

HASBROUCK HEIGHTS

HIGH SCHOOL

Student/Parent Handbook



2019-2020 School Year

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 2019-2020 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

Mr. Vincent Aiello, Supervisor of Guidance



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. Vincent Aiello	Supervisor of Guidance	aiellovin@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
Mrs. Jacqueline Mansfield	Supervisor of Curriculum	mansfieldjac@hhschools.org
Ms. Janine Gribbin	Director of Special Services	gribbinjan@hhschools.org

BOARD OF EDUCATION

Robert Salerno	President
Alan Baker	Vice President
Patricia Caruso	Trustee
Christopher DeLorenzo	Trustee
Robert Faussette	Trustee
Jillian Ferdinand	Trustee
Joseph Rinke	Trustee
Nicole Russo	Trustee
Kevin Mullins	Trustee

CHILD STUDY TEAM

Name	Title	Email
Dr. Lisa Ciraco	School Psychology	ciracol@hhschools.org
Mrs. Suzanne Gallo	LDTc	gallos@hhschools.org
Mrs. Denise Miniatis	School Behaviorist	miniatisden@hhschools.org
Mrs. Linda Pizzute	LDTc	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 2019-2020 School Calendar

July 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			

August 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

September 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					

October 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		

November 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

December 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				

August 28 New Staff Orientation
 September 2 Labor Day – Schools Closed
 September 3 Teacher Check In
 September 4 **First Day of School**
 September 4-5 Single Session Days for Students – In-Service for Staff (PM)
 October 14 Single Session Day for Students – In-Service for Staff (PM)
 November 5 Single Session Day (Students only) PM In-Service for Staff
 November 7-8 NJEA Convention – Schools Closed
 November 27 Single Session Day
 November 28-29 Thanksgiving Recess
 December 20 Single Session Day
 Dec. 23-31 Holiday Recess
 January 1 Schools Closed
 January 2 Schools Re-Open
 January 20 In-Service for Staff (AM only) (No Students)
 February 17-21 Winter Recess
 February 24 Schools Re-open
 April 9 Single Session Day
 April 10 Schools Closed
 April 13-17 Spring Recess
 April 20 Schools Re-Open
 May 25 Memorial Day – Schools Closed
 June 17-19 Single Session Days (Students only)
June 19 Graduation, Grades 8, 12
June 22-23 Last Day of School
 Staff Only Attend

Three snow days have been built into the calendar. If one snow day is left unused, schools will be closed on May 22, 2020. If two snow days are left unused, schools will be closed on May 22, 2020 and May 26, 2020. If three snow days are left unused, schools will be closed on May 22, 2020, May 26, 2020 and June 5, 2020. **If more than three snow days are used, schools will be in session during the Spring Recess starting, in reverse order, with Friday, April 17, 2020.**

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

 	= Staff Only Report
 	= Single Session Day
	= Schools Closed

Approved: May 23, 2019

Revised: June 20, 2019

Revised: August 29, 2019 (DRAFT
 Pending final approval on August 29th)

January 2020						
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 2020						
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

March 2020						
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 2020						
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 2020						
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 2020						
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				

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

HIGH SCHOOL BELL SCHEDULE

PERIOD 0	7:00-7:50 AM
PERIOD 1	7:55-8:39 AM
HOMEROOM	8:39-8:46 AM
PERIOD 2	8:49-9:33 AM
PERIOD 3	9:36-10:20 AM
PERIOD 4	10:23-11:07 AM
PERIOD 5	11:10-11:54 AM
PERIOD 6	11:57-1:05 PM
6A CLASS	11:57-12:41PM
Lunch B	12:44-1:05 PM
Lunch A	11:57-12:18 PM
6B CLASS	12:21-1:05 PM
PERIOD 7	1:08-1:52 PM
PERIOD 8	1:55-2:39 PM

SINGLE SESSION DAY

PERIOD 1	7:55-8:33 AM
PERIOD 2	8:36-9:06 AM
PERIOD 3	9:09-9:39 AM
PERIOD 4	9:42-10:12 AM
PERIOD 5	10:15-10:45 AM
PERIOD 6	10:48-11:18 AM
PERIOD 7	11:21-11:51 AM
PERIOD 8	11:54-12:24 PM

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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- 10-10:20 am
6. Period 4- 10:23 am followed by regular full day schedule

HIGH SCHOOL STAFF

Last Name	First Name	E-mail address
Abbatiello	Maria	abbatiellom@hhschools.org
Arthurs	David	arthursdav@hhschools.org
Ascolese	Joseph	ascolesej@hhschools.org
Astorina	Laura	astorinalau@hhschools.org
Avella	Frank	avellafra@hhschools.org
Bernstein	Lisa	bersteinl@hhschools.org
Bui	Lisa	builis@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
DaSilva	Dan	dasilvadan@hhschools.org
Doyle	Kara	doylekar@hhschools.org
Dennehy	Patrick	dennehypat@hhschools.org
Dugan	Jessica	duganjes@hhschools.org
Freund	Kurt	freundkur@hhschools.org
Gierut	Antoinette	Gierutant@hhschools.org
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MacDonald	Kailey	macdonaldkai@hhschools.org
McCue	Vanessa	mccuevan@hhschools.org
McNeil	James	mneiljam@hhschools.org
McShane	Patrick	mcschanepat@hhschools.org
Michaeli	Shoshana	michaelis@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
Pope	Heather	popehea@hhschools.org
Reed	Cheryl	reedc@hhschools.org
Roman	Ivana	romaniva@hhschools.org
Ruroede	LeighAnn	ruroedelei@hhschools.org
Schmarak	Justin	schmarakjus@hhschools.org
Squillace	Maria	squillacem@hhschools.org
Sturm	Rhonda	sturmrho@hhschools.org
Thorne	William	thorne@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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

HIGH SCHOOL MARKING PERIOD DATES

Marking Period 1 start: September 4
Marking Period 1 End: November 1
Report Cards Issued: November 11

Marking Period 2 start: November 4
Marking Period 2 end: January 23
Semester 1 Assessment: January 16-24
Report Cards Issued: January 31

Marking Period 3 start: January 24
Marking Period 3 end: March 29
Report Card Issued: April 3

Marking Period 4 start: March 30
Marking Period 4 end: June 19

End of Year Assessment: June 8-15

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

HIGH SCHOOL TESTING SCHEDULE

PSAT (Grades 9-11) – October 16th, 2019

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

SAT- October 5th, 2019 AND June 6th, 2020

This is the first of two SAT's hosted by the district. Mostly upperclassmen will take this assessment to send to prospective 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.

NJSLA Assessments: Grades 9-11, May 5 & 8, 2020

The NJSLA-ELA, Math, and Science assessments test the skills the students have acquired during their current and previous years. This is a computer based assessment.

AP Testing: May 4-15th, 2020

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

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 18th, 2019 –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.

Official Staff Email Accounts

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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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

Please look out for e-mails from the Administration regarding important events. Other pertinent information can be found on our website 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)393-6901
Student Assistance Counselor- Mrs. Barbara Christianson	(201)288-1426
Athletic Director- Mr. Michael Sculla	(201)393-8174

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.
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
Art Club	TBD
Aviators Out Loud – Podcast Club	Kara Doyle
Community Service	Suzanne Caines
Chess Club	Mike Binazeski
Color Guard (Marching band)	Bette Medina
Computer Coding Club	Brady Trexler
Dance Club	Bette Medina
Director of Instrumental Music	Joe Ascolese
Director of Vocal Music	Antoinette Gierut
Drama Club and Senior Play	Paula Jacobs
Future Scientist Club	Ian Zellman Catherine
Gay/Straight Alliance	Cassidy/Patrick McShane
Heroes and Cool Kids	Barbara Christianson/Kerrie O'Hagan/ Ashley Calligy
Italian Club/Italian Honor Society	Laura Astorina
Outreach Club	Patrick McShane
Medical Science Club	Dan Pignatiello
Model UN	Catherine Cassidy
Multi-Cultural Club	Danielle Monetti
National Honor Society	Viktoria Tsakelova
Pierrot Winter Guard	Bette Medina
Pilot's Log	William Thorne
Spanish Club/Spanish Honor Society	Maria Squillace
Spirit Club	Barbara Kritzer
Steam Club	Mike Binazeski
Student Council	William Thorne
Wellness Club	Maria Abbatiello
Yearbook	Catherine Cassidy
Yoga Club	Lisa Berstein
Young Democratic/Republican Club	Catherine Cassidy

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

CLASS ADVISORS

Senior Class
Junior Class
Sophomore Class
Freshman Class

Kailey MacDonald/Kara Doyle
Catherine Cassidy
Catherine Cassidy
Patrick McShane

2019-2020 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
DARREN IURATO/DIMITRI FORDE

BOYS SOCCER

HEAD COACH
ASST. COACH
ASST. COACH

BILL THORNE
JUSTIN MCCANN
JOE MAFFEI

VOLLEYBALL

HEAD COACH
ASST. COACH
ASST. COACH

JACKIE FERRANTI
CORINNE MILLER
RACHAEL DALLARA

GIRLS SOCCER

HEAD COACH
ASST. COACH
ASST. COACH

CLAUDIO FONTALVO
JENNIFER KELLER
LINDSEY ROSILLO

GIRLS TENNIS

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
JOSEPH CRABBE
FRANK AVELLA

GIRLS BASKETBALL

HEAD COACH
ASST. COACH
FROSH COACH

MIKE KILGALLEN
JOHN VANDAM
JACKIE FERRANTI

WRESTLING

HEAD COACH
ASST. COACH
ASST. COACH

CRAIG MESSERY
KURT FREUND
EVAN DOLAN

WINTER TRACK

HEAD COACH
ASST. COACH
ASST. COACH

ROB BRADY
MIKE RYAN
JOHN VALENTI

SWIMMING

HEAD COACH
ASST. COACH

CO-OP WITH GARFIELD
CO-OP WITH GARFIELD

BOWLING/GOLF

HEAD COACH
HEAD COACH

DAVE RISPOLI
DAN PIGNATIELLO

BASEBALL

HEAD COACH
ASST. COACH
ASST. COACH

PAT GABRIELE
TBD
CRAIG LABIANCO

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 MARCHESE
MIKE RYAN
TBD
JOHN D'AMATO

BOYS TENNIS

HEAD COACH
JV COACH

SUZANNE CAINES
WILLIAM THORNE

CHEERING

HEAD COACHES
ASST COACH

ADRIANNA RUSSO
GABRIELLE MUSIC

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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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

4th tardy- central detention (30 minutes before or after school)

7th tardy- 2 central detentions

10th tardy- Saturday school (8-11 am HS Media Center; Parent notification)

13th tardy- Saturday school (8-11 am HS Media Center; Parent notification, Attendance Action Plan)

>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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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

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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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 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

(SEEPOLICY #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 \(#2624\)](#)

QUALIFYING CRITERIA

Honors Criteria - Students need to meet 2 of the 3 following criteria to qualify for Honors courses:

- 1: 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.
- 2: a 4/5 on the NJSLA (NJ Student Learning Assessment),
- 3: a minimum score of 480 or higher on the most current administration of the PSAT/SAT (section(s) pending course requirements).

Starting SY 20-21, students must have 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. In addition, students must have 1 of the 2 following criteria:

- 1: a score of 4 or 5 on the most current NJSLA (NJ Student Learning Assessment) (required section(s) depending subject area)
- 2: a minimum score of 480 or higher on the most current administration of the PSAT/SAT (required section(s) depending subject area)

AP Criteria – Students must have both:

- 1: a minimum semester 1 average of 85 in a current honors prerequisite course OR a minimum semester 1 average of 92 in a current college preparatory prerequisite course
- 2: a minimum score of 550 on the most current ELA and/or mathematics PSAT/SAT sections, required section(s) depending subject area. Exceptions: For Art, Computer Science, Music, and World Language, please see specific AP course description below.

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 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)

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.

APPEALS

Students who do not meet the criteria for Honors or AP placement may appeal to the High School Principal if their semester 2 average or subsequent test score meets the qualifying criteria.

Criteria for Science Courses

Honors Biology - Student attains 2 of the following 3: a minimum semester 1 average of 85 in 8th grade Earth Science Honors OR a minimum semester 1 average of a 92 in 8th grade Earth Science, a 4 or 5 on the NJSLA (both ELA & Math), and/or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in 8th grade Earth Science Honors OR a minimum semester 1 average of a 92 in 8th grade Earth Science. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (both ELA & Math), or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

Honors Chemistry - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors Biology OR a minimum semester 1 average of 92 in Biology, a 4 or 5 on the NJSLA (both ELA & Math), and/or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in Honors Biology OR a minimum semester 1 average of a 92 in Biology. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (both ELA & Math), or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

Honors Physics - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors Chemistry OR a minimum semester 1 average of 92 in Chemistry, a 4 or 5 on the NJSLA (both ELA & Math), and/or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in Honors Biology OR a minimum semester 1 average of a 92 in Biology. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (both ELA & Math), or a minimum score of a 480 or higher on the most current administration of the PSAT (both ELA & Math).

AP Biology - Student attains a minimum semester 1 average of 85 in Honors Biology and a minimum score of 550 on both the most current ELA and mathematics sections of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Biology and a minimum score of 550 on both the most current 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 most current ELA and mathematics sections of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Chemistry and a minimum score of 550 on both the most current 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 of 550 on both the most current ELA and mathematics sections of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Physics and a minimum score of 550 on both the most current 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.

Criteria for Social Studies Courses

Honors Early US History (US I) - Student attains 2 of the following 3: a minimum semester 1 average of 85 in 8th grade Social Studies Honors OR a minimum semester 1 average of 92 in 8th grade Social Studies, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in 8th grade Social Studies Honors OR a minimum semester 1 average of a 92 in 8th grade Social Studies. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

Honors Modern US History (US II) - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors Early US History I or a minimum semester 1 average of 92 in Early US History I, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in Honors Early US History OR a minimum semester 1 average of a 92 in Early US History. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

Honors World History - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors Modern US History II or a minimum semester 1 average of 92 in Modern US History II, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attain a minimum semester 1 average of 85 in Honors Modern US History OR a minimum semester 1 average of a 92 in Modern US History. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

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 Modern US History II and a minimum score of 550 on the most current ELA section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Modern US History II and a minimum score of 550 on the most current 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 the most current 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.

Criteria for World Language Courses

Spanish I Honors – Student must be on honors track or referral from teacher.

Spanish II & III Honors/IV(DE) – Student attains a minimum semester 1 average of 85 in the prior Spanish Honors course or a 92 in the prior Spanish course. Additionally, student must earn an 85 or better on the Spanish Honors (II, III, IV) Midterm OR student must earn an 88 on the Spanish (II, III, IV) Midterm.

AP Spanish - Student attains a minimum semester 1 average of 85 in Spanish III Honors OR a minimum semester 1 average of 92 in Spanish III.

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

Criteria for Art and Music Courses

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

Criteria for Language Arts Courses

Honors English 9 - Student attains 2 of the following 3: 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, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in 8th grade English Honors OR a minimum semester 1 average of a 92 in 8th grade English. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

Honors English 10 - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors English 9 or a minimum semester 1 average of 92 in English 9, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Honors English 9 OR a minimum semester 1 average of a 92 in English 9. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

Honors English 11 - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors English 10 or a minimum semester 1 average of 92 in English 10, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Honors English 10 OR a minimum semester 1 average of a 92 in English 10. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

Honors English 12 - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Honors English 11 or a minimum semester 1 average of 92 in English 11, a 4 or 5 on ELA NJSLA, and/or a minimum score of 480 or higher on the most current administration of the PSAT (ELA section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Honors English 11 OR a minimum semester 1 average of a 92 in English 11. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (ELA section), or a minimum score of a 480 or higher on the most current administration of the PSAT (ELA section).

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 most current ELA section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in English 10 and a minimum score of 550 on the most current 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 or AP Language and Composition and a minimum score of 550 on the most current ELA section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in English 11 and a minimum score of 550 on the most current 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.

Criteria for Mathematics Courses

Algebra 1 Honors - Student attains 2 of the following 3: a minimum semester 1 average of 85 in 8th grade Mathematics or a minimum semester 1 average of 92 in regular 8th grade Mathematics, a 4 or 5 on the NJSLA (Math section), and/or a minimum score of 480 or higher on the most current administration of the PSAT (Math section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in 8th grade Honors Mathematics OR a minimum semester 1 average of a 92 in 8th Grade Mathematics. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (Math section), or a minimum score of a 480 or higher on the most current administration of the PSAT (Math section).

Geometry Honors - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Algebra 1 Honors or a minimum semester 1 average of 92 in Algebra 1, a 4 or 5 on the NJSLA (Math section), and/or a minimum score of 480 or higher on the most current administration of the PSAT (Math section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Algebra I Honors OR a minimum semester 1 average of a 92 in Algebra I. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (Math section), or a minimum score of a 480 or higher on the most current administration of the PSAT/SAT (Math section).

Algebra II Honors - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Geometry Honors or a minimum semester 1 average of 92 in Geometry, a 4 or 5 on the NJSLA (Math section), and/or a minimum score of 480 or higher on the most current administration of the PSAT/SAT (Math section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Geometry Honors OR a minimum semester 1 average of a 92 in Geometry. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (Math section), or a minimum score of a 480 or higher on the most current administration of the PSAT/SAT (Math section).

Pre-Calculus Honors/ Trigonometry Honors - Student attains 2 of the following 3: a minimum semester 1 average of 85 in Algebra 2 Honors or a minimum semester 1 average of 92 in Algebra 2, a 4 or 5 on the NJSLA (Math section), and/or a minimum score of 480 or higher on the most current administration of the PSAT/SAT (Math section).

Starting SY 20-21: Student must attains a minimum semester 1 average of 85 in Algebra II Honors OR a minimum semester 1 average of a 92 in Algebra II. Additionally student must attain 1 of the following 2: a 4 or 5 on the NJSLA (Math section), or a minimum score of a 480 or higher on the most current administration of the PSAT (Math section).

AP Calculus - Student attains a minimum semester 1 average of 85 in Pre-Calculus Honors and a minimum score of 550 on the most current Math section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Pre-Calculus and a minimum score of 550 on the most current Math 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 Statistics - Student attains a minimum semester 1 average of 85 in Pre-Calculus Honors and a minimum score of 550 on the most current Math section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in Pre-Calculus and a minimum score of 550 on the most current Math 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.

Criteria for 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 most current ELA and mathematics section of the PSAT/SAT OR student attains a minimum semester 1 average of 92 in math and language arts and a minimum score of 550 on the most current 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.

Criteria for Computer Science Courses

AP Computer Science - Student attains a minimum score of 580 on the ELA and Mathematics sections of the most current 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.

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
Grades 10-12 (A-M)

Ashley Calligy
Grades 10-12 (N-Z)

Lindsey Gesell
Grade 9 (A-Z)

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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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 2019-2020

Please visit our website, www.hhschools.org and click on the counseling tab to access the 2019-20 course booklet.

If you have additional questions, please contact your school counselor.

DUAL ENROLLMENT AND ADVANCED PLACEMENT COURSES

2019-2020 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

Small Business Management- Mrs. McCue
Intro. To Accounting- Mrs. McCue
20th Century US Modern History- Ms. Cassidy

Seton Hall University

Anatomy and Physiology- Dr. Trexler

Farleigh Dickinson University

Biomedical Engineering- Dr. Trexler
Spanish 4- Mrs. Squillace

Syracuse University

Forensics- Dr. Trexler

Disclaimer: A minimum of 10 students is required for a Dual Enrollment class to run (Forensics and Biomedical Engineering are alternated every other school year).

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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

*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. The courses offered can vary each year and are dependent on student enrollment.

See policy- AP/Honors: Academic Standards, Academic Assessments, and Accountability 2624.

Course Requirements for Graduation (#5460)

Grading (#2624)

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:

- 20 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
- 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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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;
 - 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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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

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 exam 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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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 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.

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:

High School Grades - 9-12

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

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

High School Delayed Opening

1. Administrative staff reports at 9:00 a.m.
2. Secretarial staff reports at 9:00 a.m.
3. Teaching staff reports at 9:55 a.m.
4. Students report at 10:00 a.m.
5. Period 1 10:00 - 10:20 a.m.
6. Periods 4-8 10:23 a.m. - 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.

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.

HASBROUCK HEIGHTS HIGH SCHOOL Student/Parent Handbook

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.

CODE OF CONDUCT

To access the student code of conduct, please visit www.hhschools.org and navigate to the policies and regulations section, which can be found within the Board of Education tab. The student code of conduct is policy/regulation 5600.



New Jersey High School Graduation Assessment Requirements

Updated June 5, 2019

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

The Classes of 2019, 2020, 2021, and 2022

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

1. Demonstrate proficiency on NJSLA/PARCC ELA 10 and/or Algebra I; or
2. Demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the alternative assessments such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; or
3. Demonstrate proficiency in ELA and/or mathematics by submitting, through the district, a student portfolio appeal to the NJDOE.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below.

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

For questions or concerns, please reach out to assessment@doe.nj.gov.

ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 \geq 750 (Level 4)	NJSLA/PARCC Algebra I \geq 750 (Level 4)
Second Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 \geq 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) \geq 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) \geq 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT Reading or ACT PLAN Reading ¹ \geq 16, <i>or</i> ACCUPLACER WritePlacer \geq 6, <i>or</i> ACCUPLACER WritePlacer ESL \geq 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Reading ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31	NJSLA/PARCC Geometry \geq 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II \geq 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) \geq 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) \geq 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT or ACT PLAN Math ¹ \geq 16, <i>or</i> ACCUPLACER Elementary Algebra \geq 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ² \geq 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Math ¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31
Third Pathway: <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

¹ Test is no longer administered but can be used for the graduating year.

² Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

For questions or concerns, please reach out to assessment@doe.nj.gov.