

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604
Policy

File Code: 5131.9

Bold items are to be added; Highlighted items to be removed.

RADIOS, PERSONAL CASSETTE/DISC PLAYERS, PAGING DEVICES, CELLULAR PHONES

Radios, Personal Cassette/Disc Players

The use of radios and "walkman" type personal cassette or disc players is not permitted in the building during the school day (7:55-2:55). If a student brings one to school, it should remain in their "locked" assigned locker during the day. After a warning for unauthorized use in the corridors, classrooms or study halls, disciplinary action will occur and the item will be confiscated and returned at the end of the day. Repeat offenders will have their device returned only to a parent.

Cellular Phones

The use of cellular phones is **permitted when authorized by a teacher for classroom instruction or other purposes relating to approved school activities during class time or in extra-curricular or athletic activities.** not permitted in the building during the school day. **All other times and uses of cell phones are not permitted during the school day.** If a student uses one in school, it will be confiscated and returned only to a parent/guardian. Repeat offenders will be subject to disciplinary action.

Paging Devices

2C: 33-19 STUDENT POSSESSION OF PAGING DEVICE ON SCHOOL PROPERTY WITHOUT PERMISSION.

Any person enrolled as a student of an elementary or secondary school, who knowingly and without the express written permission of the school board, its delegated authority, or any school principal, brings or possesses any remotely activated paging device on any property used for school purposes, at any time and regardless of whether school is in session or other persons are present, is guilty of a disorderly persons offense. No permission to bring or possess any remotely activated paging device on school property shall be granted unless and until a student or parent shall have established to the satisfaction of the school authorities a reasonable basis for the possession of the device on school property.

Adopted. L.1989, c.232, & 2, effective December 29, 1989.

DATE: 4/30/98

Revised:10/25/99

Revised (First Reading): November 16, 2011

Revised (Second Reading): December 15, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604
Policy

File Code: 5519

DATING VIOLENCE AT SCHOOL

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include, but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling

and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

N.J.S.A. 18A:35-4.23a.; 18A:37-33; 18A:37-34; 18A:37-35; 18A:37-37
New Jersey Department of Education Model Policy and Guidance for Incidents
Involving Dating Violence – September 2011

First Reading: December 15, 2011

DATING VIOLENCE AT SCHOOL

A. Definitions

1. "At school" means in a classroom, or anywhere on school property, school bus or school-related vehicle, at an official bus stop, or at any school-sponsored activity or event whether or not it is on school grounds.
2. "Dating partner" means any person involved in an intimate association with another individual that is primarily characterized by the expectation of affectionate involvement, whether casual, serious, or long-term.
3. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

B. Procedures for Reporting Acts or Incidents of Dating Violence

1. School staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of teen dating violence and are required to report all acts or incidents of dating violence at school.
2. All acts or incidents of dating violence at school shall be reported to the Principal or designee.
 - a. This report should be made verbally as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school.
 - b. A written report regarding the act or incident of dating violence at school should be submitted to the Principal or designee by the reporting staff member no later than one day after the staff member witnesses or learns of an act or incident of dating violence at school.
3. These acts or incidents may include, but are not limited to:

- a. Witnessed or receipt of reliable information concerning acts or incidents that are characterized by physical, emotional, verbal, or sexual abuse;
- b. Digital or electronic acts or incidents of dating violence; and/or
- c. Patterns of behavior which are threatening or controlling.

C. Guidelines/Protocols for Responding to At-School Acts or Incidents of Dating Violence

1. Protocol for All School Staff Members - Any school staff member who witnesses or learns of an act or incident of dating violence at school shall take the following steps:
 - a. Separate the victim from the aggressor;
 - b. Speak with the victim and the aggressor separately;
 - c. Speak with witnesses or bystanders separately;
 - d. Verbally report the act or incident to the Principal or designee no later than the end of the pupil's school day;
 - e. Prepare and submit a written report of the act or incident to the Principal or designee no later than one day after the act or incident occurred; and
 - f. Monitor the interactions of the victim and the aggressor with pupil safety being the priority.
2. Protocol for Administrators/Administrative Investigation – The Principal or designee upon receiving a report of a dating violence act or incident at school shall take the following steps:
 - a. Separate the victim from the aggressor, if applicable;
 - b. Meet separately with the victim and the alleged aggressor;
 - c. Take written statements from the victim and alleged aggressor;
 - d. Review the victim's and alleged aggressor's written statements to ascertain an understanding of the act or

incident. The administrator may ask questions of either individual for clarification;

- e. Further investigate the act or incident by speaking with bystanders/witnesses of the act or incident. All statements obtained from bystanders/witnesses shall be written and documented, when possible;
 - f. The school administrator may make a determination to involve the school resource officer or law enforcement, if appropriate;
 - g. Appropriate referrals should be made if after an assessment by a school social worker, counselor, or psychologist determines the victim's or alleged aggressor's mental health has been placed at risk;
 - h. The Principal or designee shall contact the parents/guardians of both the victim and the alleged aggressor. The Principal or designee shall recommend a meeting be held to discuss the act or incident; and
 - i. The Principal or designee will notify both parties in writing of the outcome/determination of the investigation into the act or incident of dating violence at school.
3. Protocol for Working with the Victim of an Act or Incident of Dating Violence at School – The Principal or designee shall implement the following procedures for dealing with victims of a confirmed act or incident of dating violence at school:
- a. A pupil's safety shall be the first priority in a dating violence act or incident. Interaction between the victim and the aggressor shall be avoided. The burden of any schedule changes (classroom, bus, etc.) should be taken on by the aggressor;
 - b. A conference shall be held with the victim and their parents/guardians;
 - c. Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment;
 - d. Alert the victim and their parents/guardians of school and community based resources that may be appropriate,

including their right to file charges, if the act or incident violated the law;

- e. Monitor the victim's safety as needed and assist the victim with any plans needed for the school day and after-school hours (hallway safety, coordination with parents/guardians for transportation to and from school, etc.). The administration may develop a safety plan if deemed necessary;
 - f. The administration may develop a Stay-Away Agreement between the victim and the aggressor if deemed necessary;
 - g. Encourage the victim to self-report any and all further acts or incidents of dating violence that occur at school in writing to the Principal or designee; and
 - h. Document all meetings and action plans that are discussed.
4. Protocol for Working with the Aggressor of an Act or Incident of Dating Violence at School – The Principal or designee shall implement the following procedures for dealing with the aggressor of a confirmed act or incident of dating violence at school:
- a. Schedule a conference with the aggressor and their parents/guardians;
 - b. Give the aggressor the opportunity to respond in a written statement to the allegations and the outcome/determination of an act or incident of dating violence at school;
 - c. Alert the aggressor and their parents/guardians to both school and community-based support and counseling resources that are available;
 - d. Identify and implement counseling, intervention, and disciplinary methods that are consistent with school policy for acts or incidents of this nature;
 - e. Review the seriousness of any type of retaliation (verbal, emotional, physical, sexual, electronic/digital) toward the victim who reported the act or incident of dating violence. Address that consequences will be issued consistent with the school's pupil code of conduct and procedures for any type of retaliation or intimidation toward the victim; and

- f. Document all meetings and action plans that are discussed.
- 5. Protocol for the Documentation and Reporting of an Act or Incident of Dating Violence at School - School districts shall implement the following procedures for documenting and reporting acts or incidents of dating violence that occur at school:
 - a. Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information.
 - b. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This documentation shall include all written statements, planning actions, consequences, and disciplinary measures as well as counseling and other support resources that were offered, prescribed, and/or provided to the victim or the aggressor.
- D. Discipline Procedures Specific to At School Acts or Incidents of Dating Violence
 - 1. The Board of Education requires its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school that are consistent with the school's pupil code of conduct.
 - 2. The policies and procedures specific to acts or incidents of dating violence at school should be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved.
 - 3. The responses shall be tiered with consideration given to the seriousness and number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.
 - 4. Consequences may include, but are not limited to, the following:
 - a. Admonishment;
 - b. Temporary removal from the classroom;
 - c. Classroom or administrative detention;

- d. In-school suspension;
 - e. Out-of-school suspension;
 - f. Reports to law enforcement; and
 - g. Expulsion.
5. Retaliation toward the victim of any act or incident of dating violence shall be considered when administering consequences to the aggressor based on the severity of the act or incident.
6. Remedial procedures/interventions may include, but are not limited to, the following:
- a. Parent conferences;
 - b. Pupil counseling (all pupils involved in the act or incident);
 - c. Peer support group;
 - d. Corrective instruction or other relevant learning or service experiences;
 - e. Supportive pupil intervention (Intervention and Referral Services - I&RS);
 - f. Behavioral management plan; and
 - g. Alternative placements.

E. Warning Signs of Dating Violence

1. A pattern of behaviors may be an important sign that a pupil is involved in an unhealthy or abusive dating relationship. Many warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.
2. The warning signs listed below are to educate the school community on the characteristics a pupil in an unhealthy or abusive relationship might exhibit. Warning signs may include, but are not limited to, the following:

- a. Name-calling and putdowns - Does one pupil in the relationship use name-calling or putdowns to belittle or intimidate the other pupil?
 - b. Extreme jealousy - Does one pupil in the relationship appear jealous when the other talks with peers?
 - c. Making excuses - Does one pupil in the relationship make excuses for the other?
 - d. Canceling or changing plans - Does one pupil cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
 - e. Monitoring - Does one pupil call, text, or check up on the other pupil constantly? Does one pupil demand to know the other's whereabouts or plans?
 - f. Uncontrolled anger – Does one of the pupils in the relationship lose his or her temper or throw and break things in anger?
 - g. Isolation - Has one pupil in the relationship given up spending time with family and friends? Has the pupil stopped participating in activities that were once very important?
 - h. Dramatic changes - Has the appearance of the pupil in the relationships changed? Has the pupil in the relationship lost or gained weight? Does the pupil seem depressed?
 - i. Injuries - Does the pupil in the relationship have unexplained injuries? Does the pupil give explanations that seem untrue?
 - j. Quick Progression - Did the pupil's relationship get serious very quickly?
- F. The Principal or designee will provide to the parents/guardians of a victim or aggressor information on safe, appropriate school, family, peer, and community resources available to address dating violence.

First Reading: December 15, 2011

Dating Violence Victim Safety Plan

(Keep in a separate file from academic records for confidentiality)

Alleged Victim's Name: _____ **School:** _____

Grade: _____ **Homeroom:** _____

A Safety Plan may be considered when a pupil discloses an act or incident of dating violence at school, whether or not a Restraining Order/No Contact Order has been issued by a Court.

NOTE: The Principal or designee may develop this Safety Plan with the victim, in an effort to empower the victim and keep him/her safe. A Safety Plan needs to be individualized, as every victim has unique needs and challenges.

1. Any Schedule Changes Made

The Principal or designee will notify teachers if a schedule change is made. Any schedule changes are listed below.

2. School Arrival

The Principal or designee may consider a revision in school arrival time, entrance to building location, special transportation arrangement, or any other precautions to ensure the victim's safety when arriving at school.

3. Locker Arrangements

The Principal or designee must determine if there is a hallway and/or gym locker concern and how and when the pupil will access his/her locker(s) to avoid contact.

4. Lunch/Cafeteria

The Principal or designee must insure the pupil is safe while at lunch and/or in the cafeteria. The victim shall be protected from any retaliation from friends of the offender. A schedule change may be necessary and cafeteria and supervising staff and monitors may need to be alerted to the situation.

5. Route Changes

The Principal or designee shall list potential school related areas of concern and strategies for increasing pupil safety.

6. School Departure

The Principal or designee may consider a revision in school departure time, exit from building location, or any other precautions to ensure the victim's safety when departing from school.

7. Staff

The Principal or designee may permit the victim to designate a staff member they feel comfortable with to be available for the pupil to "check-in" and provide support as needed.

Staff Member: _____

8. Additional Staff to Receive the Pupil Safety Plan

The following staff members will be provided a copy of this Pupil Safety Plan:

9. Support Network of Peers

The Principal or designee may designate another pupil to accompany victim throughout the day, if necessary.

10. Strategies to Problem Solve

The Principal or designee will have the victim think through different ways he/she will react and deal with emergency situations. The pupil should determine where they would go and whom they would call in an emergency situation. The pupil should consider strategies to assess dangerous, threats, etc. This information is listed below:

11. Any Additional Special Conditions

The Principal or designee will evaluate the circumstances at all extracurricular school activities/events to ensure precautions are made to ensure the safety of the victim. Below is a description of any precautions to be taken:

Administrative Staff Member Completing Plan: _____

Signature: _____ Date: _____

Parent's/Guardian's Name: _____

Signature: _____ Date: _____

Pupil's Name: _____

Signature: _____ Date: _____

First Reading: December 15, 2011

Dating Violence Written Report Form

(To be completed 1 day after the act or incident occurred)

(Keep in a separate file from academic records for confidentiality)

*Staff member should report what they have witnessed, but should refrain from interviewing the victim or offender directly. The investigation should be handled by the building principal.

School staff member completing this Report: _____

School or Department: _____

or

Pupil completing this Report: _____

School: _____ Grade: _____

Alleged Victim's Name: _____ School: _____ Grade: _____

Please answer the following questions about the incident:

1. List the name(s) of the alleged offender(s) of the dating violence act or incident:

2. Describe the relationship, if known, between the alleged victim and alleged offender:

3. Describe the act or incident you are reporting:

4. When and where did the act or incident happen?

5. To your knowledge were there any witnesses? ☐ yes ☐ no - If yes, who?

6. To your knowledge is this the first incident? ☐ yes ☐ no ☐ don't know

If no, how many times has it happened before?

7. Other information to include previous incidents or threats, if known:

I certify all statements in this Report are true and accurate to the best of my knowledge.

Signatures:

Person Completing Report: _____ Date: _____

School Principal or designee receiving complaint: _____ Date: _____

First Reading: December 15, 2011

Dating Violence School-Based Stay-Away Agreement

(Keep in a separate file from academic records for confidentiality)

The intent of this Agreement is to increase the safety of a pupil who has been the victim of a dating violence act or incident at school. It is to be administered after a conference with the pupil (offender) and his or her parent/guardian (if available).

Pupil's Name: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from (name of pupil) _____ at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact, direct or indirect (e.g. through friends, electronic) with (name of pupil) _____ at school or on school property, school buses or school-related vehicle, school bus stops and/or at any school-sponsored activity or event whether or not it is on school grounds.

In addition, the following actions are effective immediately. Please note N/A if an action is not required:

1. Arrival To and Departure From School:

Time: _____ Entrance: _____

2. Bus Arrival/Departure or Parking:

Current Schedule: _____

New Schedule: _____

3. Lunch: _____

4. Locker Accessibility: _____

5. Extracurricular Activities: _____

6. Other Actions: _____

Violations of this Agreement and acts of retaliation directly or indirectly toward the victim or their friends or family members will be taken seriously and may result in further disciplinary actions. Your compliance with this Agreement will be monitored by (name and staff title):

This Agreement is valid from _____ to _____
Date Date

This Agreement will be reviewed on _____
Date

Signatures:

Pupil: _____ Date: _____

Administrator: _____ Date: _____

cc: Principal
Assistant Principal
Guidance Counselor
School Resource Officer

Other: _____

First Reading: December 15, 2011

Dating Violence Investigation Form

(Keep in a separate file from academic records for confidentiality)

(An Interview Information Statement for each person interviewed is attached)

Alleged Victim: _____

Alleged Offender: _____

Witness (es), if any:

W1 - _____

W2 - _____

W3 - _____

W4 - _____

W5 - _____

W6 - _____

(An Interview Information Statement for each person interviewed is attached)

Investigation Findings

1. ____ The alleged offender did not commit a dating violence act or incident at school.
No further action is required.

2. ____ The alleged offender did commit a dating violence act or incident at school.

Below is a description of the dating violence act or incident committed by the offender at school:

3. The victim in this Report has been a victim in a previously confirmed act or incident of dating violence at school while attending any school in the district. ____Yes ____ No

4. The offender in this Report has been an offender in a previously confirmed act or incident of dating violence at school while attending any school in the district. ____Yes ____ No

Consequences and Remedial Procedures for the Offender: (Take into consideration seriousness of offense, number of incidences previously involved in and potential retaliation towards the victim).

- | | |
|--|-----------------------|
| 1. Verbal Warning | Date(s): _____ |
| 2. Parent/Guardian Conference | Date(s): _____ |
| 3. Detention | Date(s): _____ |
| 4. Withdrawal of Activities | Length of time: _____ |
| 5. Corrective Learning or Service Experience | Date: _____ |
| 6. Behavior Plan | Date(s): _____ |
| 7. I&RS/CST Referral | Date(s): _____ |
| 8. In school Suspension | Date(s): _____ |
| 9. Saturday School | Date(s): _____ |
| 10. Suspension | Date(s): _____ |
| 11. Citation Issues | Date(s): _____ |
| 12. Administrative Hearing | Date(s): _____ |
| 13. Expulsion | Date(s): _____ |

Law enforcement contacted: Yes _____ No _____

Remedial Procedures/Support for the Victim:

- | | |
|-------------------------------|----------------|
| 1. Referral to Counselor | Date(s): _____ |
| 2. Parent/Guardian Conference | Date(s): _____ |
| 3. Peer Support Groups | Date(s): _____ |
| 4. Other: | _____ |

Parent(s)/ Guardian Contact:

- | | |
|---|-------------|
| 1. Parent(s) (or guardian) of victim contacted- | Date: _____ |
| 2. Parent(s) (or guardian) of offender contacted- | Date: _____ |

*Written notice of the outcome/determination of the investigation shall be provided to the parent(s) of all parties involved.

Person Completing This Investigation

Signature

Date

First Reading: December 15, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5141.22

Policy

Bolded areas to be added; Highlighted areas to be removed**Pediculosis Management****Purpose:**

The Hasbrouck Heights Board of Education supports the American Academy of Pediatrics and the National Association of School Nurses position that no healthy child should lose school time because of head lice. We adhere to the basic belief that the incidence of pediculosis (head lice) in our schools will be insignificant if there is an appropriate education program and cooperation between the school and the home. Our goals are to contain infestation, provide appropriate health information for prevention, detection, and treatment, prevent overexposure to potentially hazardous chemicals, and minimize school absence.

Guidelines:

1. An informational letter (Exhibit 2) will be sent home to all students at the beginning of the school year that includes:
 - definition/description of pediculosis (head lice)
 - parent surveillance of the same
 - appropriate methods of treatment
 - availability of the school nurse for consultation
2. A parent or guardian will be notified if head lice or nits (eggs) are identified on their child.
3. Students who present with live head lice will be required to go home that day for treatment.
4. Students who present with nits (eggs) only will be required to treat the hair and scalp and remove nits (eggs) before the next regular school day.
5. Siblings of students who test positive will be required to be retested before admission to school.
6. The parent(s) or guardian(s) of a student who has been identified as having head lice and/or nits will be given guidance on how to best treat the condition and a copy of the Head Lice Treatment Statement (Exhibit 1) and will receive a letter stating that they are required to contact the parents/guardians of their child's friends/acquaintances (Exhibit).
7. Students who have been referred for treatment will be readmitted to school upon receipt of an appropriately completed, signed and dated Head Lice Treatment Statement.
8. As part of the treatment, the parent or guardian will remove all lice and nits (eggs). The school nurse will recheck the child 7 to 10 days after the first treatment. If lice and/or nits (eggs) are present at the time of the recheck, a second treatment will be required and another completed, signed and dated Head Lice Treatment Statement must be submitted upon the child's return to school.
9. If a second treatment is required, a second recheck will be done 7 to 10 days after this second treatment. If lice and/or nits (eggs) are still present, the student will be referred to their personal physician for treatment advice and verification of non-communicability.

Applicable Documents:

Head Lice Treatment Statement
Informational Pediculosis Letter for Parents
Letter to parent/guardian of a student identified as having lice

Approved: December 20, 2004

Revised: November 20, 2008

Revised (First Reading): December 15, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5141.22

Regulation

Bolded areas to be added; Highlighted areas to be removed

Pediculosis Management

Purpose:

The Hasbrouck Heights Board of Education supports the American Academy of Pediatrics and the National Association of School Nurses position that no healthy child should lose school time because of head lice. We adhere to the basic belief that the incident of Pediculosis (head lice) in our schools will be insignificant if there is an appropriate education program and cooperation between the school and the home. Our goals are to contain infestation, provide appropriate health information for prevention, detection, and treatment, prevent overexposure to potentially hazardous chemicals, and minimize school absence.

Guidelines:

1. Proactive Program
 - a. An information letter (Exhibit 2) will be sent home to all students at the beginning of the school year that includes:
 - i. Definition / description of Pediculosis;
 - ii. Parent surveillance of the same;
 - iii. Appropriate methods of treatment;
 - iv. Availability of the school nurse for consultation.
 - b. Head Lice Screening
 - i. Initial Head Lice Screening of students and staff at the beginning of the school year
 - ii. Random Head Lice Screening first week of January and first week after Spring Recess **will take place throughout the school year at the discretion of the superintendent/principal/director of special services or as deemed necessary by any of the nurses.** of each year by Nurse or designated trained personnel at the discretion of the superintendent / principal.
 - iii. The District may have nurse or other credentialed health organization train staff members to screen students / staff members for head lice / nits infestation.
 - iv. Any student who warrants an inspection for head lice shall be inspected by the school nurse. If parent/guardian refuses to allow the District to screen their child(ren) who is suspected of having head lice, the student(s) may be sent home on the day of suspicion and not returned until cleared with written correspondence from the doctor who examined the student for head lice.
 - c. On or before the third week of September of each year each district school will participate in Student Awareness for the Prevention and Treatment of Head Lice / nits, which will be implemented through lessons by the classroom teacher and coordinated by the Health Services Department under the supervision of the Director of Special Services.
 - d. On or before the third week of September of each year the custodial staff will receive training on proper sanitary practices to reduce the spread of head lice / nits throughout all district schools, Franklin Fitness Center, Depken Field Locker Room and district administrative offices. The Business Administrator will coordinate training.
2. Positive Results for Head Lice / Nits
 - a. Any staff member suspecting student of having head lice / nits shall notify Principal immediately.
 - b. Principal will direct nurse to screen student suspected of having head lice / nits.
 - i. Upon positive results, nurse will:

1. Inform principal of student with positive results;
 2. Screen students in the class that the student with positive results attends;
 3. Inform nurses of remaining schools in district that a student at their school was positive for head lice / nits;
- c. Principal will notify parents of student with positive results. **The School Nurse will notify the parents/guardians of any student with positive results, and a letter will be given to these parents/guardians that they must contact the parents/guardians of the friends/acquaintances of their child.**
- d. Principal or Designee will identify if student with positive results has siblings so that the nurse of the school where sibling(s) attend shall screen sibling(s).
- i. If sibling(s) is identified with positive results for head lice / nits, then nurse will:
 1. Inform principal of positive results so parents can be notified that their child is positive;
 2. Screen students in the class the student with positive results attends;
 3. For siblings with positive results at the middle / high school level, a notice will be sent to the families of the entire grade level of students with positive results, informing them of the situation with a reminder that it is the responsibility of parents / guardians to screen their child(ren) once they have been notified of a head lice / nits identification.
- e. The parent / guardian of a student who has been identified as having head lice and/or nits will be given guidance on how to best treat the condition and a copy of the Head Lice Treatment Statement (Exhibit 1).
- f. Students who present with live head lice / nits will be required to go home that day for treatment.
- g. The Principal or Director of Special Services shall notify all families of students attending the school **with a general alert stating that a positive case was identified.** If a student with head lice / nits has been identified, stating in the notification the specific grade level of the incident.
A letter will be sent to the parents of the positive student. (Exhibit) The letter will recommend that the parents of the positive child notify parents of close friends and family members.
- h. Notice of head lice / nits outbreak to all appropriate families may be communicated the day of outbreak, but at the very latest, shall be communicated the following day of outbreak via written notice transported home by students and / or the district website.
- i. The Principal or his / her designee shall notify local and County Board of Health of head lice / nits outbreak. **infestation.**
3. Parent / Guardian Responsibilities
- a. Students, who have been referred for treatment, will be escorted by a parent / guardian directly to the nurse's office, with an appropriately completed, signed and dated Head Lice Treatment Statement by parent / guardian. No students are to go back to class until they are cleared by the nurse.
 - b. As part of the treatment, the parent or guardian will remove all lice and nits (eggs) before the child is returned to school.
 - c. The student must be re-examined by the nurse / trained personal prior to returning back to class.
 1. If the student still shows evidence for nits / head lice they are **he/she** is to be sent home again.
 - other methods of treatment will be discussed with parent;
 - they are not to retreat with chemical product again if already done so.
 2. If the student shows no evidence of nits / head lice they **he/she** may return back to class

- d. If parent / guardian knowingly returns their child to school without treatment, the child will be placed in an isolated environment in the Nurse's Office while Principal or his/her designee calls parent / guardian or emergency contact to retrieve student back to their home or other place necessary to provide treatment for their child. If parent /guardian or emergency contact cannot be reached, the principal, at his/her discretion may call Division of Family Youth Services and / or the Police Department.
4. Reentry to School
- a. The school nurse will recheck the child 7 to 10 days after the first treatment in addition to random screening at the discretion of the nurse. If lice and / or nits are present at the time of the recheck, a second treatment will be required and another completed, signed and dated Head Lice Treatment Statement must be submitted upon the child's return to school.
 - b. If a second treatment is required, a second recheck will be done 7 to 10 days after this second treatment. If lice and / or nits are still present, the student will be referred to their personal physician for treatment advice and verification of non-communicability.
 - c. The district / school may inform the local and / or county board of health to provide additional services and education to the family of a student who experience multiple infections throughout the year.
5. The school physician shall approve and / or recommend modifications to this policy as he/she deems appropriate to meet the needs of Pediculosis Management.
6. Any student who has been sent home by the District as a result of being identified with head lice / nits shall not have this specific day accrue against him/her with regard to the District Attendance Policy.

Approved: May 29, 2008

Revised: July 30, 2008

Revised (First Reading): December 15, 2011

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 5141.22

Exhibit

**HASBROUCK HEIGHTS PUBLIC SCHOOLS
SCHOOL HEALTH SERVICES
Hasbrouck Heights, New Jersey 07604**

Date

Dear Parent/ Guardian,

While we must maintain confidentiality that your child has been identified as positive for lice, we need to establish awareness for parents/guardians who should check their own child/children for lice. Therefore, please follow these guidelines:

- You should inform the parents/guardians of the close friends/acquaintances of your child/children about your recent experience with lice;
- You should contact any friends and family who have been in your home recently;
- You should inform those who have slept at your house recently.

Thank you for your timely attention to this matter. Please call us if need assistance or clarification.

Sincerely,

Mary Neumann, RN
Certified School Nurse
Middle School
High School
201-393-8160

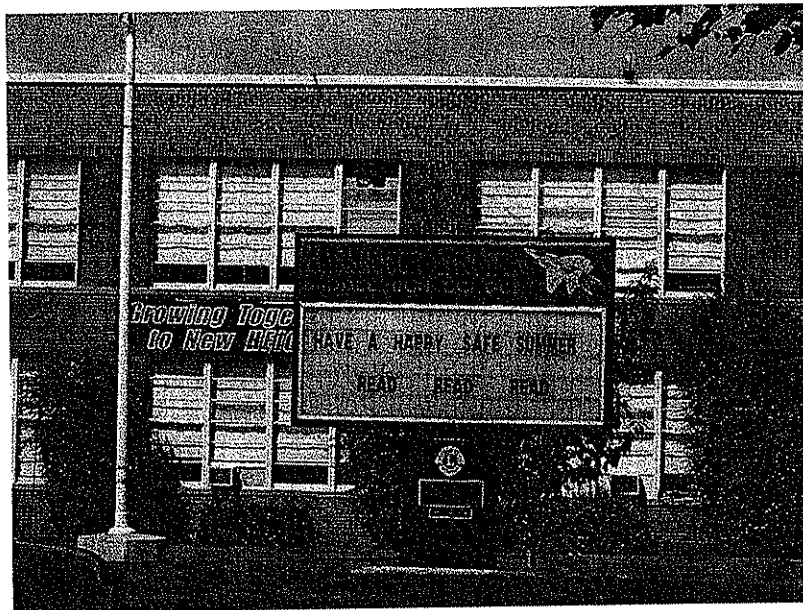
Jolanta Czajkowski, RN
Certified School Nurse
Euclid School
201-393-8178

Kimberly Kane, RN
Certified School Nurse
Lincoln School
201-393-8184

First Reading: December 15, 2011

Hasbrouck Heights High School

Program of Studies



2011-2012



HASBROUCK HEIGHTS HIGH SCHOOL

PROGRAM OF STUDIES

COURSE DESCRIPTIONS

The purpose of this document is to provide the reader with a brief overview of each course offered at Hasbrouck Heights High School. The usual grade level for each course is noted. Some courses will run only if there is sufficient enrollment.

SUBJECT AREAS

Art	Page 3
English.....	Page 4
Math	Page 7
Music	Page 9
Physical Education	Page 9
Science	Page 10
Social Studies	Page 11
Technology and Business.....	Page 13
World Language	Page 14
Other.....	Page 15

Contacts:

Principal	Mr. Steven A. Forte	fortes@hhschools.org	201-288-3971
Vice Principal	Mr. Nick DelCalzo	delcalzon@hhschools.org	201-288-3971
Guidance	Mr. Gary Schimel (A-L)	schimelg@hhschools.org	201-393-8167
	Mrs. Kathy Stevenson (M-Z)	stevensonk@hhschools.org	201-393-8166

ART COURSES

Advanced Placement Studio Art	Grades 11-12	Full Year	5.0 Credits
Advanced Placement Studio Art course is designed for highly motivated students who are committed to the creation and study of art. Using guidelines established by the Advanced Placement College Board, students must prepare a portfolio of their best work to be submitted for discussion and evaluation at the end of the school year. Students will work in both 2-dimensional and 3-dimensional media, including a 20-piece concentration that focuses on a theme of personal interest to each student. To be successful in this course many of the art projects must be done outside of class. Students must have their portfolio reviewed and the approval the art department to enroll in Studio Art/AP. Students completing this course may submit the Advanced Placement Portfolio for college credit and/or advanced placement. Prerequisite: Two Years of art and/or teacher recommendation			
Pre-Advanced Placement Studio Art	Grades 10-12	Full Year	5.0 Credits
This course is designed for the highly motivated art student entering 10th - 12th grades, who is interested in qualifying for Advanced Placement Studio Art (2-D) either junior or senior year who is interested in developing a portfolio for college. Students may enter Pre-AP and AP classes through self-nomination, parent request, and/or teacher recommendation.			
Altered Books	Grades 10-12	Half Year	2.5 Credits
This course has become increasing popular over the past few years with societies of book artists forming. Our high school artists will adapt techniques from other media, discover new materials and develop a multimedia approach that is uniquely theirs as they alter already published and discarded books.			
Foundations of Art	Grades 9-12	Full Year	5.0 Credits
Foundations of Art is a full year course that introduces students to a variety of media. Students will explore many diverse art techniques and approaches as ways of communicating their ideas. Development of technical skills and vocabulary will include all the elements and principles of art. Projects will include drawing, painting, collage, sculpture, and mixed media, with emphasis on critical thinking, craftsmanship, and presentation of artwork. Students are also required to keep a personal sketchbook and study specific artists, cultures, and art historical movements.			
Graphic Design	Grades 10-12	Full Year	5.0 Credits
Students will learn to develop design skills through commercial art. Studio skills covered will include paste up and mechanical drawing, as well as, hand lettering skills. Students will learn the art of combining text with image focusing on consumer interests. Basic art skills required.			
Photography	Grades 10-12	Half Year	2.5 Credits
Students learn skills of digital photography, such as shooting, editing and enhancing their own pictures. Students will work with Photo Shop and other programs.			
Three Dimensional Art	Grades 10-12	Full Year	5.0 Credits
3-D Art is an intermediate course for students who enjoy working with clay, plaster, wood, wire, and mixed media. The course concentrates on developing technical skills and artistic appreciation of successful three-dimensional artwork. Studio projects will be tied to discussion of art historical topics and/or uses of art in modern societies.			
Two Dimensional Art	Grades 10-12	Full Year	5.0 Credits
2-D Art is an intermediate in which students will explore a variety of two dimensional techniques. Various drawing and painting techniques will be explored as well as the art of printmaking. The development of technical skills and artistic vocabulary is emphasized as students create artwork.			

Art History AP

Grades 10-12

Full Year

5.0 Credits

AP Art History will introduce students to the painting, sculpture, and architecture that make up the history of Western art, in addition to some main components of art beyond European art. A variety of visual media will be used to reinforce the informational reading in the text. The major content of the course will focus on the following three categories: Ancient through Medieval (30%), Renaissance to present (50%), and beyond European artistic traditions (20%). The percentages indicate the approximate amount of time dedicated in college art history survey courses, and the frequency of questions asked on each topic on the AP Art History Exam. It is highly recommended that students go to the College Board web site to read about the format of the exam, types of questions, and writing prompts students will encounter (www.collegeboard.com). By the end of this course students will have a unique, visual perspective of history, and understand how influential art and artists have been throughout time. This is a unique perspective that can't be gained by traditional history classes, and will be well worth the effort.

ENGLISH COURSES

E.S.L. (English as a Second Language)

Grades 9-12

Full Year

5.0 Credits

English as a Second Language is a course designed for the student whose primary language has been one other than the English. Students are exposed to a variety of English language learning strategies designed and developed by the E.S.L. teacher. The purpose of this course is for students to develop a proficiency in the English language in order to achieve success in high school and after graduation.

English 9

Grade 9

Full Year

5.0 Credits

This English course introduces students to the various genres of literature: short story, poetry, drama, non-fiction, and the novel. Students are guided to interpret and analyze the various components of literature. Students come to know literary devices and compare and contrast the styles, themes, etc. employed by others. The curriculum includes the study of *Romeo and Juliet*. Students are taught the four forms of discourse, employing proper mechanics in composition and students are introduced to the research paper.

Pre-AP English 9

Grade 9

Full Year

5.0 Credits

This English course introduces students to the various genres of literature: short story, poetry, drama, non-fiction, and the novel. Students will explore the terms and skills to be mastered in future AP English courses. Students are guided to interpret and analyze the various components of literature. Students come to know literary devices and compare and contrast the styles, themes, etc. employed by others. The curriculum includes the study of "Romeo and Juliet". Students are taught the four forms of discourse, employing proper mechanics in composition and students are introduced to the research paper.

English 10

Grade 10

Full Year

5.0 Credits

This English course introduces the student to American Literature. Students begin with the study of authors of the Colonial Period, the Revolutionary and the Renaissance Periods. Students also study prominent authors of fiction and drama such as F. Scott Fitzgerald, Arthur Miller, and Tennessee Williams. In addition, students study contemporary writers in various genres. The tenth grade student continues developing composition skills and develops a more in-depth term paper.

Pre-AP English 10

Grade 10

Full Year

5.0 Credits

This English course provides the student with an extensive experience in the study of American Literature. Students will continue explore the terms and skills to be mastered in future AP English courses. Students begin with an in-depth study of authors of the Colonial Period, the Revolutionary and the Renaissance Periods. Students also study prominent authors of fiction, such as F. Scott Fitzgerald, and non-fiction, such as Henry Thoreau. In addition, students study drama and contemporary writers in various genres. The tenth grade student continues developing composition skills and develops a more in-depth term paper. Requirements in this course are in greater number and depth than in the College Prep course.

English 11

Grade 11 Full Year 5.0 Credits

This course introduces the student to major British authors beginning with the Anglo-Saxon Period and culminating with twentieth century authors. Works such as the epic of Beowulf, *Morte D'Arthur* and *Brave New World*, as well as selections from authors such as Geoffrey Chaucer, William Shakespeare and William Wordsworth are studied in-depth. Students study the development of the English language and the historical background of the significant literary periods. The eleventh grade student further develops composition skills with special emphasis on the expository and persuasive essay. An extensive careers and college research paper that demonstrates the student's technical writing skills are the concluding project for this course.

ENGLISH 11 Pre AP

Grade 11 Full Year 5.0 Credits

This course introduces the student to major British authors and writing movements, beginning with the Anglo-Saxon Period and culminating with twentieth century authors and movements. Major British writers such as Geoffrey Chaucer, William Shakespeare and William Wordsworth and their important works are studied in-depth. Students also study the development of the English language and the historical background of the significant literary periods, focusing on close reading of poetry. The Pre-AP student further develops composition skills with special emphasis on the expository and persuasive essay, and prepares for college-level work through extensive development of vocabulary and the language of textual analysis. The research paper requires the student to refine formal writing and citation skills. Each student is required to research a British poet; the movement, style or group of writers their author is associated with; and select and analyze a poem that possesses the characteristics of the movement or style. The student will further demonstrate understanding of the poet's craft by writing an original poem that mirrors the style favored by the chosen author.

AP English Language and Composition

Grade 11 Full Year 5.0 Credits

The focus of this course is RHETORIC; the how and why of effective communication. This course has the rigor of the college freshman composition course it is intended to replace, and students in this course can earn college credit through Seton Hall University's Project Acceleration or by taking the AP Exam in May. Students will read and write primarily non-fiction, reading closely and writing thoughtfully to identify audience, purpose, subject and the resources of language employed by skilled communicators. They will read many different types of writing, and learn to synthesize multiply texts into their own expository, analytical, and argumentative writing, citing sources completely and correctly. Students will prepare for the AP test in Language and Composition, but more importantly, will learn to read and write effectively across the curriculum at the level necessary for college and career success.

Contemporary Non-fiction

Grade 12 Full Year 5.0Credits

In this course, students experience an entry-level college composition course that is designed to improve their critical reading and analytic writing. The texts will provide opportunities for interdisciplinary study in the fields of business and economics, sports, and politics. By examining texts closely, students learn to read with a writer's eye and write with a reader's ear. Writing assignments range from the analytic and expository to the narrative and creative.

Heroes and Heroines

Grade 12 Full Year 5.0 Credits

The Heroes and Heroines in Literature course would require students to become familiar with and analyze the evolution of the concepts of hero and heroine as developed in literature and media. By studying various ancient and modern heroes and heroines, in different and unrelated styles and forms of literature, students will improve their knowledge of ancient civilizations—including social and political structures—learn to appreciate classical and contemporary literature, and be able to relate heroic choices, struggles and attributes to their lives. The study of heroes and heroines will illuminate to the students that they are all heroes and heroines can make choices in shaping their destinies.

The Human Conditions in Literature

Grade 12 Full Year 5.0 Credits

The goal of this course is to introduce students to the diverse voice in literature with a particular focus on the impact of the human condition and what can happen when prejudice and discrimination are allowed to flourish and when individuals and governments fail to take a stand against injustice. This study provides students with opportunities to realize the relative ease which fundamental human and civil rights can be denied and to understand the ramifications of stereotyping, prejudice, discrimination and scapegoating. Ultimately, studying the Human Condition in Literature provides students with an opportunity to define their own role as responsible citizens of the world. It is critical that today's youth examine

the past in order to grapple with the devastating results of prejudice and bigotry and begin to stop hateful behaviors in their school, community, society and beyond.

Sports in Literature

Grade 12 Full Year 5.0 Credits

Sports are everywhere in our culture. In the last century alone, some of the most significant writers worldwide have found sports well worth writing about. The goal of the "Sports in Literature" course is to expose students to some of that writing. It is important that students come to understand the relevance and importance of this topic outside the classroom. Sports are complex in that they are a way to escape our lives as well as a way to look at our lives in a clearer way. In the world of sports the line of victory and defeat is quite clear. There is no question of what team you are on or what position you play within the team. These things are not always clear in real life. Escaping to the world of sports is an opportunity to think about these questions in our own lives.

Communications I, II, III, IV

Grades 9-12 Full Year 5.0 Credits

Communications is a course designed to develop skills in expression through a variety of media including advertising, television, film, radio, public speaking and public service announcements. Students will study, observe, conceive, write, videotape and produce projects in groups and individually. Students will learn to operate High Definition cameras and to edit using Final Cut Express on Macintosh computers or Ulead on the Dell computers. Students will use critique for self-assessment and peer-assessment work. Students will be encouraged to use critical thinking and active participation and observations to reflect and transform their expression. Within the respective progressive levels, students will mentor other students while increasing the depth, detail, length and scope of their projects. Students will be required to videotape and edit projects that involve the community of Hasbrouck Heights and prepare a portfolio of their previous and current work. Students will conceive and present their own ideas for projects while delving into parody, satire, and imitation.

Developmental College Composition and Literature Studies

Grade 12 Full Year 5.0 Credits

Over 60% of students who attend community college have to take a developmental writing course in order to be eligible to register for the required Writing 101 course. Students pay regular tuition cost for this course, for which they receive no credit. Developmental College Composition and Literary Studies would enable students to develop these specific skills while still in high school. By working closely with Bergen Community college, teachers of this course will expose students to a college-readiness curriculum, which includes concentrated instruction in critical reading and formal composition, while using college texts and activities modeled on college courses. Successful completion of the course will enable students to be one step closer to being fully ready for college. The course will culminate in students taking the college placement test—the Acuplacer—to determine if they are ready to enter a for-credit composition course the following year.

AP English Literature and Composition

Grade 12 Full Year 5.0 Credits

In the Advanced Placement English Literature and Composition course, students are engaged in the careful reading of literary works. Critical standards are developed for the appreciation of literature. To achieve these goals, students study the individual work, its language, character, action and themes. Emphasis is placed on structure and meaning. Through the experience of their own writing, students learn the resources of their language, e.g., irony, syntax, tone, and focus on critical analysis. Students can earn college credit at a substantial savings through the Seton Hall Project Acceleration Program. College credit can also be earned for this course with successful completion of the Advanced Placement exam in the spring.

Genres of Media

Grades 9-12 Full Year 5.0 Credits

Genres of Media provides an introduction to the study of film and television. The historical development of both contemporary and classic films and of television as artistic and social forces provides the structure for the curriculum. The goals of the course are student appreciation for the aesthetic elements of cinema and television and student critical inquiry of the societal effects of these media.

Drama

Grades 10-12 Full Year 5.0 Credits

The purpose of this year long, repeatable course is to give the student an increased appreciation of and additional experience in theater as an art form. The student will act, direct, or be technically involved in scenes, one-act plays or full length production. They will read, write and evaluate plays as well as view and critique electronic and live performances. History, culture and technology will be examined, and career opportunities will be explored. Through creating theater,

students will grow in their ability to comprehend the world and to communicate with others. This course of study broadens students' horizons through a wide sampling of literature of the theater. An emphasis will be placed on the social, economic, religious and political influences of each time period from Primitive Man to the 21st Century. Students will learn to visualize a play and characters from a page of script. The actors will analyze characters in-depth, and gain a basic understanding of various stage terminology and equipment. All theories will be put into practice in improvisations, monologues and scenes.

Journalism I and II

Grades 10-12 Full Year 5.0 Credits

The Journalism class is responsible primarily for the production of the school newspaper, *The Pilot's Log*. The students become familiar with all aspects of the production process: newsgathering, interviewing, writing (all types of articles including news, features, sports, editorial, and reviews), editing, proofreading layout, and finally the printing of the final paper. Some students will also serve as photographers, artists, typists, and layout designers. The students also prepare presentations of the nightly TV news, which are then videotaped and critiqued.

Language Arts Test Skills

Grades 10-11 Full Year 5.0 Credits

Students who demonstrate a need to strengthen their reading and writing skills in preparation for the High School Proficiency Assessment are enrolled in this course. Students are enrolled in this class when reading and language scores fall below the Minimum Level of Proficiency on tests of measurement. Students receive intense instruction in the areas tested on the HSPA: literal and inferential comprehension, vocabulary, sentence structure, organization of ideas, editing and writing the Expository Essay. Additional emphasis is placed upon students achieving mechanical clarity, making judgments, understanding author's intent and solving characters' problems. If more than one year of instruction is necessary, students receive continued remediation in subsequent years until they pass the High School Proficiency Assessment.

Shakespeare Honors

Grades 11-12 Full Year 5.0 Credits

Shakespeare's plays include comedies, tragedies, romances and histories, yet most students are only exposed to his tragedies in high school. In this course, the students select which plays to read (with the teacher's guidance) and take part in reading them aloud because Shakespeare's language should be heard. With extensive videos of recent productions and discussions of connections to contemporary culture, this course demonstrates that Shakespeare's plays speak to every age. Students can enroll in a second year of the course because individual Shakespearean plays are offered in alternate years so that a student in the second year studies different plays than he/she read in the first year.

Careers in Education

Grades 11-12 Full Year 5.0 Credits

The course is designed to introduce the student to the field of education in an attempt to encourage academically able students who possess strong interpersonal and leadership skills to consider teaching as a career. The class will provide students with opportunities to learn teaching strategies, evaluate and design educational materials; learn about student behavior and motivation and experience first-hand, working with students in our community. Based on a three theme approach-Experiencing the Learner, Experiencing the Profession and Experiencing the Classroom, the course will offer a variety of hands-on activities, with a strong emphasis on observations and actual field experience. The course will also explore critical issues in education ranging from funding and staffing schools to the need for underrepresented diversity in the teaching profession. The course will require extensive reading, research, timeliness in meeting deadlines and presenting work in a large group setting.

MATHEMATICS

With the increased emphasis on computers and technology, a strong basis of mathematics is essential for any future occupation. Colleges, in general, require or seek four years of mathematics. The Mathematics Department offers a variety of levels to meet the individual needs of students, and teachers continually recommend pupils for various courses to maximize the student's potential.

Algebra I

Grade 9 Full Year 5.0 Credits

This course provides the student with a complete and thorough treatment of the fundamental concepts of elementary algebra. Emphasis is placed on the application of algebra to mathematics processes, graphing and solution of linear equations and problem solving utilizing algebraic concepts.

Algebra II	Grade 11	Full Year	5.0 Credits
This course continues the development of algebraic concepts with emphasis on the solution of quadratic equations. Graphing skills begun in Algebra I, as well as the basic concepts of trigonometry are extended. Use of exponents, logarithms and scientific notation are developed. There is emphasis on use of the scientific calculator in problem solving.			
Algebra II Honors	Grade 10	Full Year	5.0 Credits
This enriched course develops concepts introduced in Accelerated Algebra I at higher cognitive levels than Algebra I. There is extensive use of high-level, multi-step problem solving using the scientific calculator and the computer.			
AP Calculus A/B	Grade 12	Full Year	7.0 Credits
Students will study Calculus and related topics at the same level as a first semester course in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit or placement, or both, from institutions of higher learning. Students enrolled in this course will be prepared to take the Advanced Placement test in May.			
Calculus	Grade 12	Half Year	2.5 Credits
This course continues the development of skills necessary for solving problems utilizing the derivative and integral. Students will review material taught in Pre-calculus such as functions and limits. They will accomplish a working knowledge of the derivative and its applications and of integration and its applications. Prerequisite: Pre-Calculus			
Geometry	Grade 10	Full Year	5.0 Credits
This course teaches students the technique of logical deduction from hypotheses to conclusion. Current approaches and strategies in mathematical education including problem solving, technology, reasoning, applications and data analysis are included in the curriculum. The concepts of geometric structures and their relationships and exercises in extensive problem solving are also included in the curriculum.			
AP Statistics	Grade 12	Full Year	5.0 Credits
AP Statistics involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. This AP Statistics course is taught as an activity-based course in which students actively explore and construct their own understanding of the concepts and techniques of statistics.			
Geometry Honors	Grade 9	Full Year	5.0 Credits
Concepts studied in college prep geometry are addressed in greater depth and analyzed on higher levels of cognition. Additionally, trigonometric concepts and relationships are introduced and extended.			
Math Testing Skills	Grades 9-12	Full Year	5.0 Credits
Students who have been identified by test scores will be offered this course to improve their skills as they relate to the math section of the HSPA.			
Pre-Calculus	Grade 12	Full Year	5.0 Credits
This course emphasizes the use of elementary functions and their graphs. Algebraic skills are used to further develop concepts in trigonometry, analytical geometry, and exponential equations. A foundation for the study of calculus is provided through successful completion of this course.			
Pre-Calculus Honors	Grade 11	Full Year	5.0 Credits
An extensive development of the concepts studied in mathematical analysis is the major focus of this course. Emphasis is on multi-step problem-solving exercises utilizing the graphing calculator and/or the computer. Successful completion of this course provides an excellent foundation for the study of advanced placement calculus. The course is valuable for those students who are interested in a scientific and mathematical career.			

Statistics Honors**Grade 12****Half Year****2.5 Credits**

This is a senior Honors course in mathematics whose purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, observing patterns and departures from patterns; planning a study, deciding what and how to measure; anticipating patterns, producing models using probability theory and simulation; and statistical inference, confirming models.

Math for 21st Century Careers**Grade 12****Full Year****5.0 Credits**

This course will introduce and reinforce concepts that students will need to succeed in the Twenty-First Century. Units include: Systems Engineering, Construction, Architecture, Green Initiatives, Finance, Medicine, Entrepreneurship, Forensics, and Computer Graphic Imaging

MUSIC COURSES**Band****Grades 9-12****Full Year****5.0 Credits**

Students who participate in band will rehearse and will perform in the Concert Band. A variety of music styles are taught to the students and used as the basis for concerts. During the marching band season, students will be required to attend marching rehearsals. Performance requirements are all varsity football games and scheduled competitions and parades. During concert band season, the band will rehearse in the auditorium every day. Concert band performs at three in-school concerts a year. Students are also required to attend one sectional lesson a week on a rotational pullout basis. Students may reschedule a lesson if they are having a test, a lab or are failing the class that falls during the rotation. Band may be taken all four years.

Chorus**Grades 9-12****Full Year****5.0 Credits**

Students will learn and prepare choral literature representing all periods of music for concerts given at the High School and for programs outside the community.

Pre-AP Music Theory**Grades 10-12****Full Year****5.0 Credits**

Pre-AP Music theory is the academic study of music that includes notation, rhythm, all major and minor scales, intervals, chords and four-part writing experiences. In Theory I, additional emphasis will be placed on manuscript skills and early ear training. Theory II stresses dictation, ear training and 21st century analysis.

AP Music Theory**Grades 11-12****Full Year****5.0 Credits**

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

PHYSICAL EDUCATION/HEALTH

Today's health education is concerned with children's physical and mental health, nutrition, understanding of the body and how it works and grows, attitudes toward themselves, family, friends and community as well as personal well-being. Our primary responsibility is to help children acquire information and develop concepts, attitudes and behaviors that will assist them in forming good personal health practices. Children also must be made aware of their responsibility for helping to achieve a healthy environment and for trying to improve the quality of life in the world in which they live.

Physical Education 9,10,11,12**Grades 9-12****Full Year****5 Credits**

At all grade levels, students will participate in physical fitness and sports programs.

HEALTH I **Grade 9** **Quarter** **Credits included in PE**
 Students in this program study the physiology of exercises and the various components of physical fitness. The dangers of abusing drugs are discussed as well as the need to make responsible decisions concerning the use of drugs. The physical and emotional development of the adolescent is also stressed.

Health II **Grade 10** **Quarter** **Credits included in PE**
 This course of study is the classroom phase of driver education. Students are taught the basic rules of the road in order to pass the state's written examination, which is given in class. The course qualifies students to receive a special learner's permit at age 16.

Health III **Grade 11** **Quarter** **Credits included in PE**
 The 11th grade health classes make an in-depth study of the drug abuse problem in this country. Guest speakers from A.A. and other drug rehabilitation agencies are a vital part of the program. The basics of first aid and C.P.R. are also taught. Students also study the human reproductive system from a physical and emotional perspective.

Health IV **Grade 12** **Quarter** **Credits included in PE**
 The 12th grade health program is the study of Family Living in the United States from dating to the death of a spouse. The emphasis is on responsible decision-making. Students are made aware of the responsibilities of marriage and having children. Guest speakers from various professions provide added insights into these areas.

SCIENCE COURSES

Students live in an age dominated by science and its product - technology. Science explores the known and the unknown to provide orderly explanations for objects and events in the physical universe. Education in the physical, life and earth sciences will enable students to recognize the importance of basic scientific research and the application of scientific concepts in the improvement of their lives.

Advanced Placement Chemistry **Grades 11-12** **Full Year** **7.0 Credits**
 This course utilizes a college level text and emphasizes chemical calculations and the mathematical formulation of principles. This course is recommended for those students who plan to pursue a career in a scientific or mathematical field. There is a strong emphasis on the mathematical aspects of chemistry with a goal of preparation for the Advanced Placement test. Students enrolled in this course will be required to take the Advanced Placement test in May. Four College Credits from Fairleigh Dickinson University Middle College Program can be earned by students who wish to do so because this course given in conjunction with Fairleigh Dickinson University. Several laboratory experiences will take place at Fairleigh Dickinson. Students do college level laboratory experiments and their laboratory experiences are emphasized in their evaluation. Students enrolled in this course will be prepared to take the Advanced Placement test in May.

Advanced Placement Physics **Grade 12** **Full Year** **5.0 Credits**
 This course requires of the student a quantitative treatment of mechanics, wave phenomena, energy and modern physics. Emphasis is placed on laboratory experiences and a high level of analysis of physical phenomena. Students enrolled in this course will be prepared to take the Advanced Placement test in May.

Advanced Placement Environmental Science **Grades 11-12** **Full Year** **5.0 Credits**
 This course will provide students with an introduction to Earth's systems, biological interactions, and human effects on environmental quality. Prerequisites for the course are three years of laboratory science, to include Biology, Chemistry and either Physics or Physical Science. AP Environmental Science is a full year course intended to be the equivalent of a one semester introductory college Environmental Science course. Class structure will consist of lecture, online video, and independent research.

Biology **Grade 9-10** **Full Year** **5.0 Credits**
 This course is designed so that the chemical basis and structure of living organisms is learned through the study of cells, tissues, organs, organisms, populations and communities. The conceptual development and insight into the thinking processes behind scientific discovery are stressed. Much emphasis is placed on laboratory work and problem solving. Students gain firsthand experience with learning processes and skills such as observing, classifying, identifying,

measuring, inferring, interpreting and predicting. This course is required of all tenth graders who have not yet had a biology course.

Biology Pre-AP

Grade 9

Full Year

5.0 Credits

This course is designed for high achievers who are accelerated in their science and math program. Students will investigate the topics studied in the Biology course in greater depth and will be required to function at higher levels of cognition in class work, laboratory work and on tests. More extensive, open-ended laboratory experiments and research is done in this course. A major term paper and project are a requirement of this course.

AP Biology

Grades 11-12

Full Year

5.0 Credits

Advanced Placement Biology course is designed to prepare students for the College Board Advanced Placement Biology exam. The course is designed to be the equivalent of a two-semester college introductory biology course taken by biology majors and covers the topics of molecules and cells, heredity and evolution, organisms and populations. The first semester, will focus on chemistry of life, cells, heredity, molecular genetics and evolutionary biology. The second semester will focus on the diversity of organisms, the structure and function of plants and animals, and ecology. Class activities will include discussion, problem solving and expanded projects. Extensive practice in essay writing and in understanding and responding to multiple choice questions are an integral part of the class.

Chemistry

Grade 11

Full Year

6.0 Credits

This course offers students an opportunity to learn the latest hypotheses, theories, laws and principles of chemistry. It does so by providing for the student extensive laboratory experiences that emphasize techniques as well as the gathering of data and making predictions. Emphasis is placed on chemical principles and the mathematical analysis of chemical reactions.

Chemistry Pre-AP

Grade 10

Full Year

6.0 Credits

Students do more extensive experimentation and greater mathematical analysis than in College Prep Chemistry. Students are exposed to more complex levels of problem solving and analysis of chemical reactions. This course is recommended for those students who plan to pursue a career in a scientific or mathematical field.

Medical Technology Chemistry

Grade 11-12

Full Year

5.0 Credits

This class is to address topics and disciplines within the allied health profession. The primary focus areas of study will be; nursing, radiology, respiratory, laboratory, emergency services, and physical therapy. Within these areas the students will gain an understanding of the schooling necessary as well as avenues to explore for further education. Students will be presented with the terminology, equipment, procedure and day to day occurrences in each of these fields. The students will also gain experience in the language (terminology) that is communicated throughout the health care industry. A primary goal of this class is to have the students get the exposure to careers in the medical industry by visiting our local hospitals, listening to guest speakers, and extensive use of the internet for further education.

Physics

Grade 12

Full Year

5.0 Credits

The student will learn the physical laws of nature, which are involved in dynamics, kinematics, energy, wave phenomena, electricity, magnetism and modern physics. Hands-on experiences related to these topics are emphasized as well as mathematical analysis.

Anatomy and Physiology

Grades 11-12

Full Year

5.0 Credits

Anatomy and Physiology is the study of the structure and function of mammals. This course follows a sequential development of the major body systems in an organized and structured curriculum. This course is designed to give the student a selective overview of the anatomical structure and brief analysis of physiological principles. Students planning to take Anatomy and Physiology should have received a grade of C or higher in Biology and Algebra II.

Integrated Medical Science

Grades 10-12

Summer Only 2.5 Credits

In this class the students will learn by hands on approach to the different concepts in science. The branches of science in this course will include; chemistry, physics, forensics, and medicine. Possible activities: Creating a cheminoluminescent solution used by forensic detectives for testing blood and taking trips to nearby hospitals to explore the science in the different departments.

SOCIAL STUDIES

Psychology

Grades 10-12

Full Year

5.0 Credits

An experimental science based on observation and analysis, Psychology (from the Greek word, psyche, for soul and mind) attempts to organize impressions and observations in order to discover patterns, draw conclusions, and create useful models about how our minds work and how we behave. It is used to help people with personal and relationship problems ranging from stress to complex psychological disorders. This course introduces students to the scientific study of behavior and mental processes of humans and other animals. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology

U.S. History I

Grade 10

Full Year

5.0 Credits

This survey course covers, in chronological order, significant people and events from the discovery of America to the Civil War and Reconstruction. The students will develop critical thinking skills and research techniques. One critical-thinking position paper each marking period and one research paper or project per year will be assigned.

U.S History II

Grade 11

Full Year

5.0 Credits

This course covers, in chronological order, significant people and events from 1880 to the present. Students will continue to develop writing and critical thinking skills through research. One critical-thinking position paper each marking period and one term paper per year will be assigned.

U.S. History I – Pre-AP

Grade 10

Full Year

5.0 Credits

This course emphasizes critical thinking and historical interpretation of all major events covered. Significant amounts of research will be expected. Writing skills will be enhanced through assignments and research papers. Two critical-thinking position papers each marking period, one term paper per year, and an oral current event presentation by each student once each marking period will be assigned.

U.S. History II – Pre-AP

Grade 11

Full Year

5.0 Credits

This course emphasizes critical-thinking and historical interpretation of all major events covered. Significant amounts of research will be expected. Writing skills will be enhanced through assignments and research papers. Five critical-thinking position papers each semester, one term paper each semester, and an oral current event presentation by each student once each marking period will be assigned.

World History

Grade 9

Full Year

5.0 Credits

In this course, the students trace the origins of mankind. They study the roots and development of civilizations and religions throughout the world. The Renaissance, Exploration and Reformation are examined as well as the use of autocratic powers in Europe. One critical- thinking position paper or project per year is required.

World History Pre-AP

Grade 9

Full Year

5.0 Credits

This course encourages critical thinking on the part of the student. Historical interpretation and research will be introduced. Writing skills will be enhanced through assignments and research papers. Assignments will include two critical-thinking position papers each marking period, one term paper per year, and an oral current event presentation by each student once each marking period.

AP US History

Grade 12

Full Year

5.0 Credits

AP US History will provide and intensive survey of American history. Through this course, students will be provided with content, practical knowledge of US history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam but also their future educational areas. Skill development will include, but is not limited to, the interpretation of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. This course will involve both a chronological and thematic approach to historical study. Through direct instruction, assigned readings, and in class discussion each class will examine the basic ideas, people and events that shaped American history. This course will acquaint the student with the major ideas and the chronology of American history from exploration and colonization to America in the 21st Century.

TECHNOLOGY AND BUSINESS

Accounting I

Grades 9-12 Full Year 5.0 Credits

This course prepares the student for initial jobs in accounting departments. It will serve as a basis for college accounting, for keeping records in small businesses, for performing the separate function in a large accounting office and to provide many of the general concepts of business operations essential to all business workers, including computerized accounting. It is hoped that through knowledge of accounting practices, the students will show increased competence in managing their personal affairs.

Personal Finance

Grades 9-10 Full Year 5.0 Credits

The purpose of Personal Finance is to give students an understanding of our economic system. This will be accomplished through a study of the American economy and of the major areas in which consumers need help in making money management decisions: using credit, banking services, buying goods and services, evaluating advertising and using labels and brands as buying guides. This course presents basic aspects of personal financial decision-making. Students will be able to explore a broad range of today's assets/investment alternatives, including stocks, bonds, mutual funds and savings instruments. Students will learn about important financial topics such as different retirement plan options, avoiding identity theft, etc. Students will participate in a stock market simulation. Technology will be integrated throughout the curriculum to assist the students with researching and preparing course materials including: Excel, Quicken and internet research. Students will also prepare for life after high school by completing their college resumes and activity sheets. Naviance will also be used in this class for college placement and career exploration.

Business Education

Grades 10-12 Full Year 5.0 Credits

This course introduces students to the fundamentals of marketing, retailing and selling/services business as well as basic economic concepts. Students will be introduced to the marketing process, including the 4 P's of marketing (product, promotion, price and placement). Students will learn how marketers research, rationalize, plan and implement marketing decisions and solutions to achieve their intended business objectives. "

Web Design

Grades 10-12 Full Year 5.0 Credits

The Web Design curriculum is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop websites for local community organizations.

Cooperative Industrial Education

Grades 11-12 Full year 15 credits

The CIE initiative improves learning by creating innovative school-based, work-based and community-based activities coupled with a classroom instructional component. It motivates students by providing them with rigorous on the job training. It encourages a student's in-depth exploration of many careers and industries. It helps students bridge the gap between secondary school and institutions of higher learning and future careers. All School to Career activities, even those that focus on particular industries, are designed to prepare students for higher education and employment in any industry or occupation and to build the skills and competencies, educational credentials, motivation and confidence that will help them succeed in any educational or career pathway. Classroom studies explore major industries such as business, technology, media and communications, health care, public service and education. Students may participate in jobs and internships with local employers. Students learn about college and career opportunities through a variety of career assessments and research and through direct experience in internships, community service projects and job shadowing days; through hearing from guest classroom speakers, visiting local colleges, and more.

WORLD LANGUAGE COURSES

Italian I

Grade 9-12

Full Year

5.0 Credits This

Italian I course gives the student ample opportunity to enjoy and learn a foreign language. It also develops the four skills: listening, speaking, reading and writing. The language is introduced in a simple way and it is adapted to the student's life and daily experience.

Italian II

Grades 10-12

Full Year

5.0 Credits

Italian II
This course continues to stress the four skills. The goal is achieved through new vocabulary words, idiomatic expressions, and grammatical structure. Conversation and a variety of activities are centered on the student's life and natural situation. Extra activities and outside reading are encouraged throughout the course. Prerequisite: Italian I

Italian III

Grades 11-12

Full Year

5.0 Credits

Italian III
The course continues to reinforce the four skills. The course covers different fields such as history, geography, culture, family experience and politics. Mastery of the language is demonstrated through different activities and a variety of approaches. Activities include oral reports, composition, short stories, plays, cooking, independent reading and projects. Grammar is reviewed and pronunciation is refined whenever it is necessary. Prerequisite: Italian II

Italian IV

Grade 12

Full Year

5.0 Credits

Italian IV
In the fourth year of Italian, students will continue to improve their ability to read, write, comprehend and speak the Italian language. This goal is achieved with a wider choice of materials and with different activities. Emphasis is put on different kinds of writing, a variety of readings, and a deeper appreciation of the language. Students will be enlightened and encouraged to develop an interest in the language beyond the secondary level.
Prerequisite: Italian III

Spanish I

Grades 9-12

Full Year

5.0 Credits

Spanish I
The first year of the Spanish program is designed to develop initial skills of listening, speaking, reading and writing, which are essential to all students. Additional emphasis is placed upon understanding and appreciating the Spanish people, their culture, language and institutions throughout the world. This study is enriched by the use of tapes, records, filmstrips, transparencies, dittos, magazines and newspapers.

Spanish II

Grades 10-12

Full Year

5.0 Credits

Spanish II
This course puts a continuing and special emphasis upon comprehension in reading, accuracy in writing, fluency in speaking and discrimination in listening. Daily classroom activities include vocabulary and basic grammatical skills, question and answer sessions, discussions, dialogues, dictation and short readings. Audio-visual materials stimulate and enhance the study of our Spanish neighbors. Prerequisite: Spanish I

Spanish III

Grades 11-12

Full Year

5.0 Credits

Spanish III
This course commences with an intense grammatical review and subsequently attempts to improve the students' skills by stressing the finer points of pronunciation and intonation. There are readings from various genres of Hispanic literature, followed by discussions and tests to check comprehension and mode of expression. Audio-visual materials, lectures, and discussions of the history, geography and culture of Spain, Central America and South America are vital elements of this course. Prerequisite: Spanish II

Spanish IV

Grade 12

Full Year

5.0 Credits

Spanish IV
Students continue to refine their skills utilizing a broader selection of activities. A close study is made of the various periods and masters of Hispanic literature. This is sometimes accomplished by independent study followed by group discussion. Much emphasis is placed on composition, writing and conversation. Grammatical elements are reviewed individually whenever a student confronts a problem. A close look at current Hispanic culture throughout the world is presented by way of individual reports based on recent publications. Prerequisite: Spanish III

AP Spanish

Grade 12

Full Year

5.0 Credit

AP Spanish
This course offers intensive development of listening, speaking, reading, and writing skills. Readings include novels, plays, short stories, and newspaper and magazine articles. These readings serve as the basis for class discussions and for written work. Grammar study may be pointed or arise during literary analysis and interpretation. Such study is then

reinforced through correction and subsequent rewriting of student compositions. Students communicate almost exclusively in the target language in the classroom. Course content follows The College Board's Advanced Placement curricula in foreign language. Students who achieve success in the course should earn a satisfactory score on the AP language examination. Prerequisite: Spanish III

American Sign Language (ASL)

Grades 11-12

Full Year

5.0 Credits

This course is intended for students who have completed two years of a foreign language and would like to learn the fundamentals of American Sign Language. The course will focus on communicative competence and develop gestural skills as a foundation for ASL enhancement. Discussions will also introduce students to cultural knowledge and increase understanding of the Deaf Community.

OTHER

Culinary Arts (After School)

Grades 10-12

Full Year

5.0 Credits

This course is an introduction to basic food preparation, recipe conversions and measuring techniques. Also included is instruction in the operation of commercial food service equipment and consideration of the history and value of food to society.

HASBROUCK HEIGHTS PUBLIC SCHOOLS
The Department of Special Services

NURSING SERVICES PLAN

2011-2012

Nursing Services Plan

The certified school nurses in the Hasbrouck Heights Public Schools have a multitude of roles within the scope of their professional practice. In an ongoing effort to insure children remain healthy and ready to learn, the school nurses take on roles of nursing care provider, investigator, communicator, counselor, educator, child advocate, community liaison, recorder and manager.

Nursing Care Provider

Within the role of nursing care provider, the school nurse uses the nursing process, which includes assessing, planning, implementing, and evaluating the nursing care in an ongoing matter. Individualized health care plans (IHCP's) and emergency care plans (ECP's) are carried out by the school nurse for each student with acute or chronic health concerns.

Investigator

As investigators, the school nurses seek information regarding health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing. Consultations with parents and guardians, pediatricians, specialists, health agencies, classroom teachers, custodial staff, and maintenance staff are sought in order to gather information.

Communicator

As communicators, the school nurses use varied approaches to share important information with students, parents, staff members, physicians, health care agencies, administration, and government entities. Telephone conferences, personal letters, flyers, bulletin board postings, email communications, website updates, personal conferences, departmental meetings, Pupil Assistance Committee Meetings and Child Study Team Meetings, represent some of the ways in which health information is communicated.

Counselor

School nurses serve in the role of counselor to students, parents and staff alike regarding health issues and personal concerns. Referrals are made to the school psychologist, student assistance counselor, private physicians, or community health resources as needed.

Educator

The role of educator is a vital role for the certified school nurse. Formal and informal teaching takes place continuously on a one-to-one basis during the delivery of nursing care to both staff and students. Staff education on pertinent health topics (asthma, allergies, diabetes, PEOSHA, child abuse, seizure disorders, etc...) is provided at building meetings or in small groups as is appropriate. Parent education is provided through written materials, video presentations and discussions, and special programs.

Child Advocate

As child advocates, school nurses work closely with staff and families to facilitate that health needs and accommodations are identified and met. Advocacy can extend beyond these arenas to include referrals for health services, counseling, and community programs, camps or even DYFS.

Community Liaison

In the role of community liaison, school nurses work with local groups and organizations to bring special programs into the school. Schools have benefited from the "Jump Rope for Heart" program of the American Heart Association, the "Great American Smoke Out" program of the American Cancer Society etc.

Recorder

A time-consuming role for school nurses is the role of recorder. A legal record must be maintained for each student, and documentation for each incident of nursing care is required. Each entry must include the date, time, major complaint, nursing assessment, plan of care, implementation and evaluation. Written communication from parents or health care providers must also be incorporated into the student records. Data must also be collected and recorded for state agencies related to immunizations, tuberculosis testing, medical waste management, and employee injuries.

Manager

With a variety of roles the school nurse takes on, and the variety of needs that must be balanced at any given point in time, the school nurse takes on the overarching role of manager. In the school setting, it is essential to aggressively manage any health problems that are likely to compromise learning. For this reason, school health care providers must prioritize concerns and assign health services staff in a way that achieves this goal.

Level I: Nursing Dependent

Nursing dependent students require 24 hours/day, frequently one-to-one, skilled nursing care for survival. Many are dependent on technological devices for breathing; for example, a student on a ventilator, and/or require continuous nursing assessment and intervention. Without the use of the correct medical technology and nursing care, the student will experience irreversible damage or health.

Level II: Medically Fragile

Students with complicated health care needs in this category face each day with the possibility of a life-threatening emergency requiring the skill and judgment of a professional nurse. Examples may include, but are not limited to: severe seizure disorder requiring medication, severe asthma, sterile procedures, tracheostomy care with suctioning, unstable or newly diagnosed diabetic with unscheduled blood sugar monitoring and insulin injections, diabetes with insulin pumps requiring monitoring, and asthmatics requiring nebulizer treatments.

Level III: Medically Complex

Students with medically complex concerns require daily treatments or close monitoring by a professional nurse. They may have unstable physical and/or social-emotional conditions and the potential for a life threatening event may exist. Examples include, but are not limited to: ADHD and on medication, anaphylactic event, cancer, immune disorders, moderate to severe asthma (inhaler, peak flow meter), preteen or teenage pregnancy, carefully timed medications, medications with major side effects, unstable metabolic conditions, continuous or intermittent oxygen, and complex mental or emotional disorders.

Level IV: Health Concerns

In the category of health concerns, the student's physical and/or social emotional condition is currently uncomplicated and predictable. Occasionally, the student requires monitoring, varying from biweekly to annually. Examples include, but are not limited to: dental disease, headaches, migraines, sensory impairments, diabetes self-managed by the student, dietary restrictions, eating disorders, orthopedic conditions requiring accommodations, and encopresis.

In preparing the nursing services plan each year, it is critical to review not only population size, but also the severity of health concerns and associated time requirements. The attached summary of data from each school supports the need for a full time certified school nurse in each building.

Euclid School

Nurse:	Jolanta Czajkowski
Grade Levels:	K-5
Student Population:	394
General Education Enrollment:	354
Special Education Enrollment:	40

Students with serious medical involvement:

Level I: Nursing Dependent	None
Level II: Medically Fragile	6
Level III: Medically Complex	23
Level IV: Health Concerns	65

Special Concerns:

One full-time nurse is required to meet the needs of Euclid School. In the event of a district nurses' absence the Euclid School nurse provides part-time as needed coverage if a substitute has not been obtained.

Lincoln School

Nurse:	Kimberly Kane
Grade Levels:	Pre-K-5
Student Population:	457
General Education Enrollment:	418
Special Education Enrollment:	39

Students with serious medical involvement:

Level I: Nursing Dependent	1
Level II: Medically Fragile	2
Level III: Medically Complex	65
Level IV: Health Concerns	30

Special Concerns:

One full-time nurse is required to meet the needs of Lincoln School. In the event of a district nurses' absence the Lincoln School nurse provides part-time as needed coverage if a substitute has not been obtained.

Middle School

Nurse:	Mary Neumann
Grade Levels:	6-8
Student Population:	430
General Education Enrollment:	388
Special Education Enrollment;	42

Students with serious medical involvement:

Level I: Nursing Dependent	0
Level II: Medically Fragile	3
Level III: Medically Complex	17
Level IV: Health Concerns	36

Special Concerns:

One full-time nurse provides the needed coverage for both the Middle School and High School. Both schools are contained within a single building. In the event of a district nurses' absence the Middle School/High School nurse provides part-time as needed coverage if a substitute has not been obtained.

High School

Nurse:	Mary Neumann
Grade Levels:	9-12
Student Population:	521
General Education Enrollment:	463
Special Education Enrollment:	58

Students with serious medical involvement:

Level I: Nursing Dependent	0
Level II: Medically Fragile	9
Level III: Medically Complex	11
Level IV: Health Concerns	45

Special Concerns:

One full-time nurse provides the needed coverage for both the Middle School and High School. Both schools are contained within a single building. In the event of a district nurses' absence the Middle School/High School nurse provides part-time as needed coverage if a substitute has not been obtained.

ORGANIZATION

December 2011 Facilities

[illegible]

ATTACHMENT **D**

10 Days Out	Name of School	2011-12 Assembly Date	Assembly Times	School Address	City	Sch Principal	Confirmed Sch Phone #	Confirmed Sch Fax #	AHA Director
1	Essex Fells Elementary	1/13/2012	9:45 a.m.	102 Hawthorne Road	Essex Fells	Michelle Gadeleta	973.226-0505	973.226-0451	Marci Robinson
1	Aquinas Academy	1/13/2012	10:45 a.m.	388 S Livingston Ave	Livingston	Sister Lena Picillo	(973) 992-1587	(973) 992-1742	Marci Robinson
1	Clifton #3	1/13/2012	1pm	365 Washington Ave	Clifton	Lynette Shyers	973-470-2390	973-478-2576	Sharon Morra
1	Clifton #12	1/13/2012	1:45 p.m.	165 Clifton Ave	Clifton	Maria Parham-Talley	(973) 470-2404	(973) 591-6823	Sharon Morra
2	Bixby Elementary School	1/20/2012	9:00	76 Fisher Ave	Bogota	Robert Watts	(201) 441-4834	201 441-9186	Sharon Morra
2	Midland Elementary School	1/20/2012	10:45	241 W Midland Ave	Paramus	Cynthia Hulse	201-261-7800 x8412	201-689-2173	Sharon Morra
3	Milton Elementary School	1/24/2012	9:45 a.m.	16 Milton Avenue	Chatham	Marion McCarthy	973.635-0851	973.457-2494	Marci Robinson
3	Southern Boulevard Elementary	1/24/2012	11:00 a.m.	192 Southern Boulevard	Chatham	Ralph Pesapane	973.635-5450	973.457-2496	Marci Robinson
3	Clifton #5	1/24/2012	1:45 PM	136 Valley Rd	Clifton	Francine Parker	973-470-2386	973 357-2184	Sharon Morra
4	Stony Brook Elementary School	1/30/2012	10 & 10:45	136 Cedar Grove Road	Branchburg	Frank Altimile	908-722-2400	908-722-4201	Margaret DeGen
5	Byram Lakes Elementary	1/31/2012	10:00	11 Mansfield Dr	Stanhope	Mr. Ed Aboto	973-347-1019	973-347-9001	Lori Bertoline
5	Reverend Brown School	1/31/2012	12:00	294 Sparta Ave	Sparta	Dr. Duncan	973-729-9174	973-729-0318	Lori Bertoline
6	Clifton #14	2/6/2012	9:00 a.m.	99 St Andrews Blvd	Clifton	David Montroni	973-470-2411	(973) 458-9216	Sharon Morra
6	Clifton #16	2/6/2012	10:30 a.m.	755 Grove Street	Clifton	Michelle Christadore	973-470-2420	(973) 773-7834	Sharon Morra
6	Radburn Elementary (w Edison)	2/6/2012	1 or 1:45	18-00 Radburn Rd	Fair Lawn	Jill Lindsay	201-794-5480	(201) 797-7398	Sharon Morra
6	John A Forrest Elementary Sch	2/6/2012	1 or 1:45	10-00 Hopper Ave	Fair Lawn	Michael Weaver	201-794-5500	(201) 791-4427	Sharon Morra
7	NJAHPERD (BOTH TEAMS)		3/6/2012	11am	Ocean Place Resort	Long Branch	n/a	n/a	Nan Cashon
8	Edward Walton Elementary	3/14/2012	9:40 & 10:20	601 Mountain Avenue	Springfield	Dr. Hung	973.376-1304	973.258-0753	Marci Robinson
8	Lincoln Elementary School	3/14/2012	1:00 PM	18 Crane Street	Caldwell	James Bigsby	(973) 228-3987	(973) 226-9236	Marci Robinson
9	Linden Elementary School	3/22/2012	9:30 AM	205 Linden Avenue	Glen Ridge	Joseph Caravela	(973) 429-8301	(973) 429-3243	Marci Robinson
9	Franklin Elementary School	3/22/2012	10:15 AM	85 Curtis St	Bloomfield	Maryanne Abbasso	(973) 680-8560	(973) 743-0249	Marci Robinson
10	Forum School	4/3/2012	1:00 p.m.	107 Wyckoff Ave	Waldwick	Alice Keener	(201) 444-5882	(201) 444-4003	Sharon Morra

updated 11/28/2011

Lincoln School
 Lincoln Prin Brinker
 Coach Mike Cebula
 Nan Cashon/AHA

201-288-2365
 201-390-7442
 201-835-0681 cell
 908-902-8254 cell

Leckie Bus Company
 Tim Leckie
 201-440-5190 (Fax 201-440-58
 201-693-3293 cell

CORRECTED STIPEND AMOUNTS:

D. CASSIERE	MS RENAISSANCE CLUB	\$ 807.00
A. BAEIRA	MS MATH CLUB	\$ 807.00
M. DIPIANO	TEAM LEADER - GRADE 6	\$ 807.00
K. CAPUTO	TEAM LEADER - GRADE 7	\$ 807.00
M. STILLMAN	TEAM LEADER - GRADE 8	\$ 807.00

Hasbrouck Heights Board of Education
Hasbrouck Heights, New Jersey

ATTACHMENT 6

Job Description: Secretary Registrar

Qualifications:

- Strong organizational and typing skills
- Current and proficient knowledge of all standard office procedures and equipment
- Working knowledge of Microsoft Office, Word, Excel, PowerPoint, Publisher
- Computer literate on student database systems (GENESIS)
- Knowledge of all topics related to student registration, including residency, health data requirements, transfer information, graduation requirements, etc.
- Ability to assume a leadership role in directing the activities of other secretarial staff and making decisions concerning office operations
- Ability to communicate clearly and effectively with the parents/guardians, students, community members
- Ability to function as part of a cohesive secretarial team by assuming varied responsibilities in differing circumstances
- Such alternatives or additions to the above qualifications as the Board of Education may find appropriate and acceptable

Reports To: Superintendent, Board Secretary/Business Administrator, and interfaces frequently with Principals, Director of Special Services

Job Goal: Assists the educational leader responsible for creating the conditions and climate that will best enable members of the school staff to develop an efficient program which provides for optimum development of the individual student.

Responsibilities: The activities of the Secretary Registrar include but are not limited to:

- Understands the importance and maintains complete confidentiality in all matters;
- Maintains confidentiality relating to all pupils/district personnel information;
- Registers all students all year, PreK-12 at pre-established times as per district policy;
- Supervises/oversees Pre-K and K registrations at specific times during the year;
- Supervises/oversees Reregistration of grades 6, 9 during summer or end of school year;
- Assists Orientation Teams of each school and PTSAs in helping students transition to the district;
- Provides information for PTSA, community members, staff, related to registration;
- Assists in maintaining/updating documentation on website and at schools regarding registration;
- Assists in evening registrations as directed by principals/superintendent (Note: secretary may be asked to come in later morning or early afternoon for evening registrations);
- Assists nurses in collecting state-mandated health data for transfer students or new registrants;
- Assists Residency Officer with residency issues/concerns;
- Assists Attendance Officers and attendance secretary;
- Assists school secretaries and nurses with registration-related tasks;
- Assists administrators with registration-related tasks;

- Assists administrators and other school offices as needed;
- Collects data and completes reports as directed by the superintendent;
- Assists in serving as a in-person and phone receptionist for parents, students, staff, community members and outside professionals having contact with the Superintendent;
- Assists in compiling data and prepares memos;
- Performs clerical tasks;
- District notary, if applicable;
- Other responsibilities and duties which are appropriate and necessary to the position as directed by the Superintendent of Schools.

Terms of Employment: Twelve-month position with compensation in accordance with the negotiated agreement with the Superintendent

Evaluation: Performance of this position will be evaluated in accordance with the provisions of the Board's policy on evaluation of non-certificated personnel.

Approved: December 15, 2011