

**HASBROUCK HEIGHTS BOARD OF EDUCATION**  
**Monday, October 20, 2014**  
**Regular Meeting Agenda (Final)**  
**Time: 8:00 p.m.**

I. **A. Meeting called to order at:**

**B. Announcement of adequate meeting:**

The New Jersey Open Public Meeting Law was enacted to insure the right to the public to have advance notice of and to attend the meetings of public bodies at which business affecting their interest is discussed or acted upon.

Pursuant to the New Jersey Open Public Meeting Act, Public Law 1975, Chapter 231, the Board Secretary caused notice of this meeting to be given to the public and the press on **July 17, 2014**. Said notice was posted at the Hasbrouck Heights Municipal Building, Hasbrouck Heights Board of Education Office, Hasbrouck Heights Middle and High School, Euclid Elementary School and Lincoln Elementary School.

Notice of said meeting was published under legal notice in The Record.

**C. Roll Call**

II. Flag Salute

III. Presentations

IV. Public Hearing on Resolutions to be acted upon this meeting.

Residents are requested to state their names, addresses and subject matter. Issues raised by members of the public may or may not be responded to by the Board. All comments will be considered and a response will be forthcoming if and when appropriate. The Board asks that members of the public be courteous and mindful of the rights of other individuals when speaking. Specifically, comments regarding students and employees of the District are discouraged and will not be responded to by the Board. Students and employees have specific legal rights afforded by the laws of New Jersey. The Board bears no responsibility nor will it be liable for any comments made by members of the public. Members of the public should consider their comments in light of the legal rights of those affected or identified in their comments and be aware that they are legally responsible and liable for their comments.

V. Approval of Minutes September 24, 2014 (on file in business office)

VI. Correspondence and Report of School Business Administrator/Board Secretary

VII. Report of the Board President

VIII. Report of the Superintendent

- A. QSAC Update – Long Term Plan
- B. EVRRS/HIB Public Hearing
- C. Test Score Presentation for 2013 – 2014

IX. Committee and Liaison Reports:

- A. Education
- B. Special Education
- C. Technology
- D. Facilities
- E. Recreation
- F. Finance
- G. Personnel
- H. Policy
- I. NJ/BCSBA
- J. Borough Council Liaison
- K. Faculty Liaison
- L. PTA Liaison

X. Resolutions:

Awards/Presentations:

None

Education Committee

- E10-01-15 Approve Monthly Superintendent Discipline Report
- E10-02-15 Approve Monthly Superintendent HIB Report
- E10-03-15 Approve Monthly District Calendar
- E10-04-15 Approve Workshop
- E10-05-15 Approve Donation of Dictionaries
- E10-06-15 Approve Program
- E10-07-15 Approve Policies/Regulations
- E10-08-15 Approve PAR Plan
- E10-09-15 Approve QSAC Long Term Plan
- E10-10-15 Approve Comprehensive Equity Plan
- E10-11-15 Approve NJQSAC State of Assurance
- E10-12-15 Approve District Policy Manual

Special Education Committee

- S10-01-15 Approve Special Services
- S10-02-15 Approve Special Services
- S10-03-15 Approve Amendment
- S10-04-15 Approve OOD
- S10-05-15 Approve Special Services

Technology Committee

None

Facilities Committee

- B10-01-15 Approve Facilities Use
- B10-02-15 Approve Temporary Instructional Area

Recreation Committee

- R10-01-15 Approve Field Trip Calendar
- R10-02-15 Approve Fundraisers
- R10-03-15 Approve Conference
- R10-04-15 Approve Donation of Football Receipts from 9/19/14

#### Finance Committee

F10-01-15	Approve Financial Certification
F10-02-15	Approve Actual Payroll for September
F10-03-15	Approve Estimated Payroll for October
F10-04-15	Approve Bill Authorization – October
F10-05-15	Approve Board Secretary's Report
F10-06-15	Approve OOD No Cost Lunch Program
F10-07-15	Approve Purchases
F10-08-15	Approve Purchases
F10-09-15	Approve Comprehensive Maintenance Plan

#### Personnel

P10-01-15	Approve Personnel Action
P10-02-15	Approve Personnel Action
P10-03-15	Approve Personnel Action
P10-04-15	Approve Personnel Action
P10-05-15	Approve Personnel Action
P10-06-15	Approve Personnel Action
P10-07-15	Approve Personnel Action
P10-08-15	Approve Personnel Action
P10-09-15	Approve Personnel Action
P10-10-15	Approve Personnel Action
P10-11-15	Approve Personnel Action
P10-12-15	Approve Personnel Action
P10-13-15	Approve Personnel Action
P10-14-15	Approve Personnel Action
P10-15-15	Approve Personnel Action
P10-16-15	Approve Personnel Action
P10-17-15	Approve Personnel Action
P10-18-15	Approve Personnel Action

XI. Old Business

XII. New Business

XIII. Open Public Hearing

Residents are requested to state their names, addresses and subject matter. Issues raised by members of the public may or may not be responded to by the Board. All comments will be considered and a response will be forthcoming if and when appropriate. The Board asks that members of the public be courteous and mindful of the rights of other individuals when speaking. Specifically, comments regarding students and employees of the District are discouraged and will not be responded to by the Board. Students and employees have specific legal rights afforded by the laws of New Jersey. The Board bears no responsibility nor will it be liable for any comments made by members of the public. Members of the public should consider their comments in light of the legal rights of those affected or identified in their comments and be aware that they are legally responsible and liable for their comments.

XIV. Private Session (If necessary)

XV. Adjournment

*HASBROUCK HEIGHTS BOARD OF EDUCATION*  
**RESOLUTIONS – October 20, 2014 (Final)**

**Awards/Presentations:**

RESOLUTIONS:

AWARDS:

None

EDUCATION COMMITTEE:

RESOLUTIONS:

E10-01-15     Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Accept Monthly Discipline Report

E10-02-15     Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Accept Monthly Superintendent HIB Report and approves the actions recommended by the Superintendent for the following incidents:  
(if applicable)

2014 – HS – 2 & 2014 – HS-3  
2014 – MS – 2 & 2014- MS - 3  
2014 – LS - 3 & 2014 – LS - 4  
ES - None

E10-03-15     Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:

The monthly district calendar

E10-04-15     Be it Resolved that the Hasbrouck Heights Board of Education approve the following workshops for the 2014-2015 school year:

10/9/14 – C. Cassidy – Bergen County Curriculum Consortium Meeting - Wyckoff @ no cost to district  
11/25/14 – L. Palladino and M Gyenes – “Knock it out of the PARCC (mathematics) – So. Hackensack, NJ @ no cost to district  
12/1/14 – C. Cassidy - Preparing for PARCC @ a cost of \$149

12/8/14 – 12/12/14 – L. Tomesco & D. Cerneka – Orton Gillingham Program – Secaucus, NJ @ \$975 each cost to district  
 10/24/14 – S. D’Amore – Balanced Literacy K-3 – SBJC @ no cost to district  
 11/25/14 – M. Sickels & J. Colangelo – Gang Awareness – BCC @ no cost to district  
 10/30/14, 1/14/15, 2/3/15, 4/28/15, 5/15/15 – J. Martello & V. DePalma – Teacher’s College Lead Teacher group meetings at various hosting school districts @ no cost to district  
 10/14/14 – E. Latorre – Preparing Mathematics grades 3-5 – PARCC Institute – Franklin Lakes, NJ @ no cost to district  
 11/14/14 – E. LaTorre – Next Generation Science Standards through Hands on, Inquiry-based Science in the K-8 Classroom – Franklin Lakes, NJ @ no cost to district  
 10/10/14 – B. Christianson – Addiction Workshop – Teaneck, NJ @ \$35 cost to district  
 11/6/14 – J. VanDam – AP English Lit & Composition, Robbinsville, NJ @ \$185 cost to district  
 11/5/14 – P. Lambe & J. Rakus – Teacher’s College - Professional Development – NYC - previously board approved  
 11/19/14 – L. Tomesco & L. Colaneri – Teacher’s College Professional Development – NYC – Previously board approved  
 12/4/14 – M. Rad & D. Cerneka – Teacher’s College – Professional Development – NYC – previously board approved  
 12/9/14 – P. McSweeney & M. Farruggio – Teacher’s College Professional Development – NYC – previously board approved  
 12/16/14 – L. Mansfield & R. Sturm – Teacher’s College Professional Development – NYC – previously board approved  
 10/28/14 – J. Hohnacker – Teacher’s College Professional Development – NYC – previously board approved  
 11/19/14 – D. Dussault & S. Unglert – Teacher’s College Professional Development – NYC – previously board approved  
 3/4/15 – L. Siconolfi – Teacher’s College Professional Development – NYC – previously board approved  
 10/23/14 – C. Kievitt – “Reading and Writing with the IPAD” @ Bergen County Educational Technology Center @ no cost to district

E10-05-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:

Accept the donation of dictionaries from the Italian American Forum of Lodi.

E10-06-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following program for the 2014-2015 school year:

10/6/14 thru 10/10/14 - Week of Respect for School Violence Awareness Week

11/26/14 – C. Saccente – NJ Certified ASL teacher to speak to LS 5<sup>th</sup> grade students about sign language @ no cost to district

- E10-07-15 Be it Resolved that the Hasbrouck Heights Board of Education approve first/second reading of the following new or revised policies/regulations/exhibits or by laws, attached to the minutes:  
**(Attachment A)**
- Policy #3283 – Electronic Communications between Teaching Staff Members and Students **(Second Reading)**
- Policy #4283 – Electronic Communications between Support Staff Members and Students **(Second Reading)**
- Policy #6147.2 – Grading **(Second Reading)**
- E10-08-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:
- Purchase of Predictive Assessment of Reading (PAR) to screen students for Dyslexia, per law @ a cost of \$7.00 per student per 100 students – total \$700
- E10-09-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:
- QSAC Long Term Plan **(Attachment B)**
- E10-10-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:**
- Three Year Comprehensive Equity Plan 2014-2017 (Attachment C)**
- E10-11-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:**
- NJQSAC Statement of Assurance (Attachment D)**
- E10-12-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:**
- District Policy Manual (First Reading)**  
**(on file in the business office)**

SPECIAL EDUCATION COMMITTEE:

RESOLUTIONS:

- S10-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following Special Services for the 2014 – 2015 school year:
- Student 1000301 – OT evaluation – J. Wagner @ \$275  
 Student #5503 – home instruction for 3 hrs per week to monitor virtual HS program @ \$40/hr (S. Gallo)  
 Student #1000088 & Student 1000554 - C. Romeo – to develop BIP for 6 hrs total @ \$65/hr  
 Student 122 – 1:1 para – MS Play @ 100 hrs, MS Glee Club, MS Art Club @ \$18.85/hr  
**Student #990113 – Bed-side instruction for the remainder of 2014 – 2015 school year @ 5 hrs per week @ \$46/hr – Education, Inc.**
- S10-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following Special Services for the 2015– 2016 school year:
- Approve extended school year dates for July 2015 – Start July 1, 2015 and end July 28, 2015. Closed July 3, 2015.
- S10-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following Special Services for the 2014 – 2015 school year:
- Amend Resolution S08-04-15 to extend C. Romeo as behaviorist through November 30, 2014 @ 20 hrs per week @ \$65/hr
- S10-04-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following OOD for the 2014 – 2015 school year:
- Student #1000083 – SBJC – Lodi, NJ @ a tuition rate of \$50,700 pro - rated beginning 9/30/14  
 Student #1000447 – RH, Alloway, NJ @ a tuition rate of \$125/day – September 8, 2014 – June 18, 2015  
**Student # 5503 – VHS @ a tuition rate of \$4,250 as of 9/25/14**
- S10-05-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following Special Services for the 2014 – 2015 school year:
- Dr. D. Boiselle – AUDSLP – to provide auditory assessments as per attached rate sheet (**Attachment E**)

TECHNOLOGY COMMITTEE:

RESOLUTIONS:

None

FACILITIES COMMITTEE:

RESOLUTIONS:

- B10-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

Facilities Use (**Attachment F**)

- B10-02-15 Be it Resolved that the Board of Education approve the following purchases for the 2014 – 2015 school year:

Temporary instructional area and approve alternate toilet facilities for Euclid and Lincoln Elementary schools pursuant to NJAC 6A:26-6.2 (h)ii

RECREATION COMMITTEE:

RESOLUTIONS:

- R10-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

District Field Trip Calendar

- R10-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following fundraisers for 2014-2015 school year:

10/23/14 – 11/19/14 – LS Student Council Food Drive to replenish the HH food pantry – J. Martello  
LS Student Council to make crafts for the winter holidays to be given to the senior citizens of HH – J. Martello  
1/22/14 – 2/11/14 - LS Student Council – collecting supplies to donate to local animal shelters – J. Martello  
1/18/15 – 1/30/15 – “Pennies for Patients” – ES Student Council – P. McSweeney & M. Gyenes  
January 2015 – LS Student Council – Reusable Shopping Bag – J. Martello  
April and May 2015 – LS Student Council – Field Day T-Shirts – J. Martello  
10/28/14 – 11/21/14 – HS Softball Team – Candy Bar Sale – J. Ferranti  
11/1/14 – 1/31/15 – Gay Straight Alliance – Safe Space Stickers – M. Warren  
11/1/14 – 1/31/15 – Gay Straight Alliance – Coat Drive for Homeless Teens – M. Warren  
11/3/14 – Softball team – Chipotle Restaurant – J. Ferranti  
11/21/14 – Softball team – movie night – J. Ferranti  
12/6/14 & 12/17/14 – Jr. Class can shake at Shoprite, Pathmark, and Stop and Shop – A. Lewites  
11/3/14 – 11/21/14 – ES student council – to collect food for the HH food pantry



11/24/14 – 12/5/14 – Going Green Club – collection of used clothes for Vietnam Veterans

- R10-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

11/6/14 – 11/8/14 – W. Thorne & C. Cassidy Journalism National Conference – Washington, D.C. – (transportation, hotel, etc) – cost not to exceed \$800 each

- R10-04-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

Football gate receipts from game of 9/19/14 to be donated to the Park Ridge Booster Club fund which was set up in memory of their football coach who passed away - \$2,100

#### FINANCE COMMITTEE:

#### RESOLUTIONS:

- F10-01-15 Be it resolved that the Hasbrouck Heights Board of Education pursuant to NJAC 6A:23-2.11-4 and upon consultation with district officials, certifies that to the best of its knowledge, no major account of funds have been over expended in violation of NJAC 6A:23-2.11(a) and that sufficient funds are available to meet the district's needs.
- F10-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the actual payroll for the month of September 2014 in the amount of \$1,650,601.16 that the President of the Board, the School Business Administrator, and the Treasurer of School Funds be, and they hereby are, authorized to sign warrants up to and including the above.
- F10-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the estimated payroll for the month of October 2014 at \$1,400,000 and that the President of the Board, the School Business Administrator, and the Treasurer of School Funds be, and they hereby are, authorized to sign warrants up to and including the above \$1,400,000.
- F10-04-14 Be it Resolved that the President of the Board and the Board Secretary are hereby authorized to sign warrants for supplies and materials received and services rendered to the Hasbrouck Heights School District for the month of Oct 2014

F10-05-15 Be it Resolved that the Board of Education approve the following reports in accordance with NJAC 6A:23-2.11 (a) and NJAC 6A:23-2. 11 (b) which are on file in the office of the Board Secretary:

Board Secretary's Report  
Treasurer's Report  
Monthly Fund Transfer Report  
September 2014

F10-06-15 Be it resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Forum School and YCS are not required to charge students for reduced and/or paid meals

F10-07-15 Be it resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Approve the following purchases made pursuant to NJSA 18A:18A10(a)  
Technology Supplies:

P. O. #500755 – PCL Solutions, Inc. - \$2,668.40 –TCPN contract #R5065A  
P. O. #500756 – CDW Government, Inc - \$21,363.77 – MRESC contract #13/14-04  
P. O. #500655 – Dell \$1714.80 – WSCA contract #WN88ABZ  
P. O. #500656 – Gov Connection \$4,595 – WSCA Contract #A70262  
P. O. #500667 – Graybar Electric \$1143.90 – State Contract #85151  
P. O. #500789 - Dell - \$6,082.02 – WSCA Contract #WN88ABZ

F10-08-15 Be it resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Approve the following purchases made pursuant to NJSA 18A:18A10(a)

P. O. #500436 – Savin Copiers financed through Municipal Capital - \$40,905  
– October 2014 through June 2015- State contract #A51464  
60 month lease

F10-09-15 Be it resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

**Whereas**, the Department of Education requires New Jersey School Districts to submit three-year maintenance plans documenting “required” maintenance activities for each of its public school facilities and

**Whereas**, the required maintenance activities as listed in the attached document for the various school facilities of Hasbrouck Heights are consistent with these requirements, and

**Whereas**, all past and planned activities are reasonable to keep school facilities open and safe for use or in their original condition and to keep their system warranties valid,

**Now Therefore Be It Resolved**, that the Hasbrouck Heights Board of Education hereby authorizes the school business administrator to submit the attached Comprehensive Maintenance Plan for Hasbrouck Heights School District in compliance with Department of Education requirements.  
**(Attachment G)**

#### PERSONNEL COMMITTEE:

#### RESOLUTIONS:

P10-01-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Leave of Absence:**

L. Cagiao - Unpaid leave of absence 10/13/14 – 10/17/14

A. Rogers – Paid maternity sick leave from 11/10/14 – 1/16/15 – unpaid family leave from 1/17/15 – 4/24/15

C. Healey- paid sick leave from 10/13/14 – 12/8/14

P10-02-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

Amend Resolution #P09-21-15 – to read D. D’Amico to split 50/50 asst football coaching stipend @ .5 of step 3 = \$2,790.50

Amend Resolution #P09-07-15 to read ending date of C. Cuttita as long term leave replacement to be determined

Amend Resolution #P09-08-15 to extend A. Daly - paid of leave of absence to 10/31/14

Amend Resolution #P06-15-14 – Home Instruction - Remove D. Cerneka and replace with S. Gallo for 3 hrs per week plus prep until end of 2014 – 2015 school also from 10/27/14 through April 2015 remove A. Rodgers and replace with S. Gallo for 3 hrs per week plus prep @ \$40/hr

- P10-03-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Sub Nurse:**

Sub Nurse Rate for Lice Checks and Health Screenings @ \$32/hr

- P10-04-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Visitor Monitor:**

E. DeSantis – AM visitor monitor at MS/HS from 7:30 to 8:30 am @ \$14.30/hr (replacement for L. DelSole)

- P10-05-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Sub Bus Aide:**

J. Freschi – am sub @ \$10/hr

- P10-06-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Coaching Stipends:**

M. Sparacio – Asst Coach for winter track for student #123 @ .6 of step 3 = \$1,920

B. Phillips – Asst boys basketball coach @ step 5 = \$5,490\*

\*Pending Paperwork include CHR letter

- P10-07-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**CST SUMMER HOURS REVISED:**

Amend Resolution #P07-02-14(Attachment H)

- P10-08-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Extra Pay:**

M. Abbatiello – after school taping as substitute coverage when athletic trainer is absent @ \$32/hr  
J. Schmarak – morning physical therapy as needed from 6:55 am to 7:55 am – maximum of 75 hours @ \$32/hr not to exceed \$2,400  
M. Bischoff – 1:1 para – MS Play 100 hrs, MS Glee Club 10 hrs, MS Art Club 10 hrs @ \$18.85/hr

- P10-09-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Substitute Keys:**

P. Lambe – sub keys teacher @ \$28.60/hr  
J. Keller – sub keys teacher @ \$28.60/hr

- P10-10-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Home Instruction:**

S. Gallo – 3 hrs per week for VHS @ \$40/hr (student #5503)

Amend Resolution #P07-02-15 read K. Young - home instruction  
2 hrs per day for 2 weeks for a total of 20 hours

- P10-11-15 Be it Resolved that upon the recommendation of the Superintendent of Schools, the Hasbrouck Heights Board of Education approve the following student teacher/practicum and/or field experience/observation placement for the 2014 – 2015 school year:

Amend Resolution #P08-15-14 to read with K. Costello  
Spring 2015 – 1 to 2 days per week - N. Sogluizzo – WPU – J. Ferranti

- P10-12-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Volunteers:**

J. Raymond – Classroom Asst  
K. Gianni – Winter Track  
K. Jauhar – Boys Basketball Volunteer \*  
\*Pending Paperwork

- P10-13-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Paraprofessionals:**

L. Eubanks - .52 para at MS/HS – (\$20,482 x .52 = \$10,650.64) to be prorated as of 10/21/14 – emergent hire  
C. Eustice - .52 para at MS/HS – (\$20,482 x .52 = \$10,650.64) to be prorated as of 10/21/14 – emergent hire

- P10-14-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Substitute Teachers:\***

A. Cristofolo – County Certified @ \$80/day  
A. Tawdros – County Certified @ \$80/day  
A. Jean-Baptiste – County Certified @ \$80/day  
Y. Bernal – State Certified @ \$85/day  
E. Oettinger – State Certified Substitute Teacher @ \$85/day  
A. Sisco – County Certified @ \$80/day  
\*Pending Paperwork including CHR Letter

- P10-15-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Emergent Hires due to Criminal History Review Unit Backlog:**

C. Taylor - State Certified Substitute Teacher @ \$85/day  
R. Hohnecker -Visitor Monitor – (previously board approved)  
T. Goss - Secretary (previously board approved)  
W. Herron – Visitor Monitor – (previously board approved)

P10-16-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Sub Paraprofessionals:**

A. Jean-Baptiste @ \$10/hr

C. Taylor @ \$10/hr

T. Minichiello @ \$10/hr

**Sub Lunch Aides:**

**T. DiLascio @ \$10/hr**

P10-17-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Unpaid Leave:**

N. Vanni – unpaid leave for 11/10/14

P10-18-15 Be it Resolved that upon the recommendation of the Superintendent of Schools the Hasbrouck Heights Board of Education approve the following appointments or personnel action for the 2014-2015 school year:

**Long Term Leave Replacement:**

**C. Cuttita – for A. Rogers – 11/3/14 – 4/29/15 @ \$150/day**

**N. Glassman – for K. Doyle – 10/21/14 – 1/5/15 @ \$150/day\***

**\* Pending paperwork - emergent hire**

# **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





# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### TEACHING STAFF MEMBERS

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### Electronic Communications Between Teaching Staff Members and Students

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



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### TEACHING STAFF MEMBERS

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#### Electronic Communications Between Teaching Staff Members and Students

- 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.



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### TEACHING STAFF MEMBERS

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#### Electronic Communications Between Teaching Staff Members and Students

- (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.



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Electronic Communications Between Teaching Staff  
Members and Students

### 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

Approved (Second Reading): October 20, 2014



# POLICY

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## HASBROUCK HEIGHTS BOARD OF EDUCATION

### SUPPORT STAFF MEMBERS

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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:

1. 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.



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### SUPPORT STAFF MEMBERS

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#### Electronic Communications Between Support Staff Members and Students

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.



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### SUPPORT STAFF MEMBERS

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#### Electronic Communications Between Support Staff Members and Students

- b. A support staff member shall not provide their personal e-mail address to any student. If a student sends an e-mail to a support 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 support staff member and the student.
  - c. A support staff member's school district e-mail account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's e-mail system.
- 2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student
  - a. Communications between a support staff member and a student via a personal cellular telephone shall be prohibited.
    - (1) However, a support 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 support 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 Support Staff Members and Students
  - a. Text messaging communications between a support staff member and an individual student are prohibited.
    - (1) However, a support 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 support staff member's professional responsibilities regarding the student. 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 activity approved by the Principal or designee.



# POLICY

## HASBROUCK HEIGHTS BOARD OF EDUCATION

### SUPPORT STAFF MEMBERS

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#### Electronic Communications Between Support Staff Members and Students

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.





# **POLICY**

## **HASBROUCK HEIGHTS BOARD OF EDUCATION**

### **SUPPORT STAFF MEMBERS**

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#### **Electronic Communications Between Support Staff Members and Students**

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 to permitted 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 be also 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)
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.	Develop and revise curricula to Common Core and/or NJCCCS.	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.	Superintendent/ Assistant Superintendent/ Principals	May 2014 (already begun) to October 2014	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.

# **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)
Problem #2: DPR 1 & 3 I&P Create instructional support to improve Language Arts Literacy State Assessment Data for the district's student population.	To revise LAL curriculum K-12 to address comments in QSAC report	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.	Superintendent/ Assistant Superintendent/ Principals/ Supervisors	May 2014 - November 2014	Revised curriculum guides for K-12 in Language Arts.
	To ensure revised curriculum is implemented in classrooms and updated on a regular basis	New positions created - Supervisor of Curriculum K-5 and Supervisor of Curriculum 6-12. 5 year curriculum cycle to be implemented	Superintendent/ Assistant Supt.	Ongoing	Employment contracts; Classroom observations; Curriculum revision cycle

# **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

# **QSAC Long Term Plan (LTP) - Instruction and Program**

**District:** Hasbrouck Heights

**Submission Date:** November 1, 2014

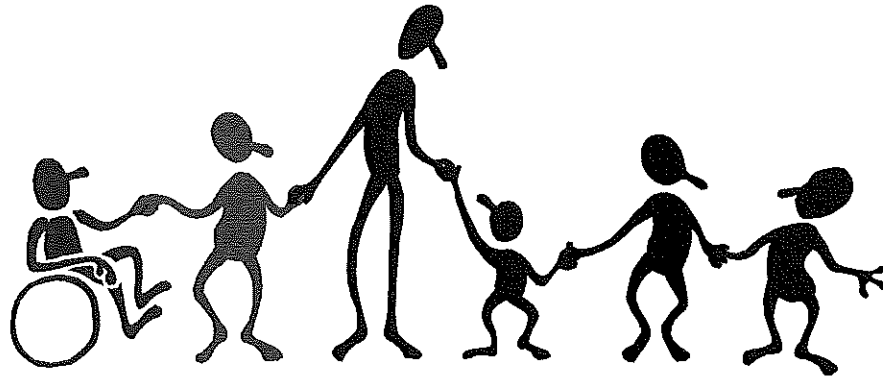
**Submitted by (name and title):** Dr. Mary Kildow, Interim Superintendent

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

# **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. Realignment 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** included 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 cassidyc@hhschools.org

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

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## 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 noncompliant school(s) in the district		
<p><b><u>BOARD RESPONSIBILITY</u></b>  N.J.A.C. 6A:7-1.7; Booker v. Plainfield, 461 N.J. 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX</p> <p><b>Adopt or re-adopt written equality and equity policies, requiring the following:</b></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>(a) Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.</p>	<p>C</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"> <li>* Board Policy #5750 Equal Educational Opportunity</li> <li>* Board Policy #1550 Affirmative Action</li> <li>* Board Policy 5512 HIB Policy</li> <li>* Board Policy #5755 Equity in Educational Services</li> <li>* Board Policy #1510 Rights of Persons with Handicaps</li> </ul>	
(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"> <li>* Board Policy #5750 Equal Educational Opportunity</li> <li>* Board Policy #1550 Affirmative Action</li> <li>* Board Policy #5751 Sexual Harassment</li> <li>* Board Policy #3240 Professional Development</li> </ul>	

<b>B.</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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<b>C.</b>	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.	C	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	
<b>D.</b>	Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:	C	*Board Resolution adopting Comprehensive Equity Plan for 2014-2017	
1)	Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.	C	DATA: *Friday Folders distributed to parents and staff	
2)	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.	C	*Board Policy #5751 Sexual Harassment *Board Policy #1550 Affirmative Action	
3)	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.	C	*District Web Site *School Building Posting *Administrative, Staff, Student Guides *Board of Education District Calendar	
4)	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.	C	*Student to Student Harassment Report of Affirmative Action Officer *Sample Investigation Questions	
5)	Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap	C	*NJDOE Website	

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		
<b>II.</b>	<b><u>STAFF DEVELOPMENT AND TRAINING</u></b> 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	
<b>A.</b>	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 <b>every school year</b> , 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.	<b>SCHOOL AND CLASSROOM PRACTICES</b>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
<b>A.</b>  1)	<p><b>Equality and Equity in Curriculum</b> 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> <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>*Review of Curriculum, BOE Resolution</p>	
(a)	School climate/learning environment	C	<p>*Handbook Review –District-Wide interviews with principals, supervisors, and teachers *Data: Code of Conduct and Class Rules</p>	
(b)	Courses of study, including Physical Education	C	<p>*Thorough curriculum review by subject area Supervisor *Data: Curriculum Guide</p>	
(c)	Library materials/Instructional materials and strategies	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>	
(d)	Technology/software and audio-visual materials	C	<p>*DATA: Technology software and audiovisual materials reviewed and categorized by subject</p>	
(e)	Guidance and counseling, including sexual harassment & grievance procedures	C	<p>*Annual review of district policies and procedures by Guidance and Affirmative Action Officer. *DATA: District policies and procedures</p>	
(f)	Extra-curricular programs and activities	C	<p>*Review and analysis of extra-curricular programs</p>	

(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. (NISA 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>B. Equality and Equity in Student Access</b>				
	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; <u>Piver v. Doe</u>  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 #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)	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	
5)	Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.	C	* ACCESS for ELLS	
6)	Utilize bias-free measures for determining the special needs of students with disabilities.	C	*DATA: Student Identification/Referral Form *DATA: Student Pre-Referral Form *DATA: IEP Report/Action Plan	
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	*Letter to parents of ESL students *Translation in native language *Translator when necessary	
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	*Board Policy #5742 Marital Status and Pregnancy	

<b>C</b>	<b>Equality and Equity in Guidance Programs and Services</b> 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:	<b>C</b>		
1)	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.	<b>C</b>	<ul style="list-style-type: none"> <li>*Board Policy #5750 Equal Educational Opportunities</li> <li>*Board Policy #1510 Rights of Persons with Handicaps or Disabilities</li> <li>*Guidance Presentations/Activities (all students)               <ul style="list-style-type: none"> <li>--Visitation: 6<sup>th</sup> Grade Orientation</li> <li>--Visitation: 6<sup>th</sup> Grade Shadowing Program</li> <li>--HS Open House: All 8<sup>th</sup> Grade Students</li> <li>--Individual HS Orientation meetings for 8<sup>th</sup> grade parents available by appointment</li> <li>--Meeting: Parent Information Night (all students)</li> </ul> </li> </ul>	
2)	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.	<b>C</b>	<ul style="list-style-type: none"> <li>*Career Center Presentations (9<sup>th</sup> &amp; 10<sup>th</sup> grades)</li> <li>*Career Information System (Bridges/Coin)</li> <li>*Materials               <ul style="list-style-type: none"> <li>--Occupational Handbook</li> </ul> </li> <li>*Career Day Description Booklet</li> <li>*College informational sessions (military, two-year colleges, four-year colleges)</li> </ul>	
3)	Guidance Counselors are not using biased materials.	<b>C</b>	<ul style="list-style-type: none"> <li>*Course/Program Directory</li> <li>*Test Materials/Booklet</li> <li>*Fair Testing Code</li> <li>*Financial Aide Information</li> <li>*Guidance Announcements/Newsletters</li> <li>*Scholarship Newsletter</li> </ul>	



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

IV.	<p><b><u>EMPLOYMENT/CONTRACT PRACTICES</u></b>  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</p>	Compliant or Non-compliant	Documentation or Evidence to Substantiate Compliance	List name of noncompliant school(s) in the district
A.		C	<ul style="list-style-type: none"> <li>*Board Policy #3125 Employment of Teaching Staff Members</li> <li>*Board Policy #5750 Equal Educational Opportunity</li> <li>*Board Policy #5751 Sexual Harassment</li> <li>*NJ Hire.com-employment site (job posting)</li> <li>*Sample Advertisement (all categories of employment)</li> </ul>	
1)	<p>Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows:</p> <p>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.</p>	C	<ul style="list-style-type: none"> <li>*Board Policy #3125 Employment of Teaching Staff Members</li> <li>*Board Policy #5750 Equal Educational Opportunity</li> <li>*NJ Hire.com-employment site (job posting)</li> <li>*Advertise in NJ Star Ledger (as an equal opportunity employer)</li> <li>*State reports "Certified Staff" and "Fall Survey", included in the Annual School Report Card</li> </ul>	
2)	<p>Target under-utilized groups in every category of employment.</p>	C		
3)	<p>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.</p>	C	<ul style="list-style-type: none"> <li>*Copies of Employment Applications (Teacher/Substitute Teacher/Custodial/Secretarial/Full-Time Aide/Part-Time Aide)</li> </ul>	
4)	<p>Monitor promotions and transfers to ensure non-discrimination.</p>	C	<ul style="list-style-type: none"> <li>*Board Policy #3130 Assignment; Transfer</li> <li>*Board Policy #1140 Affirmative Action</li> </ul>	
5)	<p>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.</p>	C	<ul style="list-style-type: none"> <li>*Salary Guides (all categories of employment)</li> <li>*Board Policy #1550 Affirmative Action in Employment</li> <li>*Compensation Rate Booklet (part of Salary Guide)</li> </ul>	

<b>B.</b>	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.	C	* Board Policy #1550 Affirmative Action/Contracts *Board Policy 3125 Employment of Teaching Staff Members	
<b>C.</b>	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 #3125 Equal Educational Opportunity	

**NJ State Division on Civil Rights website:** <http://www.state.nj.us/ps/cdr/>  
**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
			15	16	17	Ongoing	
	District is in compliance		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.	AAO	Δ	Δ	Δ	Δ	Workshop evaluations, Agenda of workshops, Attendance records
	Development and implementation of in-service programs to help staff identify and deal with harassment, prejudicial behavior and bias	AAO, Outside Speakers				X	Attendance Records
	New teacher orientation program focusing on diversity	AAO				X	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>District wide in-service on how to identify and deal with sexual harassment and prejudice</p>	<p>AAO</p> <p>AAO and guest speakers</p>	<p><b>X</b></p> <p><b>X</b></p>	<p>Attendance Records</p> <p>Attendance records</p>
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# 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			Indicator of Accomplishment
			15	16	17 Ongoing	
	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				Indicator of Accomplishment
			15	16	17	Ongoing	
	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 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			Indicator of Accomplishment
			15	16	17 Ongoing	
	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				Indicator of Accomplishment
			15	16	17	Ongoing	
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	Δ	Δ	Δ	Δ	*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			Indicator of Accomplishment
			15	16	17 Ongoing	
	District is in compliance		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

Hasbrouck Heights 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 <u>not</u> aligned	Comments
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		

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

<b>Hasbrouck Heights Public School District</b>			
<b>Content Area and Date Standards were Adopted by State Board of Education</b>	<b>Date by which districts are required to align the curriculum with the NJCCCS or CCSS</b>	<b>Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards</b>	<b>Comments</b>
<b>Math: CCSS (June 2010)</b>	September 2011 (K-2); September 2012 (3-5 & high school); September 2013 (6-8); (prior to 2013, Districts are required to implement the 2008 NJCCCS for Mathematics for grades 6-8)	9/24/2014 - Draft	
<b>Science: NJCCCS (June 2009)</b>	September 2011	9/24/2014 - Draft	
<b>Social Studies: NJCCCS (September 2009)</b>	September 2012	9/24/2014 - Draft	

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

<b>Hasbrouck Heights Public School District</b>				
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	<b>1</b>	
			Comments	
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		

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

<b>Hasbrouck Heights Public School District</b>				
<b>Content Area and Date Standards were Adopted by State Board of Education</b>	<b>Date by which districts are required to align the curriculum with the NJCCCS or CCSS</b>	<b>Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards</b>	<b>Comments</b>	
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  
School Year 2014-15

Hasbrouck Heights Public School District		
Instruction and Program	Type "1" for Yes or N/A, or "0" 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> ).	<b>1</b>	
5. Has a preschool program plan approved by NJDOE, 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> .	<b>1</b>	
<b>Instruction &amp; Program Subtotal</b>	<b>5</b>	
Fiscal Management	Type "1" for Yes or N/A, or "0" 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	<b>1</b>	
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.	<b>1</b>	

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

<b>Hasbrouck Heights Public School District</b>		
<b>Fiscal Management</b>	<b>Type "1" for Yes or N/A, or "0" for No</b>	<b>Comments</b>
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).	<b>1</b>	
4. Supports other budget lines by a trend analysis of historical expenditures.	<b>1</b>	
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.	<b>1</b>	
6. Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a timely manner.	<b>1</b>	
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.	<b>1</b>	
8. Expends federal funds consistent with the approved indirect cost rate.	<b>1</b>	
9. At a minimum, performs a semi-monthly review of the budget status (budget to actual) to ensure that sufficient appropriations are available.	<b>1</b>	
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.	<b>1</b>	
<b>Fiscal Management Subtotal</b>	<b>10</b>	

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

<b>Hasbrouck Heights Public School District</b>		
<b>Governance</b>	<b>Type "1" for Yes or N/A, or "0" for No</b>	<b>Comments</b>
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).	<b>1</b>	
2. Establishes a nepotism policy (N.J.A.C. 6A:23A-6.2)	<b>1</b>	
3. Follows all requirements for the annual organization meeting (N.J.S.A. 18A:10-3 et seq. and 15-1 et seq.)	<b>1</b>	
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.)	<b>1</b>	
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).	<b>1</b>	
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).	<b>1</b>	
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).	<b>1</b>	



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

<b>Hasbrouck Heights Public School District</b>		
<b>Governance</b>	Type "1" for Yes or N/A, or "0" for No	<b>Comments</b>
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 ( <i>N.J.S.A. 18A:27-4.1</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:23A-16.10</i> ).	<b>1</b>	
10. Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting ( <i>N.J.A.C. 18A:22-7 et seq. and N.J.A.C. 23A:8-1</i> ).	<b>1</b>	
<b>Governance Subtotal</b>	<b>10</b>	
<b>Personnel</b>	Type "1" for Yes or N/A, or "0" for No	<b>Comments</b>
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 ( <i>N.J.A.C. 6A:32-4 and N.J.A.C. 6A:9-6.5</i> ).	<b>1</b>	
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 ( <i>N.J.S.A. 18A:6-7.1 et seq., 18A:39-19.1 and 18A:6-4.13 et seq.</i> ).	<b>1</b>	

NJQSAC Statement of Assurance  
School Year 2014-15

Hasbrouck Heights Public School District		
Personnel	Type "1" for Yes or N/A, 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 ( <i>N.J.A.C. 6A:32-6.2 and 6.3</i> ).	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 ( <i>N.J.A.C. 6A:10</i> ).	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 ( <i>N.J.A.C. 6A:9-15 et seq.</i> ).	1	
<b>Personnel Subtotal</b>	<b>5</b>	
Operations	Type "1" for Yes or N/A, or "0" for No	Comments
The district:		
1. Conducts all required trainings for school district employees ( <i>N.J.S.A. 18A and N.J.A.C. 6A</i> ).	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 ( <i>N.J.A.C. 6A:16-7.1</i> ).	1	

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

<b>Hasbrouck Heights Public School District</b>		
<b>Operations</b>	<b>Type "1" for Yes or N/A, or "0" for No</b>	<b>Comments</b>
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 (EVVRS). 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:16-5.3).	<b>1</b>	
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).	<b>1</b>	
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).	<b>1</b>	
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).	<b>1</b>	
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)).	<b>1</b>	

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

<b>Hasbrouck Heights Public School District</b>		
<b>Operations</b>	<b>Type "1" for Yes or N/A, or "0" for No</b>	<b>Comments</b>
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 ( <i>N.J.A.C. 6A:16-11</i> ).	<b>1</b>	
10. Provides school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. Maintains student health records ( <i>N.J.A.C. 6A:16-2.1 et seq.</i> ).	<b>1</b>	
11. Implements the NJDOE-approved school health nursing services plan ( <i>N.J.A.C. 6A:16-2.1(b)</i> ).	<b>1</b>	
12. Implements a board-approved comprehensive guidance and academic counseling program for all students ( <i>N.J.A.C. 6A:8-3.2</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:14-3.7(e) 11-13</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:16-8</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:16-7.2; 7.3 and 10</i> ). 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.	<b>1</b>	

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

<b>Hasbrouck Heights Public School District</b>		
<b>Operations</b>	<b>Type "1" for Yes or N/A, or "0" for No</b>	<b>Comments</b>
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 ( <i>N.J.A.C. 6A:32-7.5(f), 10(a) and 6A:16-7.10</i> ).	<b>1</b>	
17. Provides services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services ( <i>N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i> ) and Chapter 193 Remedial Services for the Handicapped ( <i>N.J.S.A. 18A:46-19.1 et seq. and N.J.A.C. 6A:14-6.1 et seq.</i> ).	<b>1</b>	
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 ( <i>N.J.S.A. 18A:40A-B et seq. and N.J.A.C. 6A:16-1.4(a)18; 6A:16-3 and 6A:16-4</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:16-5.1 et seq.</i> ).	<b>1</b>	
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 ( <i>N.J.A.C. 6A:7-1.4</i> ).	<b>1</b>	
<b>Operations Subtotal</b>	<b>20</b>	

# 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

## 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



**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>
MIDDLE/HIGH 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.
<b>TOTAL ALL SCHOOLS</b>	<b>\$352,007</b>	<b>\$254,541</b>	<b>\$290,000</b>





**Annual Maintenance  
Budget Amount Worksheet  
Per N.J.A.C. 6A:26A**

Bergen
Hasbrouck Heights
2080

**\$ 143.00**

[messeryd@hhschools.org](mailto:messeryd@hhschools.org)

**Max. Maintenance Reserve Amount (4% of column D)**  
**Current District Maintenance Reserve Amount**

\$	974,202
\$	126,287

10/3/2014

*Sign*



ATTACHMENT H

	New hours	9/25/2014
L. Ciraco	33	34
N. Fried	42	36
K. Baptista	28	47.5
M. Philp	37	36.5
L. Pizzute	59.5	62.5