COURSES

Band
Music Appreciation / Piano
Music Theory H
AP Music Theory

PHYSICAL EDUCATION/HEALTH

Physical Education / Health 9-12
Weight Training
Care of Athletes

SCIENCE COURSES

Biology
Biology H
AP Biology
Chemistry
Chemistry H
AP Chemistry
Physics
Physics H
AP Physics
Environmental Science
AP Environmental Science
Earth Science
Anatomy and Physiology (DE)
Biomedical Engineering (DE)
AP Computer Science

SOCIAL STUDIES

Early US
Early US H
Modern US
Modern US H (DE)
World History

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World History H
Particular Topics in Psychology
Psychology
AP Psychology
Sociology (DE)
Pilot's Log
Government and Law

BUSINESS

Personal Finance / Computer Apps
Introduction to Accounting (DE)
Small Business Management (DE)
Business Marketing Strategies (DE)

WORLD LANGUAGE COURSES

Spanish 1
Spanish 1 H
Spanish 2
Spanish 2 H
Spanish 3
Spanish 4 (DE)
AP Spanish
Italian 1
Italian 2
Italian 3
Italian 4
AP Italian

DUAL ENROLLMENT AND ADVANCED PLACEMENT COURSES

2018-2019 School Year

HHHS Courses that are only Dual Enrollment

A Dual Enrollment course is a class sponsored by a college or university, which is taken by high school students for college credit from the sponsoring institution. Upon completion students receive credit from the sponsoring institution and can apply to transfer these credits to whatever college or university they attend. (Cost minimal) Students can take a Dual Enrollment course without signing up for college credits, no college credits will be awarded without registering.

Bergen Community College- <http://www.bergen.edu/pages1/pages/Home.aspx>

Small Business Management	Mrs. McCue
Intro. to Accounting	Mrs. McCue
US Modern History	Ms. Cassidy

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Seton Hall University- <http://www.shu.edu/academics/artsci/project/project-acceleration/>
Anatomy and Physiology Dr. Trexler

Fairleigh Dickinson University- www.fdu.edu/middle
Spanish IV Mrs. Squillace

Syracuse University- <http://supa.syr.edu>
Forensics Dr. Trexler

Disclaimer: A minimum of 10 students is required for a Dual Enrollment class to run.

HHHS Courses that are Advanced Placement

An Advanced Placement Course is a class sponsored by College Board. It enables a high school student to earn college credit by passing an AP Test. (Cost minimal) Students can take an AP course without taking the test for college credits.

AP Biology
AP Calculus AB
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Italian
AP Music Theory
AP Physics
AP Psychology
AP Spanish
AP Statistics
AP Studio Art

*AP courses follow the College Board approved (and HHBOE approved) course Audit/curriculum. AP tests are given in the first two weeks of May. Students taking AP classes are EXPECTED to challenge themselves by taking AP Exams. Honors and AP Criteria can be found in the Policies and Regulations section of this handbook.

See policy- AP/Honors: Academic Standards, Academic Assessments, and Accountability 2624.1

Course Requirements for Graduation (#5460)

In order to be graduated from the Hasbrouck Heights School District, a student must show proficiency in both Language Arts and Mathematics, as well as earn a total of 130 credits including course credits in each of the following areas:

15 credits of Math- Must include Algebra I and Geometry
20 credits of English
20 credits of Physical Education/Health
15 credits of Science (10 credits lab science) must include 5 credits of Biology
15 credits of Social Studies
2.5 credits of Personal Finance

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5 credits of Foreign Language, recommend 10 credits for College Bound Students
5 credits of Fine/Practical Performing Arts
5 credits of 21st Century Life Careers
20 credits of additional coursework/electives
40 hours of community service

Meet NJ State Required Criteria for Graduation

Students who do not complete all graduation requirements will not be permitted to participate in graduation ceremonies.

Any modification in the requirements contained in this policy must be approved by the Superintendent of Schools, with the exception of programs as defined in N.J.A.C. 6:8 or in N.J.A.C. 6:28-4.8 (Special Education, Diplomas and Graduation).

Schedule & Course Change

The course schedule distributed to each student at the beginning of the semester expresses the results of a prior planning process shaped by the student's educational needs, interests, and desires. During that process, school counselors and other personnel provided guidance to students and their parents so that individual choices were informed by an awareness of available options and the longer range impact of course elections. The results of this process were then used to build the master schedule, balance class sections, and equalize teaching loads. In sum, the scheduling process is designed to achieve the following goals:

To encourage students to undertake a challenging and balanced program of study that widens their life options;

1. To help students make and abide by informed decisions that serve their educational interests;
2. To enable the school to make full use of available human resources.

Students sometimes seek schedule changes after the semester begins. To minimize the problems that result from inappropriate student-initiated change requests, the following procedures will be implemented:

1. During the first five days of the new semester, the Guidance Department will attempt to quickly resolve requests that reflect the following:
 - a. A scheduling error resulting in an incomplete or inaccurate program (Example: no lunch, wrong course);
 - b. Changes warranted by summer school makeup;
 - c. Course addition(s) that do not require course drops and/or multiple course changes;
 - d. Level changes as per course requirements

Only requests that reflect these circumstances will be processed during the first five days of the new semester.

2. After the first five days of the new semester and through the end of the second week of the new semester, the Guidance Department will meet with students to consider additional kinds of scheduled change requests. In petitioning for a change, students should be prepared to discuss why the results of the planning process are no longer appropriate. Students are advised that personal convenience and/or preference do not per se justify a change. Changes that would not be considered:
 - Teacher preference;
 - Lunch considerations;

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- An interest in joining friends in a particular class
 - Or any combination of the above.
3. Unless there are unusual or exceptional circumstances, or unless it is deemed in the student's best interest, no student-initiated schedule changes (with the exception of course withdrawals as discussed below) will be processed after the second week of the semester.
 4. Any change in a student's program must have parent's written permission if the student is under 18 years of age, as well as approval by the supervisor/administrator.
 5. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. In addition, a student must replace the dropped course with a replacement course prior to the start of the second marking period. After the start of the second marking period, a grade of "W or W/Fail" will be given for the dropped course, and no additional credit course may be taken.
 6. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.
 7. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive credit for the lower level.
 8. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course until proficiency is shown (mid-year or full-year). The grade and credits from test taking skills courses are included in GPA calculations.
 9. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
 10. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.

Summer School

Most students complete their high school graduation requirements within four years. However, that time frame becomes seriously jeopardized if students fail required courses, which are usually also sequential in nature. Therefore, students who fail a required course must make up the course in summer school immediately, if they intend to graduate on time.

If the course is not offered in summer school, or if the student chooses not to attend summer school, the student will repeat the course the next school year. Students will not be permitted to take the next level of a consecutive requirement until the previous course is passed.

Parents: Please do not make summer vacation plans or allow your child to commit to a summer job if he or she is in danger of failing a required course. Your child's academic responsibilities and requirements should take first priority, and every effort should be made to work toward a year-end

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Grade Point Average

Grade point average is computed for students by a process that includes all subjects for which credit is given and all grades including failures. Differential weighting, by an additional point, is used for Honors and Advanced Placement courses.

Senior Final Exam Exemption

Exemptions for final examinations will be granted for grade 12 students who, in each course: Attain a grade of 90 or higher in each of the four marking periods. Attain a grade of 90 or higher on the midterm examination.

Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the makeup policy as listed in number 5 of this policy.

AP Courses- In lieu of taking a 4th marking period quarterly in June, students may be required to take an AP test at the time approved by College Board. In order to be exempt from an AP course final after taking an AP exam, students must be in good academic standing, holding an average of 80 or higher at the end of the third marking period. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Transcripts

There are two types of transcripts:

- a. OFFICIAL transcripts are sent to a college, university, a state or federal agency, etc. In no case will an Official Transcript be sent or given directly to the student or parent.
- b. UNOFFICIAL transcripts are for a student's personal or general use, does not bear the official seal of the high school; they may be sent or given directly to a student or parent.

Student Records

The Hasbrouck Heights High School District shall conform in all respects to the requirements of state and federal law regarding gathering, maintaining, and allowing accessibility to pupil records.

Access to Student Records

Parents/guardians shall be notified at least annually of their rights in regard to pupil records and have access to copies of the applicable state and federal laws and local policies available upon request. Such notification shall be in the language of the parent/guardian. Should the parental rights of one or the other natural or adoptive parent be terminated by a court of appropriate jurisdiction, it is the responsibility of the person/agency having legal custody to notify the district that the right to review pupil records should be denied to the person whose rights have been terminated.

A non-adult pupil may assert rights of access only through his/her parent/guardian. However, guidance or child study team personnel, at their discretion, may disclose pupil records to non-adult

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pupils; or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the pupil or other persons.

The parent/guardian shall either have access or be specifically informed about only that portion of another pupil's record that contains information about his/her own child.

Procedure for Submitting College Applications

September

- Review your complete high school transcript with your counselor to check for accuracy of courses, grades, rank in class, etc.
- Meet with your school counselor to be sure that colleges remaining on your list are appropriate to your academic and personal record.
- Meet with the teachers of your choice to discuss letters of recommendation.
- Plan visits to college campuses if you didn't get to them during the summer or if you want to return for a second time. ACT offered.

October

- Continue to attend College Fairs to investigate further those colleges to which you will probably apply.
- If applying for early decision or early action, be aware of deadlines.
- Work hard, your first quarter senior grades are important.
- If you are applying to colleges that require the CSS profile for financial aid, initiate this process now.
- SAT and SAT subject tests offered.

November

- Continue filing applications to colleges. Be aware of deadline dates.
- Continue to meet with college representatives when they visit your school. SAT and SAT subject tests, ACT offered.

December

- File your last college applications.
- SAT, SAT subject tests, ACT offered.

January

- Maintain a strong senior year.
- Attend financial aid information sessions.
- If applying for financial aid, access the Free Application for Federal Student Aid (FAFSA) online.

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February

- Monitor your college applications to be sure that materials are sent and received on time, especially your first semester grades.
- Be certain that your FAFSA and/or CSS profile has been filed by this time if needed for financial aid.

March/April

- Continue monitoring your college applications.
- Attend Open House Programs on college campuses.

May

- Decide on the college you will attend. Send in the required tuition deposit by May 1st.
- Write to college you have not selected to inform them that you plan to enroll elsewhere.
- Take Advanced Placement examinations if appropriate.

June

- Request that your school counselor send your final transcript to the college you will attend.

July/August

- Look for information from your new college on summer orientation, skills testing, course registration, etc.

PROCEDURES

Fire Drills

Fire drills will be conducted twice each month. At the sound of the fire alarm, all students are to exit the building according to the directions posted in each classroom, or at the direction of the teacher/staff member in charge. Students are to conduct themselves in an orderly and silent fashion; misconduct of any kind while leaving or returning to the building is forbidden. Disciplinary action will be taken to any student in violation.

Lock Down Drills

Lock-Down Drills are conducted once each month and are designated to secure the school buildings efficiently and effectively. Students will be given clear directions by their classroom teacher regarding the procedures at the start of the school year. Students are expected to cooperate with all of the rules and procedures outlined by the classroom teacher.

Emergency Closing and Delayed Opening

The chief school administrator is authorized by the Board of Education to close schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of pupils or school employees.

An automated phone call will be made via [School Messenger](#). In the case of an emergency closing occurring at some point during the school day, the following procedures shall be adhered to:

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High School Grades - 9-12

Students will be dismissed unless parents request alternate arrangements, in writing, at the beginning of the school year.

High School Delayed Opening

1. Administrative staff reports at 9:00 am
2. Secretarial staff reports at 9:00 am
3. Teachings staff reports at 9:50 am
4. Students report at 10 am
5. Period 1, 10:00-10:39 am
6. Periods 4-7, 10:42 – end of day; follows regular full day schedule

Notifications

1. Radio stations (WOR, WCBS, WINS)
2. School Messenger

Working Papers

Procedure for Obtaining Employment Certificate:

- Step 1:** Pick up the **New Jersey State Department of Education A300/Combined Certification** form in the main office from Ms. Klenk. The student should complete Section A in its entirety.
- Step 2:** Have the employer complete “Section B” and the “Employment Information” on the form. **Wages and hours of employment must be indicated. A signature by a Parent or Guardian is also required in this section.** Have the school nurse Section C if a physical examination was done within the last year. Otherwise, a physician must complete this form. The signature of the minor is required in Section G of the form.
- Step 3:** Return the completed “New Jersey Combined Certificate” form and a birth certificate (Copy acceptable) or other proof of age (i.e., baptismal certificate, passport – driver’s license not acceptable) to the guidance office.
- Step 4:** The **next school day**, pick up the “Employment Certificate” in the guidance office.

Home Instruction

A student may be placed on home instruction for physical or psychological disability, based upon the recommendations of a physician and/or the Child Study Team. The education received by the student on home instruction has the same status as what would have been received had the student-attended school regularly. Additional information is available through the Guidance Office.

Extra Help

If a student requires extra help in a particular subject area, the student should speak to the teacher in order to schedule an appointment outside of their schedule extra help sessions. Morning and afternoon extra help sessions are available. A schedule is set at the beginning of the year.

Messages/Student Items

Personal messages will not be relayed to students by the Main Office except for an emergency. Personal items, including food, cannot be dropped off in the main office for students. Rather, these items should be dropped off to the visitor monitor who is located at the main entrance of the school.

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Personal Property

Cell Phones

Cell phones must be turned off during class time, unless instructed otherwise by the classroom teacher. Unauthorized use of cell phones could lead to disciplinary action. Any student who needs to make an emergency phone call may use the phone in the Main Office.

Electronic Entertainment Devices

Electronic entertainment devices are not permitted in halls or classrooms except in the cafeteria. Items in violation will be confiscated and turned into the Main Office. All entertainment is to be school-appropriate. Devices will be confiscated if misused, and will be returned only to a parent.

Technology, Acceptable Use Policy

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at anytime, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Study Hall

Study halls are for quiet studying only. Students may not leave study to go to other locations in the building without permission. Students are to utilize the time to study, do homework, or to use the Media Center for research, etc.

Tuition Students

The Board will, with the consent of the Board upon such terms, admit nonresident pupils on a tuition basis pursuant to N.J.S.A. 18A:38-3 if there is space available and the pupil is in compliance with the district's attendance and discipline policies.

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NJDOE High School Graduation Assessment Requirements

High School Graduation Assessment Requirements

Updated May 2018

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessment requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021 and beyond. These new state regulations ([N.J.A.C. 6A:8-5.1](#)) became effective on September 6, 2016 and are detailed below.

The Classes of 2018 and 2019 – Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through any of these **three pathways**:

- (1) Achieve passing scores on high school level PARCC assessments;
- (2) Achieve scores defined in the table below on alternative assessments such as the SAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the New Jersey Department of Education's (NJDOE) portfolio appeals process. (Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation requirements set forth in their IEPs.)

The Class of 2020 – Students in the Class of 2020 can demonstrate graduation assessment proficiency through:

- (1) Pass the PARCC Algebra I and English language arts/literacy (ELA) grade 10 assessments

The following pathways are available to students after they have taken all applicable PARCC assessments for each of the courses in which they are enrolled:

- (2) Achieve scores defined in the table below on alternative assessments such as the SAT, ACT, or Accuplacer, PARCC ELA 9, ELA 11, Geometry, Algebra II; or
- (3) The submission by the district of a student portfolio through the NJDOE's portfolio appeals process.

The Class of 2021 and Beyond – Starting with the Class of 2021, students will only have **two pathways** to meet the high school graduation assessments requirements:

- (1) Pass the PARCC Algebra 1 and English language arts/literacy (ELA) grade 10 assessments; or
- (2) The submission by the district of a student portfolio through the NJDOE's portfolio appeals process, **assuming the student has taken all PARCC assessments** associated with the high school level courses for which they were **eligible*** and received valid scores.

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements.

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so.

In this document, you will find charts containing the list of assessment requirements in both ELA and mathematics for the high school graduation Classes of 2018 through 2021.

*Note: * "Eligible" is defined as a student who is enrolled in a high school course for which there is a PARCC test and received a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.*

ELA and Math Assessment Requirements for the Class of 2019

<u>Three Pathways Available</u>	<u>English Language Arts (ELA)</u>	<u>Mathematics</u>
<u>First Pathway</u> <i>Take and Pass a PARCC Test</i>	PARCC ELA Grade 9 \geq 750 (Level 4) or PARCC ELA Grade 10 \geq 750 (Level 4) or PARCC ELA Grade 11 \geq 725 (Level 3)	PARCC Algebra I \geq 750 (Level 4) or PARCC Geometry \geq 725 (Level 3) or PARCC Algebra II \geq 725 (Level 3)
<u>Second Pathway</u> <i>Take and Pass one of the Alternative Assessments</i>	SAT Critical Reading (taken before 3/1/16) or SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) or SAT Reading Test (taken 3/1/16 or later) or ACT Reading or ACT PLAN Reading* or Accuplacer WritePlacer or Accuplacer WritePlacer ESL or PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) or PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) or ACT Aspire Reading* or ASVAB-AFQT Composite	SAT Math (taken before 3/1/16) or SAT Math Section (taken 3/1/16 or later) or SAT Math Test (taken 3/1/16 or later) or ACT or ACT PLAN* Math or Accuplacer Elementary Algebra or PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) or PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) or ACT Aspire Math* or ASVAB-AFQT Composite
<u>Third Pathway</u> <i>Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

*Note: * Test is no longer administered but can be used for the graduating year.*

ELA and Math Assessment Requirements for the Class of 2020

This guidance document has been updated with additional information to reflect state requirements (N.J.A.C. 6A:8-5.1(f)), effective September 6, 2016. New Jersey Department of Education staff are currently conducting assessment outreach across New Jersey to inform potential changes to our statewide assessment system, including graduation requirements. Please email concerns or feedback to assessment@doe.nj.gov.

<u>Three Pathways Available</u>	<u>English Language Arts (ELA)</u>	<u>Mathematics</u>
<u>First Pathway</u>	Take and Pass PARCC ELA Grade 10 \geq 750 (Level 4)	Take and Pass PARCC Algebra I \geq 750 (Level 4)
<p style="text-align: center;"><u>Second Pathway</u> <i>Take and Pass one of the Alternative Assessments</i></p> <p style="color: red; font-size: x-small;"><i>This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible and receive valid scores*</i></p>	PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i> PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i> SAT Reading Test <i>or</i> ACT Reading or ACT PLAN Reading** <i>or</i> Accuplacer WritePlacer <i>or</i> Accuplacer WritePlacer ESL <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading <i>or</i> ACT Aspire Reading** <i>or</i> ASVAB-AFQT Composite	PARCC Geometry \geq 725 (Level 3) <i>or</i> PARCC Algebra II \geq 725 (Level 3) <i>or</i> SAT Math Test <i>or</i> ACT or ACT PLAN Math** <i>or</i> Accuplacer Elementary Algebra <i>or</i> PSAT10 Math or PSAT/NMSQT Math <i>or</i> ACT Aspire Math** <i>or</i> ASVAB-AFQT Composite
<p style="text-align: center;"><u>Third Pathway</u> <i>Portfolio Appeals</i></p> <p style="color: red; font-size: x-small;"><i>This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible and receive valid scores*</i></p>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** Test is no longer administered but can be used for the graduating year. *** The NJDOE is providing flexibility to meet the math assessment requirement for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 6, 2016 effective date of the new high school assessment regulations.

ELA and Math Assessment Requirements for the Class of 2021

<u>Two Pathways Available</u>	<u>English Language Arts (ELA)</u>	<u>Mathematics</u>
<u>First Pathway</u>	Take and Pass PARCC ELA Grade 10 \geq 750 (Level 4)	Take and Pass PARCC Algebra I \geq 750 (Level 4)**
<u>Second Pathway</u> <i>This Pathway is only available if a student takes all PARCC tests associated with the high-school level courses for which they were eligible*</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test and receive a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** The NJDOE is providing flexibility to meet the math assessment requirement for students in the Classes of 2020 and 2021 who completed an Algebra I course prior to the September 6, 2016 effective date of the new high school assessment regulations.