

(Highlighted items to be removed; bolded items to be added)

Attendance

District-Wide Guidelines – Grades K-12

Each school principal will adhere to the following guidelines regarding unexcused absences:

- I. For up to 4 cumulative unexcused absences, the school district shall:
 - (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - (2) Conduct an investigation to determine the cause of each unexcused absence, including contact with the student's parents;
 - (3) Develop an action plan in consultation with the student's parents designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - (4) Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (5) Cooperate with law enforcement and other authorities and agencies, as appropriate.
- II. For between 5 and 9 cumulative unexcused absences, the school district shall:
 - (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - (2) Conduct a follow-up investigation, including contact with the student's parents, to determine the cause of each unexcused absence;
 - (3) Evaluate the appropriateness of the action plan developed pursuant to I (3) above;
 - (4) Revise the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
 - (A) Refer or consult with the building's Intervention and Referral Services team, pursuant to N.J.A.C. 6A:16-8;
 - (B) Conduct testing, assessments or evaluations of the student's academic, behavioral and health needs;
 - (C) Consider an alternate educational placement;
 - (D) Make a referral to a community-based social and health provider agency or other community resource;
 - (E) Refer to the court program designated by the New Jersey Administrative Office of the Courts; and
 - (F) Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (5) Cooperate with law enforcement and other authorities and agencies, as appropriate.
- III. For cumulative unexcused absences of 10 or more, the student, between the ages of six and 16, is truant, pursuant to N.J.S.A. 18A:38-27, and the school district shall:
 - (1) Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
 - (2) Make a reasonable attempt to notify the student's parents of the mandatory referral.
 - (3) Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - (4) Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - (5) Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.

For students with disabilities, the attendance plan and punitive and remedial procedures set forth therein shall be applied, where applicable, in accordance with the students' Individualized Education Programs, pursuant to 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. § 794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3(b)2ix.

The chief school administrator shall submit annually a report to the Commissioner of Education containing information on student attendance, including, but not limited to, the district board of education's implementation of each of the requirements pursuant to this section.

Grades K-5 Elementary School - Grades Kindergarten through Fifth Grade ABSENCES AND EXCUSES

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each pupil, the complete cooperation of parents/guardians and pupils is required to maintain a high level of school attendance.

The frequent absence of pupils from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of pupils to complete the prescribed curriculum requirements successfully.

A pupil must be in attendance for 164 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade to which he/she is assigned.

Students will be limited to sixteen (16) absences (excused or unexcused) for the school year. It is the responsibility of the parent/guardian to track their child's absences. Absences should be tracked via the attendance information encompassed in the quarterly report cards and/or by contacting the school's main office. The school will notify the parents when the student has accumulated 16 absences and a conference will be required at that time. The parents/guardians will appear before a review committee.

Excused Absences

The Board considers the following as cause for excused absence:

1. Disabling illness
2. Recovery from accident
3. Required court attendance
4. Death in the family
5. Religious observance – In accordance with statute, no pupil absent for religious observance of a day recognized by the Commission of Education or this Board of Education shall be charged with an unexcused absence, deprived of an award or eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence.
6. Such good cause as may be acceptable to the principal.

A doctor's note must be submitted within 3 days after the student returns to school to be considered a medical excused absence.

A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of the review committee, appointed by him/her, and consisting of representative staff, including guidance personnel and/or classroom teachers.

In recommending the granting of a waiver of this attendance requirement, the review committee shall consider the nature and causes of all absences rather than only those in excess of the 16 days. Documentation of the nature and causes of these absences shall be the responsibility of the pupil and parent/guardian.

Any student absent sixteen (16) or more days will require a doctor's note for any future absences. If a doctor's note is not presented, or the child exceeds 20 absences an automatic retention will occur.

All existing chronic illnesses (i.e.... asthma) that may lead to excessive absences must be reported to the school nurse via a doctor's note by October first of each school year. Additionally, all chronic illnesses diagnosed during the school year must be immediately reported via a doctor's note to the school nurse in order to be considered as a legitimate plea for waiver of this attendance requirement.

Classroom teachers are to notify the guidance counselor of any students in the above category. The guidance counselor will then generate a list and forward it to the principal.

Parents/guardians are responsible for notifying the school no later than 8:45 AM when a child will be absent and should inform the school of the reason for the absence. Upon a student's return from any absence, a note is to be presented to the homeroom teacher.

A student absent from school will not be allowed to participate in any school function, either during or after school hours unless the principal or designee has granted prior permission.

POTENTIALLY MISSING CHILDREN

If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact them. If no one can be reached the child will be considered truant. In addition, the appropriate law enforcement agencies and/or the truant officers will be notified to ensure the safety of your child.

VACATIONING STUDENTS

The administration and the teaching staff strongly discourage the removal of students from school for vacationing purposes. However, in the event that such absence is absolutely essential because of family commitments, the following procedures will prevail:

1. A letter signed by a parent/guardian will be addressed to the administration, which will ascertain the validity of the request.
2. The student will present the letter and principal's acknowledgement to each teacher for review and signature. The teacher's signature merely acknowledges notification of the student's proposed absence and does not indicate approval.
3. The teacher will, upon request, provide the student with information in the general areas of subject matter, which will be covered during the absence. Specific assignments will be made available for the period of absence for which written lesson plans are available. It is the parent's/guardian's responsibility to meet with the teacher at a mutually convenient time to discuss this advance work and to make arrangements with the teacher to take quizzes and/or tests.

Make-up work: Vacationing Students

Vacation is not considered an excused absence. Students are responsible for class work when they leave for extended periods of time.

After absences, students are required to make up all work missed within five (5) school days unless extenuating circumstances exist. If work is not submitted the student's average for the marking period will be lowered one grade.

BEDSIDE INSTRUCTION

Home instruction is available for students upon the request of the parent/guardian and the presentation of a physician's statement indicating that the student will be absent from school for a minimum of two weeks. While on home instruction, daily attendance requirements will be suspended. Absences will be excused from the first day of confinement associated with the request for bedside instruction. Instructional services shall begin as soon as possible but no later than seven calendar days after the physician's verification {6A:14-4.9}.

TARDINESS

All students are expected to attend school regularly and to be on time. When a student arrives to school after 8:35 AM (after the second bell), the student must report to the office to check in before going to the classroom. Repeated tardiness may have an adverse effect on students' grades.

- Upon accumulating six days tardy the child may be assigned detention during recess for each subsequent tardy.
- Upon accumulating 10 days tardy, a letter will be sent home reminding parents/guardians of the policies and procedures.
- Upon accumulating 15 days tardy, a letter will be sent home, the district attendance officer and the Hasbrouck Heights Police Department will be notified.
- Upon accumulating 18 days tardy a letter will be sent home and charges will be filed with the Hasbrouck Heights Municipal Court in accordance with NJSA 18A:38-25. Charges will be filed for all subsequent days tardy.

The principal has the right to excuse a student for being tardy on a case by case basis if a note for a valid reason is presented. Examples of valid excuses are: 1. Doctor's appointment, 2. State approved religious observances, 3. Family Emergencies.

Late Arrival and Early Dismissal

The Board recognizes that from time to time compelling circumstances will require that a pupil be later to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the Board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours;
2. Medical disability;
3. Family emergency;
4. Court appearance;
5. Such good cause as may be acceptable to the administration

No pupil in grades kindergarten through eighth shall be permitted to leave school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

MIDDLE SCHOOL/HIGH SCHOOL - Grades Six through Twelfth

The Board of Education recognizes that the continuity of the instructional process and the ability of pupils to complete the prescribed curriculum requirements is disrupted by frequent absence or tardiness by pupils. Also recognized is that one of the major requirements of adult occupations is regular attendance and time on task. Therefore, the practice of good attendance must be established in the pre college years. In recognition of this, the Board of Education requires the complete cooperation of parents/guardians and pupils to maintain the highest level of school attendance. Since frequent absence severely affects the learning process, the successful completion of the prescribed curriculum by students whose accumulated absences exceed 20 days is not possible and, therefore, students will not receive credit for those programs for which they have been absent.

A pupil must be in attendance for 164 or more school days in order to be considered to have successfully completed the instructional program requirements of the course to which he/she is assigned.

Excused Absences

The Board considers the following as cause for excused absence:

1. Disabling illness
2. Recovery from accident
3. Required court attendance
4. Death in the family
5. Religious observance – In accordance with statute, no pupil absent for religious observance of a day recognized by the Commission of Education or this Board of Education shall be charged with an unexcused absence, deprived of an award or eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence.
6. Such good cause as may be acceptable to the principal.

A doctor's note must be submitted within 3 days after the student returns to school to be considered a medical excused absence.

Students will be limited to 20 absences for a full year course, 10 absences for a half-year course, 5 for a marking period course, and 20 for physical education/health.

The school will notify the parents via phone/email when the student has accumulated 4 absences.

The school will notify the parents via US Mail when the student has accumulated:

- Full year course - 7 day & 9 day notification
- Half-year course – 4 day notification
- Marking period course - 2 day notification

In addition, a parent conference is mandatory when the student has accumulated:

- Full year course - 16 absences
- Half-year course - 7 absences
- Marking period course - 4 absences

The purpose of the conference will be to evaluate the attendance record and to inform the parent that the total can not exceed 20 days for a full year course, 10 days for a half year course, and 5 days for a marking period course.

LOSS OF CREDIT

DUE TO CUTTING AND/OR TRUANCY - A student will be denied credit in a course upon attaining two (2) cuts in that course during the school year.

DUE TO ABSENCE - A student will be denied credit in a course after cumulative absences exceed 20 for a full year course, 10 for a half-year course, 5 for a marking period course, 20 for Physical Education/ Health.

Each late to class will accumulate as an absence.

Tardiness of 15 minutes or more will result in a full absence from that class.

Excessive tardiness to school in Grades 9 - 12 may result in the loss of credit for Period I class.

TRANSFERRING STUDENTS

Students who transfer to Hasbrouck Heights Middle/High School should realize that their allowable number of absences will be pro-rated based upon their date of enrollment. That is to say, a student entering school one-third of the way through the year will be allowed 13 absences for a full year subject.

MEDICAL WAIVERS

All existing chronic illnesses (i.e....asthma) that may lead to excessive absences must be reported to the school nurse via a doctor's note by October first of each school year. Additionally, all chronic illnesses diagnosed during the school year must be immediately reported via a doctor's note to the school nurse in order to be considered as a legitimate plea for waiver of this attendance requirement.

BEDSIDE INSTRUCTION

Home instruction is available for students upon the request of the parent/guardian and the presentation of a physician's statement indicating that the student will be absent from school for a minimum of two weeks. While on home instruction, daily attendance requirements will be suspended. Absences will be excused from the first day of confinement associated with the request for bedside instruction. Instructional services shall begin as soon as possible but no later than seven calendar days after the physicians verification {6A:14-4.9}.

DESCRIPTION OF CUMULATIVE ABSENCES

All absences from school are cumulative. The Board of Education realizes that many absences, such as religious holidays, death in family, illness, documented court appearances, college visit, etc. are unavoidable. However, all absences cause a student to miss the time-on-task necessary to learn the prescribed curriculum and are, therefore, cumulative. It is the responsibility of the student to have time available for make-up days so that he or she can regain the time necessary for learning.

Absences for college visits should be limited to no more than three (3) days. Students also need to present a letter from the college to the Administration prior to the visit indicating the day of the visit.

So that all students gain the benefit of classroom education, absences caused by family vacation is strongly discouraged. Each day missed will count as a cumulative day's absence.

Whether absences are due to personal or school related reasons, work in classes must be made up.

Absence Appeals: Students who lose credit because of absences may appeal for a review of their case to the Attendance Committee, which may be comprised of the Attendance Officer, the Nurse, a Counselor, and the SAC counselor who will review the appeal. This appeal must be presented in writing to the Attendance Officer and be submitted by the parent\guardian no later than five (5) school days after the notice of lost credit is issued.

If the appeal is not received in this time period, the student will lose credit for the course(s) missed.

Principal's Appeal: If the parent/guardian is in disagreement with the Attendance Committee's decision, he or she must present written documentation which would justify further consideration of loss of credit.

This information must be submitted to the Principal within three (3) school days of notification of the Attendance Committee's decision.

TRUANCY/CLASS CUTS

Students will be considered cutting class or truant when they do not have permission from a teacher, administrator, parent or guardian to miss class. A total of two (2) cuts from a class will result in loss of credit and removal from class.

Class Cuts: A student who cuts a class will be assigned three (3) detentions for each cut.

Truancy: Students truant from school will receive two (2) Saturday School detentions for each day truant and in addition, each class missed will be considered a cut.

Students who cut class or are truant are not entitled to make up the work that they have missed.

Staff intervention: Following the first cut from a class by a student, the administration will notify the parent/guardian by letter and phone call. Parents, guardians, and students will be reminded of the risk of loss of credit and will be requested to have a conference with staff members. Continued truancy or class cutting will be reviewed by the administration and may involve further intervention by the Child Study Team, counselors, staff members, administration, and parents or guardians in order to attempt to reverse the behavior.

EARLY DISMISSAL

Absence in all classes missed due to early dismissal is cumulative.

Procedure:

If a student is going to leave the school building early, a parent/guardian must call the Attendance Office (393-8168) before 8:00 a.m.

The student must also present to the Secretary a written explanation which includes the date, time, reason for the early dismissal, and if the student is expected to return.

A parent/guardian must report to the High School or Middle School Office to sign out any student.

TARDINESS POLICY

Lateness to School

It is the sole responsibility of the student to be in school and in class on time. For each of the first six (6) times a student is tardy to school and/or homeroom during the entire school year, one (1) central detention will be assigned for each occurrence, unless the student presents the Attendance Secretary with a written explanation that excuses the tardy. *If the student does NOT present a note, it is considered an "Unexcused Tardy." A student who receives an "Unexcused Tardy" must report to central detention after school on that day. If a student does not report to central detention that day, he/she will be assigned a Saturday School Detention.* After the sixth tardy and any subsequent tardy thereafter within the school year, the student will be assigned a Saturday School Detention for each tardy whether the tardy is excused or not. If a student does not attend Saturday School, he/she will be suspended from school. Escalating disciplinary measures will result if tardiness continues.

In cases where extenuating circumstances exist, the Administration has the prerogative to modify any disciplinary action.

Late Arrival and Early Dismissal

The Board recognizes that from time to time compelling circumstances will require that a pupil be later to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the Board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours;
2. Medical disability;
3. Motor vehicle driver's test;
4. Interview for college entrance or employment;
5. Family emergency;
6. Court appearance;
7. Such good cause as may be acceptable to the administration

No pupil in grades kindergarten through eighth shall be permitted to leave school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

Lateness to Class

Lateness to any class is excused only when a student has a proper note from a staff member when arriving in class.

Time lost by unexcused lateness of 3 minutes or less to class will be made up by detention with individual teachers concerned. If students do not cooperate with this policy, central detention will be assigned. In either case, two (2) unexcused tardies of more than 3 -minutes will be recorded as a CUT with consequences listed above for cutting. Teachers will notify parents and attendance officers of students who reach this point for intervention and effective behavioral change.

A student is considered present in class only if he/she is sitting at a desk when class begins.

Date Approved: July 29, 2004

Revised: February 28, 2008

Revised: June 30, 2009

Revised (First Reading): January 27, 2011

Revised (Second Reading): February 17, 2011

(Highlighted items to be removed; bolded items to be added)

DRESS AND GROOMING

A student's appearance or mode of dress or cleanliness will not be permitted to disrupt the educational progress or constitute a threat to health and/or safety.

Staff members will be required to alert students of the Dress Code requirements and enforce the provisions:

I. General Rules

1. Pupils are expected to be clean and well groomed in their appearance.
2. Pupils are expected to avoid extremes in appearance that are so disruptive or distracting that the reaction of other pupils is beyond normal control.
3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.
4. Pupils are expected to wear clothing that conforms to community standards.
5. Pupils are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good school environment.

II. Prohibited Clothing and Articles

The following garments and articles are prohibited in school and at school-sponsored indoor events:

1. Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing
2. Bare feet, unsafe footwear, cleated shoes, footwear intended for the beach, shower sandals, flip flop sandals, backless footwear where the majority of the shoe is made of rubber. Hard soled sandals are permissible.
3. Patches and decorations that are offensive or obscene
4. Clothing that is overly soiled, torn, worn, or defaced
5. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol or tobacco, including affiliations with drinking establishments
6. Clothing containing profanity or sexual references or innuendoes
7. Clothing which includes racial or ethnic violence
8. Hats/bandannas/sweat and head bands/hoods - All head wear shall be removed when entering the building and appropriately stored in lockers or coat closets
9. Sunglasses (unless prescription with doctor's note) – worn or carried
10. Visible undergarments
11. Revealing shirts or blouses
12. Sleeveless shirts with less than 3 inches in width of material on shoulder straps – Grades K-5
13. Sleeveless shirts - HS/MS – that do not extend to the end of the shoulder
14. Sleeveless Basketball type jerseys are permissible, if worn over an acceptable shirt
15. Pajamas, slippers, boxer shorts
16. Outerwear worn indoors. All outerwear shall be appropriately stored in lockers or coat closets
17. Shorts, above fingertip length
18. Skirts/dresses, above fingertip length
19. Pants/shorts worn below the hip
20. "Skin tight" shirts, skirts or pants
21. Ornamental decals, if they reflect a lack of modesty or lack of adherence to Federal Law
22. Walkman radios, CD players, electrical games, exposed cell phones or any unauthorized audio equipment

Military insignia is prohibited by Federal Law

Shorts may only be worn from September 1 to November 15 and from April 1 to the close of school. Dresses, skirts or shorts must be appropriate in length. The principal or his/her designee will determine appropriate length. The principal or his/her designee may extend these dates on a day-to-day basis if weather becomes unseasonably hot.

Clothing Trends, Fashion Changes

In the opinion of the Student Council, when apparel changes, due to fashion and/or current trends, that might be in conflict with any of the attire restrictions, they may petition the Board of Education via the Principal and Superintendent to have the particular item approved. Such a request must be made before the beginning of the school year.

Physical Education Dress - Grades K-6

- Attire must be appropriate for physical education activities and non-restrictive
- Footwear is limited to sneakers only

- Sweatshirts and sweatpants are acceptable, especially during the fall and spring, when students are outdoors
- Any ornamental accessories, jewelry (including earrings) are prohibited.

Physical Education Dress - Grades 7-12

- Attire must be appropriate for physical education activities and non-restrictive
- Students must wear the following attire: white, black, orange or gray T-shirt, shorts, sweats. Sweatpants and sweatshirts are recommended for outdoor activities. Clothing must be free of any logos, team names, etc. except for the school's name.
- Hasbrouck Heights Athletic Department issued clothing is not acceptable
- Footwear is limited to sneakers only
- Any ornamental accessories, jewelry (including earrings) are prohibited
- Apparel which is used for physical education classes may not be worn in regular academic classrooms including art, music or industrial art classes Dress & Grooming

Enforcement

1. Staff members will report perceived violations of the dress code to the Building Principal, or his/her designee, who will interpret and apply the code.
2. Pupils who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code.

When in the judgment of a principal or his/her designee, the student's appearance or mode of dress disrupts the educational process, or constitutes a threat to health and safety, the student may be required to make modifications.

Consequences For Non-Compliance

Walkman radios, CD players, electronic games, **exposed** cell phones or any unauthorized audio equipment, hats/bandanas/sweat and head bands/hood/sunglasses **that are not being used for classroom instruction or other purposes relating to approved school activities either during class time or in extracurricular or athletic activities (i.e., performance on stage, etc. or interviews for journalism) :**

- Confiscation of article
- 1 day central detention
- Article returned upon successful completion of detention

Clothing:

- Removal from class until properly attired.
- 1 day central detention

Note: Repeated non-compliance of the policy - Consequences will be more extensive as determined by school administration **and code of conduct.**

The principal or his/her designee is responsible for determining the appropriateness of a pupil's attire. If a pupil is determined to be in violation of the board policy on dress and grooming, his/her parent/guardian will be called and the pupil will be sent home to change. If it is not feasible to send the pupil home, he/she will be in school and excluded from attending classes for the remainder of the session or until appropriate attire can be brought to the school. The pupil must report to the principal or his/her designee at the beginning of the next session prior to readmission. Any time lost due to the violation of this policy will count as an unexcused absence.

Date: May 22, 1990

Revised: February 15, 2006

Revised: September 28, 2006

Revised (First Reading): January 27, 2011

Revised (Second Reading): February 17, 2011

Yellow highlighted area to be removed.

PHOTOGRAPHING STUDENTS

Taking still or video pictures of district pupils and buildings for commercial purposes is prohibited without written approval of the superintendent, board of education and parents/guardians, where applicable.

"Commercial purposes" in this context is defined, to mean for sale or for use in connection with the advertisement or promotion of goods or services.

"District Pupils" shall be defined as boys and girls enrolled in the school during that part of the day they are in school, on the school grounds, or engaged in any activity under the direction and supervision of the school.

Pictures or Images

Students may not share or post personal information about or images of any other student or staff member without permission from that student or staff member. If a student is found to have used a personal cell phone or digital device in a manner that is not in accord with this policy, in addition to other disciplinary actions, the administration may ban the student's use of any personal cell phone or digital device. All student use of the District's Internet System or personal cell phones or other digital devices used by students while on campus is subject to the provisions of the Disciplinary Code.

Taking still or video pictures of district pupils for district purposes is prohibited without written approval from the parents/guardians.

Pictures of identified handicapped children shall not be taken or disseminated in any way unless permission is granted by parent/guardians. Photos of children placed in the district by DYFS shall not be taken or published without permission of the division case worker.

Photographs for such purposes as newspaper coverage of school activities must be authorized in advance by the superintendent. Parents/guardians shall be notified at the beginning of each school year that photographs may be taken and of the possibility that their child(ren) may be included. A parent/guardian may request that their child(ren) not be included in any photograph taken for publication.

The Board of Education and/or affiliates will only provide the child's name, grade and school if allowed by the parents or guardians to media outlets, district newsletters and/or websites. The Board of Education and/or affiliates will not provide the child's address, phone number, e-mail or any other personal identifiers to media outlets, district newsletters and/or websites.

The Board of Education and/or affiliates will not provide media outlets, district newsletters and websites information about school field trips other than the following.

- Information about trips that have already taken place.
- Destination without date and time.

The Board of Education website will not post pictures of Hasbrouck Heights students.

The Board of Education directs and empowers the Superintendent of Schools to establish regulations and procedures to implement the policies outlined above.

Approved: August 31, 2006
Revised: December 21, 2006
Revised (First Reading): January 27, 2011
Revised (Second Reading): February 17, 2011

Legal References:	N.J.S.A. 18A:11-1	Gone Powers and Duties
	N.J.A.C. 6:28-1.4(a)2	District Board of Education Policies and Procedures

Cross References:	1100	Communication with the Public
	1120	Board of Education Meetings
	1140	Use of Pupils
	1250	Visits to the Schools
	5125	Pupil Records
	5145.12	Search and Seizures
	6171.4	Handicapped

Highlighted Sections to be Removed: Bolded Sections to be Added

CRITERIA FOR COURSES FOR SCHOOL YEAR 2009-2010

ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and ACCOUNTABILITY

NOTE : At the discretion of the building principal, and on a case by case basis, a student who does not meet these criteria can be considered and admitted to any honors program* with teacher recommendation and or waiver

MATHEMATICS COURSES

6TH GRADE ADVANCED PREALGEBRA MATHEMATICS

Student must be one of the highest 20 scoring students on the NJASK grade 5 standardized test . Any student who scores advanced proficient or high proficient will have the opportunity to should enroll in the class

7TH GRADE ADVANCED MATHEMATICS ALGEBRA

If the student was in the standard mathematics 6 courses

The student must score 240 or above on the previous grade level standardized test

Student must attain a minimum of an A final combined average in 6th grade courses math

AND passes both 6th grade Advanced Math exams with a minimum of 85% (administered during the 2nd and 3rd week of August and on the second and third Saturday of September).**

8th GRADE GEOMETRY ADVANCED MATHEMATICS

If the student was in the standard mathematics 7 courses

Student must score 240 or above on the grade level standardized test

Student must attain a minimum of an A final combined average in 7th grade courses math

AND passes both 7th grade Advanced Math exams with a minimum of 85% (administered during the 2nd and 3rd week of August and on the second and third Saturday of September).**

**A mandatory parent/teacher conference must be held for any Middle School advanced mathematics student who earns a combined mathematics marking period grade below an 80. Any such student who earns this average for both of the first two marking periods will be rescheduled into traditional level mathematics classes.

HONORS GEOMETRY

Student attains a minimum of B final combined average in the advanced 8th grade courses.

OR Student attains a minimum of A final combined average in 8th grade courses

AND passes the Honors Algebra 1 Final Exam with a minimum of 85% (administered during the 3rd week of August).

Student must pass Advanced Proficient on the NJASK.

OR be an entering 10th grade student attains an A average in Algebra 1

AND scores Advanced Proficient on the standardized 9th grade test

HONORS ALGEBRA 2

Student attains a B final average in Honors Geometry.

OR Student attains an A final average in Geometry

AND passes the Honors Geometry Final Exam with a minimum of 85% (administered during the 3rd week of August).

Students must score advanced proficient on their grade level standardized test

HONORS PRECALCULUS

Student attains a B final average in Honors Algebra 2.

OR Student attains an A final average in Algebra 2

AND passes the Honors Algebra 2 Final Exam with a minimum of 85% (administered during the 3rd week of August).

Students must score advanced proficient on their grade level standardized test

AP CALCULUS/AP STATISTICS***

Student attains a B final average in Honors Pre-calculus

AND a score off Advanced Proficient on the HSPA test in Mathematics

OR a score of 600 or better on the Math SAT test.

OR an average score of 26 or better on the Math ACT test.

OR student attains an A final average in Pre-calculus

AND passes the Honors Pre-calculus final exam with a minimum of 85% (administered during the 3rd week of August)

AND a score of Advanced Proficient on the HSPA test in Mathematics

OR a score of 600 or better on the Mathematics SAT test

OR an average score of 26 or better on the Math ACT test.

ALGEBRA 1 (special placement)

Students attaining a C-, D, or F in 8th grade mathematics

AND scoring partially proficient on the NJASK

Geometry, Algebra 2, Foundations of Advanced Math (special placement courses):

9th to 10th grade, 10th to 11th grade, 11th to 12th grade

Students who earn a D or F in Algebra 1 or Geometry or Algebra 2

AND are recommended by their mathematics teacher for special placement will be scheduled for that mathematics section the following year.

Students who fail any math course must make up and pass that course in summer school.

PLACEMENT IN FOUNDATIONS of ADVANCED MATHEMATICS COURSE: 11th to 12th grade

Students who earn a C- average or lower in Algebra 2

OR earn a C or lower on the final exam in Algebra 2 will be scheduled for Foundations of Advanced Mathematics.

Students who fail any math course must make up and pass that course in summer school.

SCIENCE COURSES

PRE-AP HONORS BIOLOGY

Completion of Honors eighth grade math

AND eighth grade science with an A- B or better average

AND is enrolled in Honors Geometry

AND scores Advanced Proficient on the NJASK Science and English section.

HONORS PRE-AP CHEMISTRY

Completed Honors Biology with a final grade of B or better

OR Completed C.P. Biology with a final grade of A-

And is enrolled in at least Algebra 2

HONORS PRE-AP PHYSICS

Completed Honors Chemistry with a final grade of B or better
OR Completed C.P. Chemistry with a final grade of A-
AND is enrolled in Honors Pre-calculus

ADVANCED PLACEMENT CHEMISTRY***

Completed Honors Chemistry with a final grade of B or better
OR completed C.P. Chemistry with a final grade of A

ADVANCED PLACEMENT PHYSICS***

Completed Honors Physics with a final grade of B or better
OR completed C.P. Physics with a final grade of A

WORLD LANGUAGES COURSES

ADVANCED PLACEMENT WORLD LANGUAGES***

Demonstration of Language Level 4 ability either with a final grade of B in Language Level 4 previous language course AND/OR a language assessment

SOCIAL STUDIES COURSES

HONORS PRE-AP / AP WORLD HISTORY

Completion of eighth grade Social Studies with an A- average and eighth grade English and Literature with a B average
AND with a score in the upper 1/4 or better of the proficient range on the NJASK Language Arts Literacy section

HONORS PRE-AP US HISTORY 1

Completed Honors World History with a final grade of B or better
OR Completed Standard World History with a final grade of A- or better

HONORS US HISTORY 2

Completed Honors US History 1 with a final grade of B or better
OR Completed Standard US History 1 with a final grade of A- or better

ADVANCED PLACEMENT UNITED STATES HISTORY***

Completion of Honors US History 2 with a final grade of B or better
AND scores a minimum of 80% on a placement exam given in April of the preceding year
OR Completes Standard US History 2 with a grade of A
AND scores a minimum of 80% on a placement exam given in April of the preceding year

ENGLISH COURSES

HONORS ENGLISH/LITERATURE 6

Any student who scores advanced proficient or high proficient on the NJASK grade 5 standardized test and/or the highest 20 scoring students will be permitted to enroll in the honors program

HONORS ENGLISH/LITERATURE 7

Any student who scores advanced proficient or high proficient on the NJASK grade 6 standardized test and/or the highest 20 scoring students will be permitted to enroll in the honors program

HONORS ENGLISH/LITERATURE 8

Any student who scores advanced proficient or high proficient on the NJASK grade 7 standardized test and/or the highest 20 scoring students will be permitted to enroll in the honors program

Special Consideration – Middle School

A parent/guardian may request that their child be evaluated for placement in an honors class during the month of September, in the same school year. A decision for inclusion into the course will be made by the teacher who teaches the honors class. The teacher's decision will be based on test grades and the compatibility of the student's ability in relationship with the abilities of the honors class. Any child placed in the honors level language arts classes under this method will be required to remain in the class for the entire year.

HONORS PRE-AP ENGLISH 9

Any student who scores Advanced Proficient on the NJASK 8 and/or the highest 20 scoring students will be permitted to enroll in the honors program.

Students scoring below 250 on the NJASK 8 LAL but among the highest 20 scoring students must also have earned a minimum grade of B in each 8th grade Language Arts subject.

HONORS PRE-AP ENGLISH 10

Completion English Honors 9 with a B or better average
OR Completed Standard English 9 with a grade of A- or better.

HONORS ENGLISH 11

Completion English Honors 10 with a B or better average
OR Completed Standard English 10 with a grade of A- or better.

HONORS ENGLISH 12

Completion English Honors 11 with a B or better average
OR Completed Standard English 11 with a grade of A- or better.

ADVANCED PLACEMENT ENGLISH (Language and Composition or Literature and Composition)

Completion Pre-AP English Honors 11 with a B or better average
AND a score of Advanced Proficient on the HSPA test in Language Arts/Literacy

OR a combined average score of 600 or better on the Critical Reading and Writing SAT test.
OR a combined average score of 26 or better on the combined English/Writing on the ACT test.
OR Completion of Standard English 11 with a minimum final grade of A
AND a score of Advanced Proficient on the HSPA test in Language Arts/Literacy
OR a combined average score of 600 or better on the Critical Reading and Writing SAT test.
OR a combined average score of 26 or better on the combined English/Writing on the ACT test.

*****ADDITIONAL NOTES FOR ALL ADVANCED PLACEMENT COURSES**

The fee for the Advanced Placement Test that is administered in May will be paid by the Board of Education for students who are enrolled in an Advanced Placement course and are achieving a grade of 83 or higher.

If a student earns a marking period 1 grade in an Advanced Placement course that is less than a C+, the student will be removed from the course and scheduled into the best available appropriate course.

Any student who does not meet the criteria to enroll in an Advanced Placement course can do the following:

- Enroll in a study hall during the scheduled period of the class of interest
- Attend the Advanced Placement class as an observer
- At the student's expense, take **Take** the Advanced Placement test for that subject

Students choosing option 2 must attend the Advanced Placement class daily and contribute to the class in a positive manner. The student will not receive a grade and no evidence of attending the class will be reflected on the student's transcript but will get a grade and credit for the class which will be reflected on the student's transcripts.

- ◆ Only students who are enrolled in an AP class, or audit the class, are eligible to take the AP exam.

Transfer Students – Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved.

CRITERIA FOR PLACEMENT INTO TEST-TAKING SKILLS CLASSES

HSPA MATH 9 AND/OR HSPA ENGLISH 9

Student scores below 210 on the NJASK 8

OR If student has not taken the NJASK 8 test, placement is based on an 8th grade score of C-, D or F in the subject area until a practice HSPA test is taken and scored.

HSPA MATH 10 AND/OR HSPA ENGLISH 10

Scores below an equivalent of 210 HSPA score on a practice HSPA test

OR If student has not taken the practice test, placement is based on 9th grade score of D or F in the subject area until a practice HSPA test is taken and scored.

HSPA MATH 11 AND/OR HSPA ENGLISH 11

Scores below an equivalent of 210 HSPA score on a practice HSPA test

OR If student has not taken the practice test, placement is based on 10th grade score of C-, D or F in the subject area until a practice HSPA test is taken and scored.

All HSPA classes will count toward graduation credits: Grades will be included in the calculation of the accumulative grade point average (GPA) and it will be weighted as a regular course. The course will not count toward the 4 year requirement in Math and Language Arts Literature.

NJ ASK Grades 6,7, and 8

In order to achieve success on NJ ASK tests, the BOE empowers the administration to create classes that are beneficial to middle school students. Therefore, students who are identified as “at risk” will be placed in NJ ASK Test Taking Skills Classes, which will be offered during the regular school day, in lieu of non-core subjects. Benchmark scores for inclusion in the class will be determined by the administration.

Verification Procedures

To ensure that only eligible students are enrolled in the correct course(s), the guidance counselor(s) will complete a roster sheet which will be reviewed by the appropriate instructional supervisor and the building principal.

Copies of completed roster sheets will be sent to the Director of Curriculum & Scheduling and the Superintendent of Schools.

Roster sheet must include indications that criteria for the specific course have been met. This sheet must be completed and approved before the start of the course.

It will be the responsibility of the building principal to disseminate the roster sheets to the appropriate guidance counselor(s).

The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former Improving America’s Schools Act (IASA).

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either “proficient” or “advanced proficient” on the assessments to be counted toward meeting the benchmarks.

Schools are evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a “school in need of improvement.”

AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.

Year 1 – Early Warning: A school that does not make AYP for one year is placed into “early warning” status.

Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

Year 3 – In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must also offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.

The district must take at least one of the following corrective actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing pupils.
2. Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.
3. Extend the length of the school year or school day.
4. Replace the school staff who are deemed relevant to the school not making adequate progress.

5. Significantly decrease management authority at the school.
6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school's continued inability to make AYP.

Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:

1. The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.
2. The importance of analyzing and applying data in decision-making.

The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.
2. Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
3. Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Year 6 – Restructuring-1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.

Year 7 (and over) – Restructuring-2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.

Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.

No Child Left Behind Act of 2001, §1111

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