

POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Electronic Communications Between Teaching Staff
Members and Students

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3283 ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

- I. The content of the communication is inappropriate as defined in this Policy; and/or



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2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

- I. E-Mail Electronic Communications Between a Teaching Staff Member and a Student



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- a. All e-mails between a teaching staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
 - b. A teaching staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a teaching staff member's personal e-mail address, the staff member shall respond to the e-mail through the school district e-mail system and inform the student his/her personal e-mail address shall not be used for any electronic communication between the teaching staff member and the student.
 - c. A teaching staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's e-mail system.
2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student
 - a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.
 - (I) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications Between Teaching Staff Members and Students
 - a. Text messaging communications between a teaching staff member and an individual student are prohibited.



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- (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student
 - a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.
 - b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
 - c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
 - d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.



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Reporting Responsibilities

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.]

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Approved (First Reading): September 25, 2014

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HASBROUCK HEIGHTS BOARD OF EDUCATION

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Electronic Communications Between Support Staff
Members and Students

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4283 ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which the approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a support staff member's responsibilities assigned to the support staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a support staff member and any student of the school district when:

- I. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a support staff member and a student as defined in this Policy.



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Inappropriate content of an electronic communication between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student includes, but is not limited to:

- I. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the support staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student shall be followed:

- I. E-Mail Electronic Communications Between a Support Staff Member and a Student
 - a. All e-mails between a support staff member and a student must be sent or received through the school district's e-mail system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.



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4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student
 - a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.
 - b. A support staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a support staff member's personal social networking website or other Internet-based social media website shall not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.
 - c. If a support staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts upon Board adoption of this Policy.
 - d. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

Reporting Responsibilities

1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action.



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2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.

A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Approved (First Reading): September 25, 2014
Approved (Second Reading): October 20, 2014



~~Items to be eliminated~~

Elementary School K-5:

Grading Policy

The Hasbrouck Heights Board of Education believes that the Elementary School report card should reflect the degree to which a student has mastered the content of the core curricula. As such, it is essential that each individual's grades are calculated and allocated independently of any other student. It is the responsibility of the classroom teacher to utilize multiple assessments to determine a student's degree of mastery regarding the content outlined in the Common Core and New Jersey Core Curricula Content Standards which is the curricula adopted by Hasbrouck Heights School District. Ultimately, the purpose of the Elementary School report card grade is to inform students and parents of the students' attained level of proficiency and mastery of core curricula content.

General Elements of Grading

A student's grade in any course should reflect that student's skill proficiency and essential understanding of core content curricula at all grade levels. A balanced and regular schedule of formative and summative assessments is necessary to determine each student's skill proficiency and essential understanding of core content curricula standards. Rubrics for projects and some assignments will be provided by teachers in advance so students and/or parents/guardians understand the criteria by which students will be graded (eg., the level of skill proficiency and/or essential understandings required to obtain an "A" or "B" or "C" or the deficiency of skills/essential understandings that constitutes a "D" or "F"). Note that attitude, cooperation, and compliance with classroom rules affect a student's proficiency and essential understandings.

Kindergarten: Grading System

Numerical grades will not be assigned to a student's performance on the report card. Rather, a marking system (detailed below) will be used to rate a student's mastery of (but not limited to) specific academic skills, work habits, and social development. This system is devised to report on a student's attainment of a plethora of skills. It is highly recommended that parents utilize these skills based report cards to assist children at home.

* Kindergarten Marking System: *Distributed two times per year*

- 1- Independent-Meets expectations, able to work independently
- 2- Progressing-Making good decisions
- 3- Developing-Developing confidence and requiring some support
- 4- Needs Strengthening-Has difficulty completing tasks
- X- Does not apply at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's skill proficiency and essential understanding of core content curricula standards (Common Core and New Jersey Core Curricula Content Standards) as outlined below.

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and oral quizzes, tests, lab write-ups, essays, reports, projects, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum of 6 graded assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.
- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas. For example, teachers in K-3 may

use non-written formative and summative assessments to determine student skill levels. Also, teachers of electives may create project-based formative and summative assignments (with rubrics) to assess student progress.

- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.
- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 25% of the assessment portion of the grade.

* First through Fifth Grade Marking System for all subjects: *Distributed four times per year*

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	55-64 For first three marking periods < 65 For marking period 4

Progress reports will be available through GENESIS at the midpoint of each marking period for grades 1-5.

10% Participation: includes factors such as displaying a positive interest in the classroom \ presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

Homework will be graded on the following percentage system.

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

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

There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered. ~~Once per marking period, a teacher may grade a homework as a quiz grade in Genesis.~~

Middle School And High School:

Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and/or oral quizzes, tests, lab write-ups, reports, projects, papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum of 6 assessments per marking period. Common Assessment will be utilized in all subject areas.
- No one assessment can count for more than 25% of the assessment portion of the grade.

Procedures

- At the mid-point in each marking period, students should have completed a number of formative assessments and summative assessments which will be accurately recorded in GENESIS to reflect each student's skill proficiency and essential understanding of core content curricula standards at that point in the marking period.

- If a student is absent for a summative or formative assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should. Students will have up to three school days (or longer as per the teacher and/or principal) to complete missed work or assessments.

10% Participation: includes factors such as displaying a positive interest in the classroom \ presentation, displayed by active

and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

Homework will be graded on the following percentage system.

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

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%. There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered. ~~Once per marking period, a teacher may grade a homework as a quiz grade in Genesis.~~

Numerical Grades:

When calculating numerical grades, only a decimal remainder equal to or greater than .5 will be rounded up. Below is the grading scale used for converting numerical grades to letter grades.

GRADING SCALE

A+ 97 - 100

B+ 87 - 89

C+ 77 - 79

D 65 - 69

A 93 - 96

B 83 - 86

C 73 - 76

F 55-64

For first three marking periods
< 64

For marking period 4

Pass/Fail Grading:

Not Applicable. The superintendent in conjunction with the building principal may grant "pass/fail grading" under extenuating circumstances on a case-by-case basis.

Incomplete Grades:

Must be resolved within two weeks of the end of Marking Period. The principal may grant an "incomplete grade" under extenuating circumstances on a case-by-case basis.

Honor Roll: Criteria

The purpose of these criteria is to further motivate students to work to their academic potential and further reward students for their efforts in earning grades of excellence.

High School

Criteria - The criteria for the three levels of honor roles is as follows:

First Honors: All A's (defined as A+, A, A-)

Second Honors: At least 3 A's (defined as A+, A, A-) and no grade below a B (numeric 83 or higher)

Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

Criteria - The criteria for the two levels of honor roles is as follows:

1. High Honor Roll: A+, A or A- in every subject

2. Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better

Determination of Class Rank 9-12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Grading scales are used adding extra weights for courses that are pre-advanced placement or honors, or college level, dual-enrollment, or advanced placement courses, as these courses are more rigorous and academically challenging. See below.

- Only a student who has enrolled in Hasbrouck Heights High School PRIOR TO OR ON November 1 of that student's grade 9 year will be eligible for consideration as valedictorian, salutatorian, and third honors.
- Effective with the 2013-2014 School Year and thereafter, the three students with the highest GPAs will be designated Valedictorian, Salutatorian, and Third Honors, only after the seventh semester and after the release of seventh semester GPA and percentile rank.
- Effective in School Year 2013-2014 and thereafter, no number ranking (1, 2, 3, 4, etc.) will be provided to students and/or their parents/guardians, or staff members.
- Effective in School Year 2013-2014 and thereafter, rank will only be provided to students and their parents/guardians after the seventh semester at Hasbrouck Heights High School, and rank will only be provided in percentages: 10%, 20%, 30%, etc to those students and their parents/guardians within those percentages.
- If a college/university requests a number rank, the guidance counselor will provide that number rank to the admissions office only.
- Under no circumstances will a number rank will be provided to any parent/guardian or student who requests that information, either from principal or administrator or guidance counselor.
- In determining a transfer student's class rank (a transfer student is defined as a student who enters Hasbrouck Heights High School after November 1 of that student's grade 9 year), only courses defined by the New Jersey Department of Education (NJ DoE) course codes from the student's previous school(s) will be considered for GPA and thus for percentile rank. Transfer students are not eligible for valedictorian, salutatorian, or third honors.
- Effective with School Year 2013-2014 and thereafter, students are encouraged to take enrichment or advanced summer or online classes, but these classes will not be counted in the GPA of those students and thus will not be counted to the percentile rank. These summer and online courses will be placed on a student's transcript only if the summer or online courses are approved by the NJ DoE.
- Effective with School Year 2013-2014, credit recovery and/or online credit recovery courses will be used for GPA and thus percentile rank only when the credit recovery summer or online course is mandated by the superintendent, principal, or his/her designee and is approved by the NJ DoE.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the supervisor / administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on

the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.

4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

SCHEDULING AND PROGRAM CHANGES

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be permitted to do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures, and summer school results.
4. Change of teacher will not be honored.

WEIGHTED GRADING SCALE (Per Credit)

Standard Academic	Honors/Pre-AP Academic	College Level/Dual Enrollment or Advanced Placement
4.6	5.0	5.3
4.3	4.7	5.0
4.0	4.4	4.7
3.6	4.0	4.3
3.3	3.7	4.0
3.0	3.4	3.7
2.6	3.0	3.3
2.3	2.7	3.0
2.0	2.4	2.7
1.3	1.7	2.0
0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

A+	23.0	25.0	26.5
A	21.5	23.5	25.0
A-	20.0	22.0	23.5
B+	18.0	20.0	21.5
B	16.5	18.5	20.0
B-	15.0	17.0	18.5
C+	13.0	15.0	16.5
C	11.5	13.5	15.0
C-	10.0	12.0	13.5
D	6.5	8.5	10.0
F	0.0	0.0	0.0

Quarterlies - Grades 6 -12

Common Quarterly assessments are required to be taken by students in grades 6-12 each marking period.. .

Students who are absent from school on the day of a quarterly is administered must provide the principal with a verifiable and valid excuse. If the absence is not considered to be valid by the principal the student will not be permitted to make up the exam and will fail the course for the year.

Examination Exemptions for Grade 12 Students

Exemptions for final examinations will be granted for grade 12 students who, in each course:

Attain a grade of 90 or higher in each of the four marking periods.

Attain a grade of 90 or higher on the first three quarterlies.

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

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school.

Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

AP Courses - In lieu of taking a 4th marking period quarterly in June, students may be required to take an AP test at the time approved by College Board. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Teacher Procedures

Teachers will complete Exhibit 6147.2 for all students who will receive an exemption. A copy of this completed exhibit will be submitted to the guidance counselor and attendance administrator for verification purposes and forwarded to the principal.

Junior English

Exemptions from 4th quarterly in English 11 or English 11 H will be granted for Grade 11 students who score "Advanced Proficient" on the Language Arts section of the Required State Assessment .

- If the scores are not received from the State of New Jersey before the 4th quarterly period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the State Assessment will receive an "A" as their English 11 final exam grade.

Junior Math

Exemptions from 4th quarterly in Math courses will be granted for Grade 11 students who score "Advanced Proficient" on the math section of the Required State Exam.

- If the scores are not received from the State of New Jersey before the 4th quarterly period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored "Advanced Proficient" on the State exam will receive an "A" as their Grade 11 final Math exam grade.

Calculation of semester 1 and final grades:

Semester 1

First Marking Period Grade 20%
Second Marking Period Grade 20%
Quarterly 1 5%
Quarterly 2 5%

Semester 2

Third Marking Period Grade 20%
Fourth Marking Period Grade 20%
Quarterly 3 5%
Quarterly 4 5%

Final Grade = (Semester 1 + Semester 2) / 2

Plagiarism

Pupils are expected to be honest in all of their academic work and must not at any time engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Unless authorized by the classroom teacher, no student may use a cell phone during a formative or summative assessment. Use of an unauthorized cell phone or other electronic device (iPod, iPad, etc.) may be construed by the classroom teacher as an act of plagiarism.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for the work that is plagiarized. The penalty for plagiarism and/or cheating is determined by the classroom teacher in conjunction with the principal and/or principal's designee.(see Code of Conduct)

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

Reprimand the pupil orally and/or in writing. The teacher in conjunction with the principal and/or principal designee may also be authorized to withhold credit in the work tainted by the academic dishonesty.

If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy 5145.6 Pupil Grievance.

Date: Approved: January 25, 2007
Revised: September 25, 2008
Revised: June 18, 2009
Revised: November 19, 2009
Revised: May 5, 2011
Revised: July 19, 2012
Revised: April 18, 2013
Revised: September 19, 2013
Revised: August 6, 2014
Revised (First Reading): September 24, 2014
Revised (Second Reading): October 20, 2014

QSAC Long Term Plan (LTP) - Instruction and Program

District: Hasbrouck Heights

Submission Date: November 1, 2014

Submitted by (name and title): Dr. Mary Kildow, Interim Superintendent

DPR Indicators and Identified Problem (Steps 1 & 3)	Goals (steps 2, 4 & 9)	Strategies/Initiatives/ Training (steps 5, 6, 7 & 8)	Person(s) Responsible (Title)	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks (Step 9)
<p>Problem #1: County Comment #12 DPR 12, 13, 14, 15, 17a, 17b, 18 Curriculum was not updated to Common Core. There was no overarching curriculum in any content area. Curricular area Supervisors were eliminated 3 years prior to the QSAC visit. These responsibilities fell on principals, along with additional mandates.</p>	<p>Develop and revise curricula to Common Core and/or NJCCCS.</p>	<p>BOE approved hiring 47 teachers to revise curricula - Summer '14. Staff worked on curricula and presented it to fellow staff. Curriculum Supervisors will be hired for '14-'15 SY to ensure implementation. Staff will meet in PLC's on September 3, 2014 to receive PD on the curricula. Benchmark assessments will be added. District is looking to provide assessment support for curricular SGO's.</p>	<p>Superintendent/ Assistant Superintendent/ Principals</p>	<p>May 2014 (already begun) to October 2014</p>	<p>Draft curricula submitted to administrators by August 2014. Reviewed and revised by staff - September 2014. Draft curricula adopted by BOE - September 2014. Final adoption October 2014 or November 2014.</p>

QSAC Long Term Plan (LTP) - Instruction and Program

District: Hasbrouck Heights

Submission Date: November 1, 2014

Submitted by (name and title): Dr. Mary Kildow, Interim Superintendent

DPR Indicators and Identified Problem (Steps 1 & 3)	Goals (steps 2, 4 & 9)	Strategies/Initiatives/ Training (steps 5, 6, 7 & 8)	Person(s) Responsible (Title)	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks (Step 9)
<p>Problem #2: DPR 1 & 3 I&P Create instructional support to improve Language Arts Literacy State Assessment Data for the district's student population.</p>	<p>To revise LAL curriculum K-12 to address comments in QSAC report</p>	<p>Revised curricula and aligned to Common Core Content Standards. Teachers wrote curricula during Summer 2014. It was reviewed by all staff on September 3, 2014.</p>	<p>Superintendent/ Assistant Superintendent/ Principals/ Supervisors</p>	<p>May 2014 - November 2014</p>	<p>Revised curriculum guides for K-12 in Language Arts.</p>
	<p>To ensure revised curriculum is implemented in classrooms and updated on a regular basis</p>	<p>New positions created - Supervisor of Curriculum K-5 and Supervisor of Curriculum 6-12. 5 year curriculum cycle to be implemented</p>	<p>Superintendent/ Assistant Supt.</p>	<p>Ongoing</p>	<p>Employment contracts; Classroom observations; Curriculum revision cycle</p>

QSAC Long Term Plan (LTP) - Instruction and Program

District: **Hasbrouck Heights**

Submission Date: **November 1, 2014**

Submitted by (name and title): **Dr. Mary Kildow, Interim Superintendent**

DPR Indicators and Identified Problem (Steps 1 & 3)	Goals (steps 2, 4 & 9)	Strategies/Initiatives/ Training (steps 5, 6, 7 & 8)	Person(s) Responsible (Title)	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks (Step 9)
	To improve student achievement in Reading and Writing	Implementation of Writers' Workshop in grades K-5. Teachers attend workshops at Columbia University. Trainers from Columbia University visit schools. Grades 6-12 focusing on informational vocabulary, citing sources and DEAC recommendation for higher order questioning.	Superintendent/ Assistant Superintendent/ Principals/ Supervisors of Curriculum	September 2013 - K-2; September 2014 - K-5 ongoing	Sign-in sheets; PO's for materials and workshops; Benchmark assessments; Training at faculty meetings
	To track student progress longitudinally and provide support to teachers with questions for benchmark tests in LAL	Implement Interactive Achievement Grades 2-12 to provide teachers with SGO support and tracking student progress.		October 2014 - ongoing Renew annually	Development of SGO's progress on assessments Student

OSAC Long Term Plan (LTP) - Instruction and Program

District: Hasbrouck Heights

Submission Date: November 1, 2014

Submitted by (name and title): Dr. Mary Kildow, Interim Superintendent

DPR Indicators and Identified Problem (Steps 1 & 3)	Goals (steps 2, 4 & 9)	Strategies/Initiatives/ Training (steps 5, 6, 7 & 8)	Person(s) Responsible (Title)	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks (Step 9)
<p>Problem #3: Math DPR 2 & 4 I&P Create instructional support to improve mathematics assessment data for the district's student population</p>	<p>To revise Math curriculum K-12 to address comments in OSAC report</p>	<p>Revised math curricula aligned to Common Core Content Standards. Teachers wrote curricula during Summer 2014. It was reviewed by all staff on September 3, 2014.</p>	<p>Superintendent/ Assistant Superintendent/ Principals/ Supervisors</p>	<p>May 2014 to November 2014</p>	<p>Revised Math Curriculum Guides for K-12</p>
	<p>To ensure revised curriculum is implemented in classrooms and updated on a regular basis</p>	<p>New positions created - Supervisor of Curriculum K-5 and Supervisor of Curriculum 6-12. 5 year curriculum cycle to be implemented.</p>	<p>Superintendent/ Assistant Supt.</p>	<p>Ongoing</p>	<p>Employment contracts; Classroom observations; Curriculum revision cycle</p>

QSAC Long Term Plan (LTP) - Instruction and Program

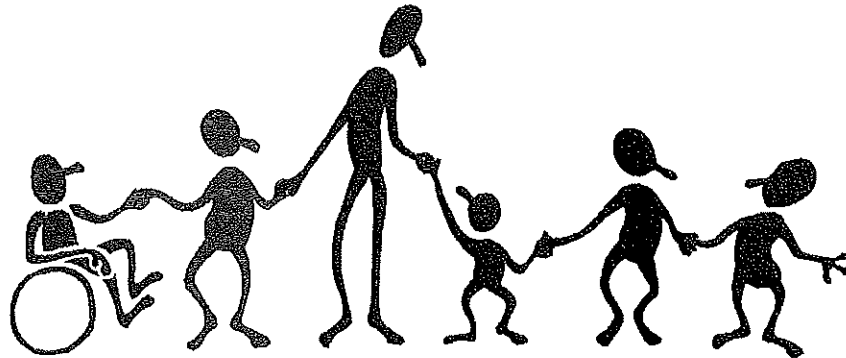
District: Hasbrouck Heights

Submission Date: November 1, 2014

Submitted by (name and title): Dr. Mary Kildow, Interim Superintendent

DPR Indicators and Identified Problem (Steps 1 & 3)	Goals (steps 2, 4 & 9)	Strategies/Initiatives/ Training (steps 5, 6, 7 & 8)	Person(s) Responsible (Title)	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks (Step 9)
	To continue to improve student achievement in Math	Implementation of Go Math, standards-based math program in Grades K-8. Professional development opportunities for staff. Reassignment of math instruction to Common Core for grades 9-12. Adjusted Math progression, Grades 9-12, to improve instruction.	Superintendent/ Assistant Superintendent/ Principals/ Supervisors of Curriculum	Start: Sept. 2014 End: Ongoing	PO's for materials and workshops; Benchmark assessments; Training at faculty meetings
	To track student progress in math longitudinally and provide support to teachers with questions for benchmark assessments	Implement Interactive Achievement Gr. 2-12 to provide teachers with SGO support and tracking student progress.		October 2014 - ongoing Renew annually	Development of SGO's progress on assessments Student

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2014-2017**

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

**“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION”
THREE-YEAR COMPREHENSIVE EQUITY PLAN**

Academic Years 2014 - 2017

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GENERAL INFORMATION

Purpose

On May 7, 2003 the State Board of Education adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all schools, including charter schools, are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP covered the school years 2004-2007. The responsibility of each board of education of every public school district and charter school in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting their schools. The role of the New Jersey Department of Education (DOE) is to ensure that each district and charter school complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP enables district/charter schools to comply with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Law

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.) of 1997
- Equal Pay Act of 1973

State Law

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Submission Requirements

Districts and charter schools are **NOT** required to submit (1) original Comprehensive Equity Plan to its **County Office of Education** and one (1) copy to the **Office of Specialized Populations** in Trenton as per the May 9, 2012 correspondence from the **County Office of Education**. **The implementation of the Comprehensive Equity Plan is addressed through NJQSAC (Operations #20). Districts are required to complete a separate Comprehensive Equity Plan Statement of Assurance.**

**SUMMARY STATEMENT
COMPREHENSIVE EQUITY PLAN ACHIEVEMENTS & BARRIERS - FY 2014-2017**

School Code:	2080
District/Charter Name:	Hasbrouck Heights Board of Education
City:	Hasbrouck Heights
County:	Bergen

DIRECTIONS: Review the implementation strategies listed in your 2014-2017 Comprehensive Equity Plan to bring the district/charter school into compliance and indicate whether these strategies were implemented and the accomplishments achieved. In addition, please outline any barriers to the implementation or success of these strategies.

BOARD RESPONSIBILITIES:

District in compliance.

STAFF DEVELOPMENT:

District in compliance.

SCHOOL AND CLASSROOM PRACTICES:

-- **EQUALITY AND EQUITY IN CURRICULUM**

District in compliance.

-- **EQUALITY AND EQUITY IN STUDENT ACCESS**

District in compliance.

-- **EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES**

District in compliance.

-- **EQUALITY IN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS**

Equality in interscholastic athletic programs evident; sports requested but not currently offered will be considered based on interest, facilities, staff and budget.

EMPLOYMENT AND CONTRACT PRACTICES:

The Hasbrouck Heights Public School System is and always has been an Equal Opportunity Employer. This statement is included on all postings and employment advertisements. The district's hiring practice has always been to hire the most qualified person for the position. New hires include people representing diverse ethnic and racial backgrounds. Yearly logs are kept regarding resumes received.

Strategies: Each year, schools should collect documentation that can help them analyze and refine their implemented strategies based upon their desired impact. Good evaluation starts with a set of important questions that can be answered about the corrective action. In large part, those questions may be determined through a careful analysis of the goals of the CEP.

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Complete the Summary Statement for the Comprehensive Equity Plan 2014-2017

Step 2: Formation of the Affirmation Action Team

Appointment of Affirmative Action Officer and Affirmative Action Team-- (N.J.A.C. 6A:7-1.5)

Each district board of education and charter school shall annually designate a member of its staff as the affirmative action officer (AAO) and form an affirmative action team (AAT) -- a minimum of three individuals -- of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided - Affirmative Action Team Membership Form.

Step 3: Conduct Needs Assessment

Each district and charter school board shall use the Appendix A entitled, "*District/Charter School Needs Assessment Checklist*," to conduct a needs assessment of their individual schools. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. **It must be submitted as part of the documentation that accompanies the Comprehensive Equity Plan.** When citing documentation, you **MUST** include the document title, date of adoption and page number, as applicable. The district/charter school needs assessment checklist contains four sections:

- I. **Board Responsibility** -- This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. **Staff Development** -- Please note that staff development and training on equity matters is required **annually** for **all** staff, certificated and non-certificated.
- III. **School and Classroom Practices** -- This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.
- IV. **Employment/Contract Practices** -- This section outlines the basic practices that must be observed to comply with equity requirements in this area.

In conducting the needs assessment, the AAT will ascertain whether their charter school or district (and each school within the district) is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or

requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

Note that at the beginning of each section of the needs assessment, the laws and codes that specifically apply to the section have been provided for your convenience. Our office encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 4: Developing the Comprehensive Equity Plan (CEP)

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- **Board Responsibilities** (one form)
- **Staff Development** (one form)
- **School and Classroom Practices** (Four forms, one for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Ed/Athletic Programs)
- **Employment and Contract Practices** (one form)

The plan to correct/address each item that needs correction must be written in the form covering the corresponding topic area (Board Responsibilities, Staff Development, Equality and Equity in Student Access, etc). Use the needs assessment categories and sub-categories as your guide.

Each form contains space to include each of the elements of the plan. For each form:

Identify Needs as Compliant or Non-Compliant – for ease of reference and agreement, the identified needs may mirror the language contained in the requirements in the needs assessment. Please note: A school within a district may NOT be compliant; please identify the school(s) by name if this is the case. If the district itself is not compliant, please say “district wide.” REMEMBER, if one school is out of compliance, the entire district is out of compliance.

Develop Improvement Strategies – List each identified need from the corresponding number in the needs assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency.

Assign Staff Responsible – List the names and titles of the personnel that will implement the proposed strategies/activities.

Plan the Implementation Timeline - Fill in the triangle(s) to indicate the year that the strategy or activity will take place, i.e. 15 is the 2014-2015 school year; 16 is 2015-2016 school year, etc.

Identify Indicator of Accomplishment – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This is VERY important and will set forth the basis for approval of the CEP.

You may include more than one “**identified need as deficient or non-compliant**” and accompanying strategies to correct the problem in one form, or you may make copies of the form and submit a separate form for each.

Step 5: Complete the Statement of Assurances

Complete the required information about the district/charter school. Have the Chief School Administrator sign and date the Statement of Assurances in the space indicated at the bottom of the page.

Step 6: Obtain the following required Board Resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

1. Resolution appointing the Affirmative Action Officer
2. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

COMPREHENSIVE EQUITY PLAN

for Academic Years 2014-2017

District/Charter School Information: (please type or print)

Hasbrouck Heights Board of Education 2080 Bergen 03
Legal Name of District/Charter School Code County Code

Address: 379 Boulevard Telephone #: (201) 393-8146

City: Hasbrouck Heights, NJ Zip: 07604 FAX #: (201) 288-0289

Affirmative Action Officer: Catherine Cassidy Telephone #: (201) 338-8815

AAO Email cassidy@c@hhschools.org

Contact Person: same as above Telephone #: () Ext.

STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
3. The local Board has approved the Comprehensive Equity Plan, and will support full implementation of the plan.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title _____
(Print or type name and title)

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each district will review their approved comprehensive equity plan on an annual basis and submit a statement of assurance of its implementation to their respective county office of education and the Office of Specialized Populations no later than June 30 of each year. Statements of Assurance forms for each academic year are attached as Appendix D. Districts will also complete the *District Performance Review* in the New Jersey Quality Single Accountability Continuum (NJQSAC). For charter schools, annual progress will be reported in the Charter School Annual Report.
2. A sampling of district/charter schools may be reviewed on an annual basis for compliance of the approved Comprehensive Equity Plan.

B. SANCTIONS

1. As noted in 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2."

APPENDIX A

COMPREHENSIVE EQUITY PLAN
DISTRICT/CHARTER SCHOOL

NEEDS ASSESSMENT

CHECKLIST

DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST
TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Directions: Indicate compliance by checkmark. When a district is non-compliant, list the name of the school(s) not in compliance; specific areas identified as non-compliant MUST be addressed on the Comprehensive Equity Plan forms.

	List name of non-compliant school(s) in the district		
<p>I. BOARD RESPONSIBILITY N.J.A.C. 6A:7-1.7; Booker v. Plainfield, 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>Compliant or Non-compliant</p>	
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p>		<p>C</p>	
<p>(a) Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.</p>	<p>* Board Policy #1550: Affirmative Action/Sexual Harassment</p>		

(b)	Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status	C	<ul style="list-style-type: none"> * Board Policy #5750 Equal Educational Opportunity * Board Policy #1550 Affirmative Action * Board Policy 5512 HIB Policy * Board Policy #5755 Equity in Educational Services * Board Policy #1510 Rights of Persons with Handicaps 	
(c)	Provide equitable treatment for pregnant and married students.	C	* Board Policy #5752 Married/Pregnant Students	
(d)	Prohibit or eliminate sexual harassment, and harassment.	C	* Board Policy # 5512 Hazing/Bullying, Harassment and Intimidation	
2)	Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	C	* Board Policy #1550 Affirmative Action in Employment	
3)	The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.	C	* Board Resolution for Appointment of Affirmative Action Officer	
4)	Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	C	<ul style="list-style-type: none"> * Board Policy #5750 Equal Educational Opportunity * Board Policy #1550 Affirmative Action * Board Policy #5751 Sexual Harassment * Board Policy #3240 Professional Development 	

B.	Authorize the Affirmative Action Officer team to develop a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJ QSAC. Charter schools will report annual progress in the Charter School Annual Report.	C	*Board Policy #1523 Comprehensive Equity Plan	
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C.	<p>Collect and analyze AYP data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, child study team referrals, Pre-K-12 promotion/retention data, Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data, and stakeholder satisfaction data. Identify any school-level underperforming subgroups on annual AYP reports for state assessments.</p>	C	<p>DATA: *Computer Courses, vocational education courses, technology classes by gender *Computer, vocational, and technology by ethnicity *Accelerated/advanced courses by gender *Accelerated/advanced courses by ethnicity *Special education students ages 6-21 by gender *Special education students ages 6-21 by race and ethnicity</p>	
D.	<p>Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:</p>	C	<p>*Board Resolution adopting Comprehensive Equity Plan for 2014-2017</p>	
1)	<p>Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	C	<p>DATA: *Friday Folders distributed to parents and staff</p>	
2)	<p>Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator), require that the AAO be a certificated staff person and train the AAO to handle the district/charter school's equity responsibilities.</p>	C	<p>*Board Policy #5751 Sexual Harassment *Board Policy #1550 Affirmative Action</p>	
3)	<p>Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, and publicize the location and availability of the district/charter school's CEP, policy(ies), grievance procedures and annual reports.</p>	C	<p>*District Web Site *School Building Posting *Administrative, Staff, Student Guides *Board of Education District Calendar</p>	
4)	<p>Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability.</p>	C	<p>*Student to Student Harassment Report of Affirmative Action Officer *Sample Investigation Questions</p>	
5)	<p>Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap</p>	C	<p>*NJDOE Website</p>	

6)	Authorize the AAO to conduct yearly equity training for all staff.	C	*Board Policy #1550 Affirmative Action *Policy #5751 Sexual Harassment *DATA; Attendance Records	
II	STAFF DEVELOPMENT AND TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.	Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status every school year, as follows:	C		
1)	To all certificated (administrative and professional) staff.	C	Training provided by AAO	
2)	To all non-certificated (non-professional) staff.	C	Training provided by AAO	

III.	SCHOOL AND CLASSROOM PRACTICES	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.	<p>Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7 (b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972</p>	C	<p>*Review of Curriculum, BOE Resolution</p>	
1)	<p>Ensure that the district/charter school's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following:</p>	C	<p>*Handbook Review –District-Wide interviews with principals, supervisors, and teachers *Data: Code of Conduct and Class Rules</p>	
(a)	<p>School climate/learning environment</p>	C	<p>*Thorough curriculum review by subject area Supervisor *Data: Curriculum Guide</p>	
(b)	<p>Courses of study, including Physical Education</p>	C	<p>*Thorough review of all media center holdings by each building's Media Specialist *Data: Media Center holdings for each building reviewed and categorized by subject</p>	
(c)	<p>Library materials/Instructional materials and strategies</p>	C	<p>*DATA: Technology software and audiovisual materials reviewed and categorized by subject</p>	
(d)	<p>Technology/software and audio-visual materials</p>	C	<p>*Annual review of district policies and procedures by Guidance and Affirmative Action Officer. *DATA: District policies and procedures</p>	
(e)	<p>Guidance and counseling, including sexual harassment & grievance procedures</p>	C	<p>*Review and analysis of extra-curricular programs</p>	
(f)	<p>Extra-curricular programs and activities</p>	C		

(g)	Testing and other assessments	C	*Review of district wide testing and T & E Goals *DATA: Testing Report and Analysis Report
(h)	Reducing or preventing the under representation of minority, female and male students in all classes and programs	C	*Review of classes and programs *School Clubs
2)	Include Multicultural Education content and practices across the curriculum.	C	*Review of Content and Practices *Curriculum Guides
3)	Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	C	*Review of content and practices *Curriculum Guides
4)	Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)	C	*Review of content and practices *Curriculum Guides
B.	Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; <i>Plyler v. Doe</i>		*Board Policy #5750 Equal Educational Opportunity *Board Policy #5755 Equity in Educational Programs and Services *Board Policy #5842 Equal Access of Pupil Organization *Board Policy #1510 Rights of Persons with Handicaps
1)	Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, as follows:	C	*Board Policy #5755 Equity in Educational Programs and Services
	Ensure equal and barrier-free access to all school and classroom facilities.	C	*Board Policy #5755 Equity in Educational Programs and Services
2)	Attain minority representation, including racial and ethnic balance, within each school that approximates the district/charter school's overall minority racial and ethnic representation.	C	*Board Policy #5755 Equity in Educational Programs and Services
3)	Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	C	*DATA: District Redistricting Plan/Neighborhood schools
4)	Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.	C	*Board Policy #2610 Educational Program Evaluation

(a)	Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.	C	DATA: Enrichment Program Identification Sheet DATA: Course Enrollment by Gender
(b)	Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	C	*DATA: Detention Record by Gender *DATA: Detention Records by Gender and Ethnicity *DATA: Discipline Reports by Gender and Ethnicity *DATA: Dropout Data by Gender and Ethnicity
(c)	Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.	C	*DATA: Club Enrollment by Gender and Ethnicity *DATA: Course enrollment by Gender and Ethnic Identity *DATA: Advanced Courses by Gender and Ethnic Identity
(d)	Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.	C	*DATA: LEP Student Schedules
(e)	Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	C	*DATA: Special Education Student Schedules
(f)	Ensure that all schools' registration procedures are in compliance with State and Federal regulations.	C	*Registration packet incorporating state registration guidelines/procedures * ACCESS for ELLS
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	C	*DATA: Student Identification/Referral Form *DATA: Student Pre-Referral Form *DATA: IEP Report/Action Plan
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	C	*Letter to parents of ESL students *Translation in native language *Translator when necessary
7)	Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.	C	*Board Policy #5742 Marital Status and Pregnancy
8)	Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.	C	

C	<p>Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following:</p>	C		
1)	<p>Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.</p>	C	<ul style="list-style-type: none"> *Board Policy #5750 Equal Educational Opportunities *Board Policy #1510 Rights of Persons with Handicaps or Disabilities *Guidance Presentations/Activities (all students) <ul style="list-style-type: none"> --Visitation: 6th Grade Orientation --Visitation: 6th Grade Shadowing Program --HS Open House: All 8th Grade Students --Individual HS Orientation meetings for 8th grade parents available by appointment --Meeting: Parent Information Night (all students) 	
2)	<p>The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.</p>	C	<ul style="list-style-type: none"> *Career Center Presentations (9th & 10th grades) *Career Information System (Bridges/Coin) *Materials <ul style="list-style-type: none"> --Occupational Handbook *Career Day Description Booklet *College informational sessions (military, two-year colleges, four-year colleges) 	
3)	<p>Guidance Counselors are not using biased materials.</p>	C	<ul style="list-style-type: none"> *Course/Program Directory *Test Materials/Booklet *Fair Testing Code *Financial Aide Information *Guidance Announcements/Newsletters *Scholarship Newsletter 	

<p>D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972</p> <p>Ensure that the district/charter school's physical education program is co-educational, as follows:</p> <p>1) All instructional activities are equitable and are co-educational.</p>	C	<p>*DATA: Listing of all Physical Education Classes by Gender *Board Policy #5750 Equal Educational Opportunity</p>
<p>E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972</p> <p>Ensure that the district/charter school's Athletic Program accomplishes the following:</p> <p>1) An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.</p> <p>2) Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.</p> <p>3) Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.</p> <p>4) Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.</p> <p>5) Provides comparable facilities for male and female teams.</p>	C	<p>*DATA: Interest Survey</p> <p>*DATA: Athletic Teams by Level/Gender</p> <p>*DATA: Sport Schedule by Gender</p> <p>*DATA: Athletic Budget by Sport/Gender *DATA: Staffing for Athletics *DATA: Athletic Coaches Salary Schedule</p> <p>*DATA: Facilities Varsity/Junior Varsity by Gender *DATA: Facilities by Male, Female, and Co-Educational Teams</p>

IV.	EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.	Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:	C	*Board Policy #3125 Employment of Teaching Staff Members *Board Policy #5750 Equal Educational Opportunity *Board Policy #5751 Sexual Harassment *NJ Hire.com-employment site (job posting) *Sample Advertisement (all categories of employment)	
1)	Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school's certificated and non-certificated staff and within every category of employment, including administration.	C	*Board Policy #3125 Employment of Teaching Staff Members *Board Policy #5750 Equal Educational Opportunity *NJ Hire.com-employment site (job posting) *Advertise in NJ Star Ledger (as an equal opportunity employer) *State reports "Certified Staff" and "Fall Survey", included in the Annual School Report Card	
2)	Target under-utilized groups in every category of employment.	C	*Copies of Employment Applications (Teacher/Substitute Teacher/Custodial/Secretarial/Full-Time Aide/Part-Time Aide)	
3)	Ensure that the district/charter school's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.	C	*Board Policy #3130 Assignment; Transfer *Board Policy #1140 Affirmative Action	
4)	Monitor promotions and transfers to ensure non-discrimination.	C	*Salary Guides (all categories of employment) *Board Policy #1550 Affirmative Action in Employment *Compensation Rate Booklet (part of Salary Guide)	
5)	Ensure equal pay for equal work among members of the district/charter school's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	C		

B.	<p>Ensure that the district/charter school does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	C	<p>* Board Policy #1550 Affirmative Action/Contracts *Board Policy 3125 Employment of Teaching Staff Members</p>	
C.	<p>Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	C	<p>*Board Policy #3125 Equal Educational Opportunity</p>	

NJ State Division on Civil Rights website: <http://www.state.nj.us/ps/dcr/>
 U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
 U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
 U.S. Dept. of Justice Civil Rights Division website: <http://www.usdoj.gov/crt/crt-home.html>

APPENDIX B

**DISTRICT/CHARTER SCHOOL
COMPREHENSIVE EQUITY PLAN**

***** FORMS *****

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan. PLEASE NOTE: The AAT must consist of a minimum of three personnel and is comprised of diverse stakeholders. FORMS WITHOUT SIGNATURES WILL BE RETURNED TO THE DISTRICT.

DISTRICT/CHARTER SCHOOL NAME: Hasbrouck Heights Board of Education

NAME	TITLE	GRADE LEVEL (if applicable)	GENDER	SIGNATURE
Catherine Cassidy	Affirmative Action Officer	District	F	
Nicole DeBonis	Supervisor	K - 5	F	
Lori Cintron	Teacher	Middle School	F	
Michael Sickels	Parent	Elementary	M	
Michael Sculla	Athletic Director	9 - 12	M	
Linda Simmons	Principal	9 - 12	F	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

BOARD RESPONSIBILITIES

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to ensure that the Board of Education follows through with its responsibilities including adoption or re-adoption of written equality and equity policies; the authorization of the AAO to develop a CEP; collection of disaggregated data; and adoption of the CEP and facilitate and support its implementation.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline	Indicator of Accomplishment
	District is in compliance		15 16 17 Ongoing Δ Δ Δ Δ	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

STAFF DEVELOPMENT PROGRAM

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the plan to be implemented for Academic Years 2014-2017 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

STAFF DEVELOPMENT IS ONGOING (see above): Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline			Indicator of Accomplishment
			15	16	17 Ongoing	
II. A. 1 & 2	Affirmative Action Officer (AAO) will conduct meetings with staff to discuss sexual harassment, the family leave act, equity and education programs, equity hiring practices, and complaints and grievances. Development and implementation of in-service programs to help staff identify and deal with harassment, prejudicial behavior and bias New teacher orientation program focusing on diversity	AAO AAO, Outside Speakers AAO	Δ	Δ	Δ	Workshop evaluations, Agenda of workshops, Attendance records
						Attendance Records
						Attendance Records

<p>New teacher orientation with the district's AAO to review the district's affirmative action policy. An Affirmative Action brochure will be given to each new teacher.</p>	<p>AAO</p>	<p>X</p>	<p>Attendance Records</p>
<p>District wide in-service on how to identify and deal with sexual harassment and prejudice</p>	<p>AAO and guest speakers</p>	<p>X</p>	<p>Attendance records</p>

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN CURRICULUM

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 15 16 17 Ongoing	Indicator of Accomplishment
	District is in compliance		Δ Δ Δ Δ	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN STUDENT ACCESS

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 15 16 17 Ongoing	Indicator of Accomplishment
	District is in compliance		<p>Δ Δ Δ Δ</p> <p>Δ Δ Δ Δ</p>	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

SCHOOL AND CLASSROOM PRACTICES: EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, limited English-proficient students, non-college bound students, and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 15 16 17 Ongoing	Indicator of Accomplishment
	District is in compliance		Δ Δ Δ Δ	

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

SCHOOL AND CLASSROOM PRACTICES: EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, socio-economic status or disability.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 15 16 17 Ongoing	Indicator of Accomplishment
III. E. 1	Interest Survey to be completed every 3 years to ensure equitable opportunities for female and male students to participate in athletics	Athletic Director	<p>Δ Δ Δ Δ</p> <p>X</p>	*DATA: Interest Survey – collection & compilation of student surveys to ensure that equitable opportunities between male/female students exist.

COMPREHENSIVE EQUITY PLAN FOR AREAS OF NONCOMPLIANCE

Academic Years 2014 – 2017

EMPLOYMENT AND CONTRACT PRACTICES

DISTRICT/CHARTER SCHOOL: Hasbrouck Heights

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2014-2017 to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, or disability.

NON-COMPLIANT AREAS: Use more than one page as needed.

Section/sub-section from needs assessment	Implementation Strategies	Staff Responsible	Implementation Timeline 15 16 17 Ongoing	Indicator of Accomplishment
	District is in compliance		Δ Δ Δ Δ Δ Δ	

APPENDIX C

**DISTRICT/CHARTER SCHOOL
COMPREHENSIVE EQUITY PLAN
YEARLY STATEMENT OF ASSURANCE**

2014-2015

2015-2016

2016-2017

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2014- 2015

Legal Name of District/Charter School _____ Code _____ County _____
Address: _____ Telephone # (_____) _____
City: _____ Zip: _____ FAX #: (_____) _____
Affirmative Action Officer: _____ Telephone #: (_____) _____
AAO Email _____
Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2014-2015

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2014-2015 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title _____
Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2015- 2016

Legal Name of District/Charter School _____ Code _____ County _____
Address: _____ Telephone # (_____) _____
City: _____ Zip: _____ FAX #: (_____) _____
Affirmative Action Officer: _____ Telephone #: (_____) _____
AAO Email _____
Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2015-2016

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2015-2016 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title _____
Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN ANNUAL ASSURANCE

Academic Year 2016- 2017

Legal Name of District/Charter School _____ Code _____ County _____
Address: _____ Telephone # (_____) _____
City: _____ Zip: _____ FAX #: (_____) _____
Affirmative Action Officer: _____ Telephone #: (_____) _____
AAO Email _____
Contact Person: _____ Telephone #: (_____) _____ Ext. _____

STATEMENT OF ASSURANCE OF CEP IMPLEMENTATION – Year 2016-2017

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has reviewed its implementation strategies for academic year 2016-2017 and provides assurance that the implementation timeline has been met at each school within the district, if applicable. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site, if applicable, during this academic year.

CERTIFICATION: By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title: _____
signature: _____ Date: _____

NJQSAC Statement of Assurance
School Year 2014-15

Haddonfield-Elmfield Public School District			
Instruction and Program	Type "1" for Yes or "N/A," or "0" for No	Comments	
1. Reports to the district board of education and the public on the performance of all students on the New Jersey standardized testing system (N.J.A.C. 6A:8-3.1).	1		
2. Communicates district graduation requirements to all high school students, their families, and the community annually (N.J.A.C. 6A:8-5.1).	1		
3. Implements board-approved new and/or revised curricula that clearly and specifically align with the most recent State Board adopted version of the New Jersey Common Core Curriculum Standards (NJCCCS) and Common Core State Standards (CCSS) and with the timeline for implementation of curriculum for each content standard (N.J.A.C. 6A:3-3.1).			
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS	Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Type "1" if all curricula are aligned or type "0" if one or more curricula are not aligned
English Language Arts: Common Core State Standards (CCSS) for English Language Arts & Literacy (June 2010) Referred to as Language Arts Literacy in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012	9/24/2014 - Draft	Comments

NJQSAC Statement of Assurance
 School Year 2014-15

Haddonfield Regional Public School District			Comments
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS	Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	
World Languages: NJCCCS (June 2009)	September 2012	9/24/2014 - Draft	
Technology: NJCCCS (June 2009) Referred to as Technology and Career Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012	9/24/2014 - Draft	
21st Century Life and Careers: NJCCCS (June 2009) Referred to as Consumer, Family and Life Skills in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012	9/24/2014 - Draft	

1

NJQSAC Statement of Assurance
School Year 2014-15

Hasbrouck Heights Public School District				
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS	Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Comments	
Visual and Performing Arts: NJCCCS (June 2009) Referred to as Arts Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012	9/24/2014 - Draft		
Comprehensive Health and Physical Education: NJCCCS (June 2009) Referred to as Health and Physical Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012	9/24/2014 - Draft		

NJQSAC Statement of Assurance
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NJ Statewide Fiscal Year 2014-15 School District		
Instruction and Program	Type "Y" for Yes or N/A, or "N" for No	Comments
4. Aligns the approved career and technical education program with the State Plan for Career and Technical Education and evaluates the program annually, including the required safety and health program (<i>N.J.A.C. 6A:19 et seq.</i>).	1	
5. Has a preschool program plan approved by NIDOE, Division of Early Childhood Education, as per <i>N.J.A.C. 6A:13A-3.1</i> (if district receives State preschool education aid). For those school districts receiving full State funding under the School Funding Reform Act (SFRA) funded per pupil amount determined by the formula established in P.L. 2007, c. 260, the preschool Self-Assessment Validation System is complete, as per <i>N.J.A.C. 6A:13A-8.1</i> .	1	
Instruction & Program Subtotal	5	
Fiscal Management	Type "Y" for Yes or N/A, or "N" for No	Comments
The district: 1. Follows a budget calendar that was developed and shared with the board annually and that reflects all applicable legal and management requirements	1	
2. Bases the tuition estimate on an analysis of prior year expenditures and the current year schedule of out-of-district placements from existing contracts. If there were no out-of-district placements, this indicator should be checked N/A.	1	

NJQSAC Statement of Assurance
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Hasbrouck Heights Public School District		
Fiscal Management	Type "1" for Yes or "N/A," or "0" for No	Comments
3. Bases appropriations for capital projects on the district's Long Range Facilities Plan (N.J.A.C. 6A:26-2.1) and the comprehensive maintenance plan (N.J.A.C. 6A:26-20).	1	
4. Supports other budget lines by a trend analysis of historical expenditures.	1	
5. Includes only line-item transfers or appropriations of surplus for new programs and initiatives contained in the original budget certified for taxes (excluding transfers for health and safety related items and awards of additional state aid or grants for new purposes).	1	
6. Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a timely manner.	1	
7. Maintains separate accounts and keeps records, by grant (IDEA, Title I, IDEA-ARRA, Education Jobs Funds, etc.) and location as required (Title I, etc.), and/or consolidates accounts for approved school-wide programs as allowed in accordance with the approved budget.	1	
8. Expends federal funds consistent with the approved indirect cost rate.	1	
9. At a minimum, performs a semi-monthly review of the budget status (budget to actual) to ensure that sufficient appropriations are available.	1	
10. Approves purchase orders approved only by the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.	1	
Fiscal Management Subtotal	10	

**NJQSAC Statement of Assurance
School Year 2014-15**

Harrison Heights Public School District		
Governance	Type "I" for Yes or N/A, or "0" for No	Comments
The district: 1. Establishes policies and procedures for the provision of educational programs and services to all students (N.J.A.C. 6A:7 et seq).	I	
2. Establishes a nepotism policy (N.J.A.C. 6A:23A-6.2)	I	
3. Follows all requirements for the annual organization meeting (N.J.S.A. 18A:10-3 et seq. and 15-1 et seq.)	I	
4. Drafts minutes of all meetings, including executive sessions, that reflect all board actions and makes the minutes publicly available within two weeks or by the next board meeting (N.J.S.A. 18A:17-7). When appropriate, the board obtains public input and provides information to district staff as it relates to community expectations. The board also implements the Open Public Records Act (OPRA) pursuant to N.J.S.A. 47:1A-1 et seq.	I	
5. Requires each board member and administrator to file a timely and properly completed financial and personal relative disclosure statement each year (N.J.S.A. 18A:12-26). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (N.J.S.A. 18A:12-22).	I	
6. Establishes a travel and related expense reimbursement policy and ensures school board members and all employees operate in accordance with that policy (N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7).	I	
7. Submits new, renegotiated, amended, altered or extended contracts for superintendents, deputy superintendents, assistant superintendents and school business administrators to the Executive County Superintendent (ECS) for review and approval. Takes no formal action to approve or implement such contracts prior to ECS review and approval (N.J.S.A. 18A:7-8, N.J.A.C. 6A:23A-3.1)	I	

NJQSAC Statement of Assurance
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Hasbrouck Heights Public School District		
Governance	Type "1" for Yes or "N/A, or"0" for No	Comments
8. Approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees only by a roll call majority vote of the full membership of the board upon the recommendation of the Chief School Administrator and acts within 60 days of the CSA's recommendation (N.J.S.A. 18A:27-4.1).	1	
9. Approves the monthly board secretary's and treasurer's reports within 60 days of month's end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over-expended (N.J.A.C. 6A:23A-16.10).	1	
10. Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting (N.J.A.C. 18A:22-7 et seq. and N.J.A.C. 23A-8-1).	1	
Governance Subtotal	10	
Personnel	Type "1" for Yes or "N/A, or"0" for No	Comments
The district: 1. Utilizes board-approved job descriptions and standards for appointment of each teaching staff member, substitute teacher and other staff including paraprofessional positions. Ensures that all staff are appropriately certified and credentialed for their assignment (N.J.A.C. 6A:52-4 and N.J.A.C. 6A:9-6.5). 2. Confirms that new employees have a successful criminal history record check within three months of employment and that they have not been disqualified for employment (N.J.S.A. 18A:6-7.1 et seq., 18A:39-19.1 and 18A:6-4.13 et seq.).	1	

NJQSAC Statement of Assurance
School Year 2014-15

Harrison Public School District		
Personnel	Type "1" for Yes or "N/A, 0" or "0" for No	Comments
3. Adopts written policies and procedures for the physical examination of new and existing employees and maintains personnel health records in a secure separate location from personnel files (N.J.A.C. 6A:32-6.2 and 6.3).	1	
4. Adopts policies and procedures for the annual evaluation of all tenured and non-tenured teaching staff members by appropriately certified personnel. Distributes the policies to all tenured teaching staff members, including administrators and supervisor, by October 1 (N.J.A.C. 6A:10).	1	
5. Uses multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school/district staff when providing professional development opportunities. Uses the data sources to analyze the alignment of the district's Professional Development Plan with teaching staff needs (N.J.A.C. 6A:9-15 <i>et seq.</i>).	1	
Personnel Subtotal	5	
Operations		
	Type "1" for Yes or "N/A, 0" or "0" for No	Comments
The district:		
1. Conducts all required trainings for school district employees (N.J.S.A. 18A and N.J.A.C. 6A).	1	
2. Submits all required NJSMART files by the due dates and has an error rate of less than 2% for each file.	1	
3. Adopts and distributes to all school staff, students and parents a code of student conduct that contains all required elements (N.J.A.C. 6A:16-7.1).	1	

NJQSAC Statement of Assurance
School Year 2014-15

Hasbrouck Heights Public School District		
Operations	Type "1" for Yes or "N/A, or "0" for No	Comments
4. Collects and reports annually, incidents of violence, vandalism, substance abuse and disruptive behavior to the NJDOE on the Electronic Violence and Vandalism Reporting System (EVRVS). Reports to the board all incidents from the previous year, annually at a public hearing. Analyzes these incidents and identifies activities to address them (N.J.A.C. 6A:16-5.5).	1	
5. Develops and implements policies and procedures prohibiting harassment, intimidation and bullying (HIB); distributes them to students, parents and staff; and posts the policies and procedures on the district's website (N.J.S.A. 18A:37-14-18 and N.J.A.C. 6A:16-7.7).	1	
6. Satisfies all requirements of the Gun-Free Schools Act, 20 USC 7151 and the Title IV, Section 4141 of NCLB (N.J.S.A. 18A:37-7.12 and N.J.A.C. 6A:16-5.5).	1	
7. Provides for the safety and protection of students through the annual review, development and implementation of a memorandum of agreement (MOA) with law enforcement and implementation of board-approved policies to facilitate cooperation between school staff and law enforcement (N.J.A.C. 6A:16-6.2).	1	
8. Implements procedures to review and resolve transportation incidents to avoid safety violations and ensures the safety of children including but not limited to meeting Motor Vehicle Commission requirements for bus driver inspections before loading and after drop-off and evacuation drills (N.J.A.C. 6A:27-11 and 12.1(g)).	1	

NJQSAC Statement of Assurance
School Year 2014-15

Hasbrouck Heights Public School District		
Operations	Type "I" for Yes or N/A, or "0" for No	Comments
9. Adopts and implements policies and procedures designed to report missing and abused children to law enforcement and child welfare authorities. Appoints and school district liaison and provides training to district employees, volunteers and interns working in the school district (N.J.A.C. 6A:16-11).	I	
10. Provides school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. Maintains student health records (N.J.A.C. 6A:16-2.1 et seq).	I	
11. Implements the NDOE-approved school health nursing services plan (N.J.A.C. 6A:16-2.1(f)).	I	
12. Implements a board-approved comprehensive guidance and academic counseling program for all students (N.J.A.C. 6A:8-3.2).	I	
13. Coordinates a comprehensive career education and counseling program with transition services for students with disabilities beginning at age 14 or younger as determined by the Individualized Education Program team (N.J.A.C. 6A:14-3.7(e)(11-13)).	I	
14. Ensures that each school building has a multidisciplinary team (such as Intervention and Referral Services Team, Pupil Assistance Team and School Resource Committee), as part of its coordinated system for the planning and delivery of intervention and referral services (N.J.A.C. 6A:16-5).	I	
15. Provides educational services, either in school or out of school, within five days of the student's removal for disciplinary reasons or absence due to chronic or temporary illness (N.J.A.C. 6A:16-7.2; 7.3 and 10). If the district is a County Special Services School District, it develops and implements procedures for notifying resident district of disciplinary removals or absences due to chronic or temporary illness.	I	

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School Year 2014-15

Hesperisk-Highlands Public Schools District		
Operations	Type "1" for Yes or N/A, or "0" for No	Comments
16. Forwards all student records, including disciplinary records, to the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district. Forwards disciplinary records, with respect to suspensions and expulsions, to nonpublic schools (N.J.A.C. 6A:32-7.5(f)(1)(ii) and 6A:16-7.10).	1	
17. Provides services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services (N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq.) and Chapter 193 Remedial Services for the Handicapped (N.J.S.A. 18A:46-19.1 et seq. and N.J.A.C. 6A:14-6.1 et seq.).	1	
18. Disseminates information about and implements a comprehensive alcohol, tobacco and other drug abuse program. Adopts and disseminates to all school staff, students and parents policies and procedures for the prevention, assessment, intervention, referral for evaluation referral for treatment, discipline for students using alcohol or other drugs and continuity of care (N.J.S.A. 18A:46A-B et seq. and N.J.A.C. 6A:16-1.4(e)(18); 6A:16-3 and 6A:16-4).	1	
19. Annually reviews, revises or develops, and implements safety and security plans, procedures and mechanisms in consultation with law enforcement, health, social service and emergency management agencies and other community members, including parents (N.J.A.C. 6A:16-5.1 et seq.).	1	
20. Implements the NIDOE-approved Comprehensive Equity Plan (CEP) designed to eliminate discrimination according to race, age, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability, socioeconomic status, pregnancy or parenthood (N.J.A.C. 6A:7-1.4).	1	
Operations Subtotal	20	

Complete Audiological and Central Auditory Processing Charges

Tympanometry and Reflexes	\$ 50.00
Comprehensive Audiogram	\$ 50.00
OAE, comprehensive (12) frequencies	\$ 100.00
Central Auditory Processing	\$ 250.00
Central Auditory Processing Continuation	\$ 100.00

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Central Auditory Processing Continuation	\$ 100.00

HASBROUCK HEIGHTS SCHOOL DISTRICT
 BERGEN COUNTY
 Comprehensive Maintenance Plan

School Number	<u>13/14 Actual</u>	<u>14/15 Budgeted</u>	<u>15/16 Planned</u>
MIDDLEHIGH SCHOOL (050)	\$211,204 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$152,725 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$175,000 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.
EUCLID SCHOOL (060)	\$70,401 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$50,908 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$57,500 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.
LINCOLN SCHOOL (080)	\$70,401 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$50,908 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.	\$57,500 Localized repairs of cracks, weather proofing, caulking, painting, and patching. Replace hardware, worn treads, cracked tiles, and broken panes. Inspect, repair, service valves, seals, piping and insulation. Clean, repair, or replace boiler components. Annual service and inspection of all major systems, motors, and equipment.
TOTAL ALL SCHOOLS	\$352,007	\$254,541	\$290,000

	9/25/14	New Hours
L. Ciraco	33	34
N. Fried	42	36
K. Baptista	28	47.5
M. Philp	37	36.5
L. Pizzute	59.5	62.5