

HASBROUCK HEIGHTS BOARD OF EDUCATION
Thursday, February 26, 2015
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 **January 06, 2015**. 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 January 22, 2015 (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

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

- E02-01-15 Approve Monthly Superintendent Discipline Report
- E02-02-15 Approve Monthly Superintendent HIB Report
- E02-03-15 Approve Monthly District Calendar
- E02-04-15 Approve Program
- E02-05-15 Approve Workshops

Special Education Committee

- S02-01-15 Approve Special Services
- S02-02-15 Approve OOD
- S02-03-15 Approve Workshops
- S02-04-15 Approve Reimbursement

Technology Committee

None

Facilities Committee

- B02-01-15 Approve Facilities Use

Recreation Committee

- R02-01-15 Approve Field Trip Calendar
- R02-02-15 Approve Fundraisers
- R02-03-15 Approve Program
- R02-04-15 Approve Keys Program
- R02-05-15 Approve Program

Finance Committee

- F02-01-15 Approve Financial Certification
- F02-02-15 Approve Actual Payroll for December
- F02-03-15 Approve Estimated Payroll for January
- F02-04-15 Approve Bill Authorization – January
- F02-05-15 Approve Board Secretary's Report
- F02-06-15 Approve Purchases

Personnel

P02-01-15	Approve Personnel Action
P02-02-15	Approve Personnel Action
P02-03-15	Approve Personnel Action
P02-04-15	Approve Personnel Action
P02-05-15	Approve Personnel Action
P02-06-15	Approve Personnel Action
P02-07-15	Approve Personnel Action
P02-08-15	Approve Personnel Action
P02-09-15	Approve Personnel Action
P02-10-15	Approve Personnel Action
P02-11-15	Approve Personnel Action
P02-12-15	Approve Personnel Action
P02-13-15	Approve Personnel Action
P02-14-15	Approve Personnel Action

Policy Committee:

PL02-01-15	Approve Policies/Regulations
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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 – February 26, 2014 (Final)

Awards/Presentations:

RESOLUTIONS:

AWARDS:

None

EDUCATION COMMITTEE:

RESOLUTIONS:

E02-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Accept Monthly Discipline Report

E02-02-15 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)

2015 – HS -7 (1 investigation)
2015 – MS – 10 (1 investigation)
2015 – LS - None
2015 - ES – 3 & 4 (2 investigations)

E02-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014-2015 school year:

The monthly district calendar

E02-04-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following programs for the 2014-2015 school year:

Side Kicks – an expansion of Heroes and Cool Kids @ no cost to district

E02-05-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following workshops for the 2014-2015 school year:

3/4/15 – T. Sabin & M. Farruggio – Teacher's College previously paid by district

3/24/15 – B. Chapin & M. Mabel – Teacher's College previously paid by district

SPECIAL EDUCATION COMMITTEE:

RESOLUTIONS:

S02-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following services for the 2014 – 2015 school year:

Student #5540 – home instruction – 2 ½ hrs per subject for a total of 10 hrs per week

Student #1000458 – Neurological evaluation @ \$500 – Dr. Katz

Student #1000074 – amend resolution S12-01-15 – increase “Teacher of the Deaf” from 1 session per week to 2 sessions per week at a rate not to exceed \$9,505 effective 1/7/15

S02-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following OOD placements for the 2014 – 2015 school year:

Student #1001014 – to remain at their OOD at the BCSS Washington South Program at a tuition rate of \$42,630

Student #1000554 – BCSS Brownstone School beginning 2/3/15 at a tuition rate of \$55,450 (per Diem rate of \$308.06)

S02-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following workshops for the 2014 – 2015 school year:

1/9/15 – contract for PARCC workshop (s) through BCSS @ a rate not to exceed \$635 unless otherwise agreed upon

3/20/15 – S. Gallo – “Working with Students who Experience Anxiety, Depression, etc. – Sage Day School @ \$130

S02-04-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for the 2014 – 2015 school year:

Approval of parent reimbursement to transport child to OOD at \$.555/mile = \$29.75

TECHNOLOGY COMMITTEE:

RESOLUTIONS:

NONE:

FACILITIES COMMITTEE:

RESOLUTIONS:

B02-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

Facilities Use (**Attachment A**)

RECREATION COMMITTEE:

RESOLUTIONS:

R02-01-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

District Field Trip Calendar

R02-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following fundraisers for 2014-2015 school year:

5/28/15 – Key Club blood drive – A. Lewites
3/6/15 – 6/20/15 – All athletic team's spring apparel sales
3/1/15 – NHS Brunch and a Movie – T. Kida & B. Medina
4/20/15 – ES PTA raffle

R02-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following for 2014-2015 school year:

3/6/15, 3/13/15, 3/20/15, 3/27/15 - ES PTA sponsored after school Art Club
@ no cost to district

R02-04-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following program for 2015-2016 school year:

2015 Summer Keys Program (**Attachment B**)

R02-05-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following program for 2014-2015 school year:

3/27/15 – Environmental Science Class – guest speaker from Passaic Valley Sewerage Commission @ no cost to district

FINANCE COMMITTEE:

RESOLUTIONS:

F02-01-15 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.

F02-02-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the actual payroll for the month of January 2015 in the amount of \$1,644,236.50 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.

F02-03-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the estimated payroll for the month of February 2015 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.

F02-04-15 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 February 2015

F02-05-15 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
January 2015

F02-06-15 Be it Resolved that the Hasbrouck Heights Board of Education approve the following purchases for the 2014 – 2015 school year:

P. O. #501378 – Cafeteria Lunch Tables @ a cost of \$3,845.24 through the MRESCCPS #65MRESCCPS 12/13/-44

PERSONNEL COMMITTEE:

RESOLUTIONS:

P02-01-15 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. Arrabito – Unpaid FMLA – 2/3/15 – 4/30/15 – dates approximate

P. Carlin – paid sick leave - 4/13/15 for approximately 3 months

N. DeBonis – paid maternity sick leave – 6/1/15 – 6/12/15

J. Martello – paid maternity sick leave – 5/18/15 – 6/22/15

P02-02-15 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:

Paraprofessional:

L. Eubanks – from .56 to full time effective 2/2/15 @ \$20,482 pro-rated

P02-03-15 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:

Spring 2015 - E. Maurell – BCC – LS with V. DePalma

P02-04-15 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:

Keys Substitute Teachers:

R. Kammerer – Sub teacher for keys @ \$28.60/hr

P02-05-15 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:

Amend Resolution P11-10-15 – Paid sick leave- D. Mikulka – date TBD
Amend Resolution P11-14-15 – E. Oettinger – LTR for D. Mikulka – date TBD

P02-06-15 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:

6th Period Stipends:

S. Kos – effective 1/19/15 @ \$3,500 pro-rated

P02-07-15 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:

Amend Resolution #P01-08-15 to read – D. DeVito – retirement effective March 31, 2015

P02-08-15 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:

Bus Aide:

T. Roche @ \$18.85/hr as needed

P02-09-15 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:

Home Instruction:

Student #5540

S. Kos for 5 hrs per week @ \$40/hr

A. Lewites for 2 ½ hrs per week @ \$40/hr

S. Gallo for 2 ½ hrs per week @ \$40/hr

P02-10-15 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:

Extra Pay Funded with NCLB Title I Funds:

Acct #20-231-100-101-00-01-46

Academic Support Teacher

S. Bauer – 1.25 hrs per day (including prep) – 1 day per week @ \$32/hr

P02-11-15 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 Substitute:

C. Eustice – Business Education @ \$150/day starting immediately

P02-12-15 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:

Rescind N. Delcalzo as co- head golf coach and approve D. Pignatiello as full head golf coach (no split)

P02-13-15 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:

Substitute Teacher:

L. Shaner – state certified @ \$14.78/hr

P02-14-15 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:

Sub Paraprofessional:

A. Petrone @ \$10/hr

POLICY COMMITTEE:

RESOLUTIONS:

PL02-01-15 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 C)

Policy #5111.1 – Exchange Student Programs **(Second Reading)**

Policy #2460 – Special Education **(Second Reading)**

Policy #2624.1 – AP/Honors Academic Standards, Academic Assessments and Accountability **(Second Reading)**

Policy #2624 – Grading System **(First Reading)**

Policy #2622 – Pupil Assessment (renamed Student Assessment) **(First Reading)**

HASBROUCK HEIGHTS PUBLIC SCHOOLS
379 Boulevard
Hasbrouck Heights, New Jersey 07604

Mary Kildow, Ed.D.
Interim Superintendent of Schools

Tel: (201) 393-8146
Fax: (201) 288-0289

KEYS Summer Child Care Program

March 2015

Dear Parents:

This summer the Hasbrouck Heights School District will once again sponsor a KEYS Summer Child Care Program. Students who are permanent residents of Hasbrouck Heights and are currently enrolled in kindergarten through fifth grade in the district, private or parochial elementary schools are eligible to attend. Children entering kindergarten at these schools in September 2015 will also be accepted into the program. The KEYS Summer Program will begin on Tuesday, June 23, 2015 and run through Friday, August 7, 2015, rain or shine.

Certified teachers along with support staff will conduct the program from 7:30 a.m. until 6:00 p.m. at the Hasbrouck Heights Middle/High School. You may enroll your child(ren) for as few as 2 days or up to 5 days, either from 7:30 a.m. to 4:30 p.m. or to 6:00 p.m. Please refer to the attached Weekly Fee Schedule for exact costs. Please also note the fees that will be charged if your child is picked up late from the program. The Board of Education has decided not to increase weekly fees this summer.

When completing your child's registration form, please include an email address that is checked on a daily basis, as this is how I will communicate with you throughout the summer.

The KEYS Summer Program includes water splash day, arts & crafts, computer fun, sports, story "hour", special lunch days, etc. A number of field trips are also planned. Children should bring their lunch daily. The program will provide a morning and afternoon snack. A schedule of daily events is attached.

Some of the trips planned for this summer include: Bow Tie Warner Movie Theatre, Bowling, Bowcraft Amusement Park, PowerHouse Studio, and Funtime Junction (www.funtimejunction.com). Funtime Junction is a combination of softplay, rides and arcade games. We have also planned a new trip this summer to Turtle Back Zoo in West Orange, NJ.

Information regarding registration procedures and dates, weekly fees, and trip prices is attached. If your child will not be attending a scheduled trip, he/she may not attend KEYS that day as all staff will be attending all trips. **Please return your registration form with 50% payment by May 15, 2015, as final payment is due June 12, 2015. Please choose your weeks/days carefully as there will be no refunds after Summer KEYS has begun. If your child does not attend on a scheduled day, there will be no refunds for unused days. You may only switch days during a scheduled week, not between weeks.**

Sincerely,
Joan Catapane, Keys Program Coordinator
(201) 393-8146

2015 KEYS SUMMER PROGRAM REGISTRATION FORM (4 PAGES)

(Please complete one form per child – BLACK INK ONLY)

Child's Name: _____ Gender: _____

Street Address: _____ Home Phone: _____

Date of Birth: _____ Age: _____ Grade: _____

Mother's Name: _____ Work or Cell Phone: _____

Father's Name: _____ Work or Cell Phone: _____

Child Lives With: _____ Email Address: _____

Parent Signature: _____ Date: _____

Pick Up Authorization

Name(s) and phone numbers of those authorized to pick up my child from the KEYS Program:

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

Medical Information

1. Does he/she have a medical problem or chronic disease? If yes, please state problem:

2. Is he/she on medication? If yes, please list medication:

3. Are there any restrictions (physical, etc.)? If yes, please list restrictions:

4. Does your child have any allergies to food or medication? If yes, what:

5. Is there any other information about your child which should be known?

KEYS Summer Schedule

Child's Name: _____

Age: _____

FEE SCHEDULE

	<u>Morning to 6:00 pm</u>			<u>Morning to 4:30 pm</u>		
	1 st Child	2 nd Child	Additional	1 st Child	2 nd Child	Additional
5 days per week	\$170	\$120	\$105	\$150	\$100	\$90
4 days per week	\$140	\$100	\$ 90	\$125	\$ 85	\$80
3 days per week	\$110	\$ 80	\$ 75	\$100	\$ 70	\$65
2 days per week	\$ 80	\$ 60	\$ 55	\$ 75	\$ 55	\$50

Late Fees:

6 - 15 minutes = \$30.00

16 - 30 minutes = \$60.00

31 - 45 minutes = \$90.00

Please note that the above late pick-up fees will be charged on a daily basis. Repeated lateness in picking up your child may result in your child being excluded from the KEYS Summer program.

Part 1 – STUDENT'S SCHEDULE AND WEEKLY FEES

1. Circle below the dates your child will attend the program for each week.
2. Dates in **bold** are field trips listed on the next page. If your child is not going on the trip, he/she may not attend the program that day.
3. Enter the total number of days circled for each week in the "TOTAL DAYS" column.
4. Find the weekly cost for the number of days circled from the FEE SCHEDULE above. Enter under WEEKLY FEE.
5. Add all the weekly fees and enter the total below.

		Monday	Tuesday	Wednesday	Thursday	Friday	Total Days	Weekly Fee
Week 1	6/23-6/26	22 No KEYS Program	23	24	25	26		\$
Week 2	6/29-7/3	29	30	1	2	3 No KEYS Program		\$
Week 3	7/6-7/10	6	7	8	9	10		\$
Week 4	7/13-7/17	13	14	15	16	17		\$
Week 5	7/20-7/24	20	21	22	23	24		\$
Week 6	7/27-7/31	27	28	29	30	31		\$
Week 7	8/3-8/7	3	4	5	6	7		\$

TOTAL FOR ALL WEEKS

\$ _____

Part 2 – Field Trip Fees and Parental Permission

1. If your child is going on the field trip, enter "Yes" in the "Approval" column and enter the cost in the "FEE" column.
2. Add all the field trip fees and enter the total below.
3. If any trips are marked "Yes", one parent or guardian must sign the "Permission Statement" below.

Date	Activity	Location	Cost	Approval	Fee
6/25/15	Bow Tie Warner Cinema	Ridgewood, NJ	\$10		\$
7/1/15	PowerHouse Studios	Paramus, NJ	\$12		\$
7/9/15	Bowler City	Hackensack, NJ	\$8		\$
7/17/15	Turtle Back Zoo	West Orange, NJ	\$9		\$
7/23/15	Bowcraft Amusement Park	Scotch Plain, NJ	\$17		\$
7/30/15	Funtime Junction	Fairfield, NJ	\$12		\$
8/5/15	Bow Tie Warner Cinema	Ridgewood, NJ	\$10		\$

TOTAL FEES FOR ALL FIELD TRIPS \$ _____

Permission Statement: I hereby give approval for my child to participate in the field trip(s) indicated "YES" above.

Parent of Guardian Signature: _____

Date: _____

Part 3 – Tee Shirt Order

All children will receive one free tee shirt.
Please circle the child's shirt size.

CHILD SMALL MEDIUM LARGE

ADULT SMALL MEDIUM LARGE

Part 4 – Program Fee and Payment Summary

1. Registration Fee		\$ <u>Eliminated</u>
2. Enter from Part 1 on Page 2	TOTAL FEE FOR ALL WEEKS	\$ _____
3. Enter from Part 2 on Page 3	TOTAL FEE FOR ALL FIELD TRIPS	\$ _____
4. Add all fees above (lines 2 & 3)	TOTAL AMOUNT DUE	\$ _____

Pay Schedule

One half (50%) - TOTAL AMOUNT DUE (line #4 above) - WITH REGISTRATION	\$ _____
One half (50%) – FINAL PAYMENT – DUE JUNE 12, 2015	\$ _____

Part 5 – Pull Out Programs

If your child will also attend another program or activity during the day(s) he or she is scheduled to be at the KEYS Program, please give details below. Indicate the name, date, and time of the additional program(s) that the student will be attending.

Send or hand-deliver NO LATER THAN FRIDAY, MAY 15, 2015:

1. Registration Form (4 pages)
2. Payment of 50%

SEND TO:

Hasbrouck Heights Board of Education
Attn: KEYS Summer Program
379 Boulevard
Hasbrouck Heights, NJ 07604

KEYS Summer Program Calendar of Events

June, 2015

June 22	No Summer KEYS Program
June 23	First day of Summer KEYS
June 24	Ice Pop Day
June 25	Movie Theatre Trip (movie TBD)
June 26	Water Splash Day (Bring/wear bathing suit, towel and flip flops)
June 29	Heights Colors Day
June 30	Pizza Lunch

July, 2015

July 1	Power House Studios Trip
July 2	Water Splash Day (Bring/wear bathing suit, towel and flip flops)
July 3	No Summer KEYS Program
July 6	Freeze Dance
July 7	Make Your Own Ice Cream Sundae
July 8	Wear Your Favorite Sports Team Jersey
July 9	Bowler City Trip
July 10	Water Splash Day (Bring/wear bathing suit, towel and flip flops)
July 13	Hula Hoop Challenge
July 14	Connect Four Challenge
July 15	McDonald's Lunch
July 16	Water Splash Day (Bring/wear bathing suit, towel and flip flops)
July 17	Turtle Back Zoo Trip
July 20	Jump Rope Challenge
July 21	Halloween in July
July 22	Carvel Day
July 23	Bowcraft Amusement Park Trip
July 24	Crazy Hair Day
July 27	American Idol Day
July 28	Bring Your Favorite Board Game
July 29	Burger King Lunch
July 30	Funtime Junction Trip
July 31	Water Splash Day (Bring/wear bathing suit, towel and flip flops)

August, 2015

August 3	Water Splash Day (Bring/wear bathing suit, towel and flip flops)
August 4	Bubble Day
August 5	Movie Theatre Trip (movie TBD)
August 6	Pizza Lunch
August 7	Last Day of Summer KEYS

POLICY

ATTACHMENT 

HASBROUCK HEIGHTS BOARD OF EDUCATION

PUPILS
5111.1/page 1 of 2
Exchange Student Programs

5111.1 EXCHANGE STUDENT PROGRAMS

The Board of Education recognizes that exchange students represent a valuable addition to the student body. The Superintendent is authorized to arrange participation in student exchange programs which have been granted full listing by the C.S.I.E.T. (Council on Students for International Educational Travel). The Superintendent of Schools is authorized to admit in the district, without tuition charges, exchange students who have been placed in district homes by an organization on the United States Department of State list of "Organizations to Administer a High School Exchange Visitor Program". Such programs, to be approved by the Superintendent for this purpose, must, however, send or permit the sending of local pupils to other countries on an equitable exchange basis.

The Board concurs with the Council Standards for International Educational Travel (CSIET) and recognizes that the following aims and objectives are components for a successful exchange program experience:

- Travel and sightseeing
- Language study and experience
- Cultural contact
- Study in a special field or area
- Home stay experience

Within a given school year, a maximum of one exchange student may be accepted at the secondary level. Exchange students shall meet the following conditions: attend for one full academic school year (no partial year programs); the educational experience at HHHS shall be for the third year of high school (junior year). ~~no more than two exchange students shall be accepted from any one sponsoring organization; in a given year~~ ~~no two exchange students shall be from the same country;~~ sStudents shall not be 18 years of age at any time during the exchange year.

The school district must be notified prior to March 15 of exchange students who intend to enter for the coming school year. Due to scheduling, all exchange students shall be accepted and enrolled no later than July 1 of the upcoming school year beginning in September. Host family and the agency representative will meet with the designated High School administrator and review Exchange Program Policy prior to April 30.

No Board employee shall sign an I-20 Form at the request of the sponsoring agency. No employee will sign an F-1 visa. Exchange students must have already been granted the appropriate J-1 Visa to study in the United States before being accepted as an exchange student at the High School.

Exchange students must be placed with host families who are current residents of the district. Host families will be required to provide residency documentation as is required for all enrolling students.

Parents/guardians of district pupils who wish to participate in exchange programs are totally responsible for the expenses and safety of their student. Exchange students may participate in any school activities and extra-curricular activities for which they are eligible. All other policies that apply to students shall apply for

exchange students. Eligibility for athletics will be based on the same process and procedures as those for students transferring from other schools.

On recommendation of the Superintendent, the board will provide appropriate instructional materials for exchange students coming to the district, but will bear no other expense for them, nor will the board pay any part of the expenses of district pupils taking part in the program. The exchange student is expected to maintain a satisfactory attendance, discipline, and academic record.

A copy of the signed agreement will be forwarded to the Exchange Student's parents and the student by the agency representative. Each will review the policy and sign the school permission forms.

The representative of the exchange program agency will confirm first hand, prior to enrollment that the exchange student has an adequate English language proficiency that will allow him/her to function successfully.

All home school's academic records and transcripts will be translated into English and provided by the home school principal.

The transcript or a letter from the home school principal will indicate the number of years required in the home country for the completion of secondary school. The Principal will also confirm the junior year status of the student.

Regular monthly contact and reports shall be maintained and provided by the local representative to the host family, exchange student's family and the guidance counselor of the exchange student.

Host families, exchange program representatives and student signatures on this policy statement are the confirmation, understanding, and agreement with all of the above. Furthermore, all parties clearly understand that exchange students do not receive a high school diploma, nor participate in graduation exercises as part of the exchange program experience.

At the successful conclusion of the student's academic year an official transcript will be forwarded to the student's home school principal.

First Reading: January 22, 2015
Second Reading: February 26, 2015

POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

PROGRAM
2460/page 1 of 4
Special Education
M

2460 SPECIAL EDUCATION

The Hasbrouck Heights Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide **and District-wide** assessments or ~~the an applicable a~~ **Alternative Proficiency a** ~~Assessment in grades three, four, five, six, seven, eight, and eleven~~ in accordance with their assigned grade level.
7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.
8. A free appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school:



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- a. The obligation to make a free, appropriate public education available to each eligible pupil begins no later than the pupil's third birthday and that an individualized education program (IEP) is in effect for the pupil by that date;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
 - c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;
 - d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the pupil's disability; and
 - e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil's home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
 10. Full educational opportunity to all pupils with disabilities is provided.
 11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.
 12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
 13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.



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14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
 - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
 - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.
17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.



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18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Special Education Department website of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil's IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 20 November 2014
Revised (First Reading): January 22, 2015
Revised (Second Reading): February 26, 2015



Hasbrouck Heights Board of Education
Hasbrouck Heights, NJ 07604
Policy

File Code: 2624.1

AP/HONORS: ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and
ACCOUNTABILITY

The Board of Education recognizes that the use of academic standards, academic assessments and accountability are important factors in determining student success.

The Board, therefore, directs the instructional program of this district to include criteria for honors and advanced placement classes.

The Superintendent or his/her designee shall develop and review, in consultation with the Board of Education, a system for determining the criteria necessary for entrance to and exit from advanced placement and honors classes.

First Reading: January 22, 2015

Second Reading: February 26, 2015

AP/HONORS: ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and
ACCOUNTABILITY

If a student finishes with a B minus in their current Honor's course, the student will be placed on probation the following year. If the student does not bring the average to a B or higher by year end, the student will be removed from the honor's track. If a student scores under an 80 in their current Honor's course, the student will not be placed in an honors course the following school year.

All students that enroll into AP classes must take the AP test at the end of the course. A score of 4 or 5 will result in a 100% reimbursement of the test fee.

MATHEMATICS COURSES

Students must be enrolled in both Math Honor Classes in Middle School. Both classes will be averaged in 6th, 7th, and 8th grade to qualify.

6TH GRADE HONORS MATH

Any student who attains a minimum score of a 90 in 5th grade math and scores advanced proficient on the Middle School Math Assessment in May.

7TH GRADE HONORS MATH

Student attains an 83 final average in Honors 6th Grade Math.
OR Student attains a 90 final average in 6th Grade Math

8TH GRADE ALGEBRA 1 HONORS or 8TH GRADE HONORS
MATH/ MATH TOPICS HONORS

Student attains an 83 final average in Honors 7th Grade Math.
OR Student attains a 90 final average in 7th Grade Math

9TH GRADE ALGEBRA 1 HONORS

Student attains an 83 final average in Honors 8th Grade Math Classes.
OR Student attains a 90 final average in 8th Grade Math Classes

GEOMETRY HONORS

Student attains an 83 final average in Algebra 1 Honors.
OR Student attains a 90 final average in Algebra 1.

HONORS ALGEBRA 2

Student attains an 83 final average in Honors Geometry.
OR Student attains a 90 final average in Geometry

HONORS PRECALCULUS / HONORS TRIGONOMETRY

Student attains an 83 final average in Honors
Algebra II OR Student attains a 90 final average in
Algebra II

ADVANCED PLACEMENT CALCULUS/ADVANCED PLACEMENT STATISTICS

Student attains an 83 final average in Honors Precalculus and attains a minimum of an 80 final average in English
OR student attains a 90 final average in Precalculus and attains a minimum of an 80 final average in English

SCIENCE COURSES

PRE-AP BIOLOGY

Student attains a 90 final average in 8th grade
Science

PRE-AP CHEMISTRY

Student attains an 83 final average in Pre-AP Biology
OR Student attains a 90 final average in Biology

PRE-AP PHYSICS

Student attains an 83 final average in Pre-AP
Chemistry OR Student attains a 90 final average in
Chemistry

ADVANCED PLACEMENT BIOLOGY

Student attains an 83 final average in Pre-AP Biology
and attains a minimum of an 80 final average in
English OR Student attains a 90 final average in
Biology and attains a minimum of an 80 final average
in English

ADVANCED PLACEMENT CHEMISTRY

Student attains an 83 final average in Pre-AP
Chemistry and attains a minimum of an 80 final
average in English OR Student attains a 90 final
average in Chemistry and attains a minimum of an
80 final average in English

ADVANCED PLACEMENT PHYSICS

Student attains an 83 final average in Pre-AP Physics
and attains a minimum of an 80 final average in
English OR Student attains a 90 final average in
Physics and attains a minimum of an 80 final average
in English

ADVANCED PLACEMENT ENVIRONMENTAL

Student attains an 83 final average in Pre-AP
Chemistry OR Student attains a 90 final average in
Chemistry

BUSINESS

ADVANCED PLACEMENT MACROECONOMICS

Student attains an 83 final average in math and
language arts
Student completed Personal Finance

SOCIAL STUDIES

PRE-AP WORLD HISTORY

Student attains a 90 final average in 8th grade Social Studies

PRE-AP US HISTORY 1(EARLY US)

Student attains an 83 final average in Pre-AP World History OR Student attains a 90 final average in World History

PRE-AP US HISTORY 2(MODERN US)

Student attains an 83 final average in Pre-AP US 1 OR Student attains a 90 final average in US 1

ADVANCED PLACEMENT HISTORY CLASSES

Student attains an 83 final average in Pre-AP US 2 and attains a minimum of an 80 final average in English

OR Student attains a 90 final average in US 2 and attains a minimum of an 80 final average in English

ADVANCED PLACEMENT PSYCHOLOGY

Student attains a 90 final average in Psychology

WORLD LANGUAGES

ADVANCED PLACEMENT WORLD LANGUAGES

Student attains a 90 final average in their third (or fourth) year of a World Language.

LANGUAGE ARTS

Student must be enrolled in both Language Arts Honor Classes in 6th and 7th Grade. Both classes will be averaged from 5th, 6th, and 7th grades to qualify.

HONORS READING/WRITING 6

Any student who attains a minimum average of 90 in 5th grade Language Arts and scores advanced proficient on the Middle School Language Art Assessment in May

HONORS READING/WRITING 7

Student attains an 83 final average in Honors 6th Grade.
OR Student attains a 90 final average in 6th Grade English

HONORS LANGUAGE ARTS 8

Student attains an 83 final average in Honors 7th Grade.
OR Student attains a 90 final average in 7th Grade English

PRE-AP ENGLISH 9

Student attains an 83 final average in Honors 8th Grade.
OR Student attains a 90 final average in 8th Grade English

PRE-AP ENGLISH 10

Student attains an 83 final average in PAP English 9
OR Student attains a 90 final average in 9th Grade English

PRE-AP ENGLISH 11

Student attains an 83 final average in PAP English 10
OR Student attains a 90 final average in 10th Grade English

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Student attains an 83 final average in PAP English 10 or 11
OR Student attains a 90 final average in 11th Grade English

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Student attains an 83 final average in PAP English 11 or AP Language and Composition

MUSIC/ART

ADVANCED PLACEMENT MUSIC/ART COURSES

Teacher Recommendation

- Transfer Students – Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.

First Reading: January 22, 2015

Second Reading: February 26, 2015

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R 2624 GRADING SYSTEM

Elementary School Grades K- Five

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 curricular 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 (e.g., 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



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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.



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- 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
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
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.



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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 assignments 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.

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 a minimum one 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.



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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% Preparation: 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.

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.



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Grading Scale

A+	97-100
A	93-96
A-	90- 92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70- 72
D	65-69
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 three (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:

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

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



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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 the 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.



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- 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 receive credit for the lower level.
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.



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6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

Scheduling and Program Changes

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be permitted do so 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



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Quality Points for a Five Credit Course

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

Quarterlies - Grades 6 - 12

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

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

Examination Exemptions for Grade 12 Students

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

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

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

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

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

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



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Teacher Procedures

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

Junior English

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

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

Junior Math

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

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

Calculation of Semester 1 and final grades:

Semester 1

First Marking Period Grade 20%

Fourth Marking Period Grade 20%

Quarterly 1 5%

Quarterly 2 5%



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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.

A 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 all of 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)



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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's designee may also authorize 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 Board Policy.

Issued: 20 November 2014

Revised (First Reading): February 26, 2015



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2622 STUDENT PUPIL ASSESSMENT

The Commissioner of Education shall implement a system and related schedule of Statewide assessments to evaluate student achievement of The New Jersey Statewide assessment program has been designed to measure the extent to which all pupils at the elementary, middle, and secondary levels have attained the New Jersey's Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner will comply with implementing the schedule of the New Jersey State Board of Education Statewide assessment program.

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessments System

The Superintendent of Schools shall develop and annually present to the Board annually for its approval an assessment program that complies with the rules of the State Board of Education.

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Test Administration Procedures and Security Measures

All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

Documentation of Student Achievement Records

The Department of Education shall provide the Superintendent with documentation of student achievement after administration of each test in accordance with the provisions of N.J.A.C. 6A:8-4.2. The Board shall maintain an accurate record of each ~~student's~~ pupil's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. ~~Notwithstanding Policy 8330,~~ Information regarding individual ~~student~~ pupil test scores shall **only** be released ~~only to the pupil, his/her parent(s) or legal guardian(s), or individuals eligible by court order and school personnel and school officials deemed authorized by in~~ accordance with Federal and State law.

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below established levels of student proficiency in any content area either on Statewide or local assessments. All students are expected to demonstrate the knowledge and skills of the Core Curriculum Content Standards as measured by the Statewide assessment system.

Public Reporting Dissemination of Information

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the **Department of Education** ~~school district is required to~~ shall report annually to the State Board of Education and the public on the progress of all ~~students~~ pupils and ~~student~~ pupil subgroups in meeting the Core Curriculum Content Standards as measured by the Statewide assessment system. ~~by publishing and distributing the Department~~

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~~of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 6 and the New Jersey Open Public Records Act, N.J.S.A. 47:1A-1 et seq.~~ **In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.**

Parental Notification

Parents(s) or legal guardian(s) shall be informed of the district assessment **system** ~~program~~ and of any special tests that are to be administered to their children.

PROGRAM EXCEPTIONS

Pupils With Disabilities

~~Pupils with disabilities shall participate in all State assessment systems in accordance with provisions as outlined in N.J.A.C. 6A:14-4.10. Accommodations and modifications approved by the New Jersey Department of Education for the administration of the Statewide assessment shall be provided when determined necessary by the Individual Education Plan (IEP) team to pupils with disabilities who participate in general Statewide assessments. Pupils with disabilities shall participate in the Alternative Proficiency Assessment (APA) as provided for in N.J.A.C. 6A:14-4.10(a)2.~~

Student Accommodations/Modifications

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.

English Language Learner (ELL)

~~An English language learner is a person who is in the process of acquiring English and has a first language other than English. ELLs are the same pupils who are sometimes referred to as limited English proficient (LEP). All ELLs shall participate in all Statewide assessments and may be provided appropriate accommodations or modifications as approved by the New Jersey Department of Education.~~

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~~All ELLs shall satisfy the requirements for high school graduation according to N.J.A.C. 6A:8-5.1, except that any ELL may demonstrate they have attained State minimum levels of proficiency through:~~

- ~~1. Passage of the Alternative High School Assessment (AHSA) process in their native language and passage of an English fluency assessment approved by the New Jersey Department of Education; or~~
- ~~2. Passage of the AHSA process in English with appropriate accommodations.~~

~~Pupils with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act and who participate in the AHSA process are not required to participate in repeated administrations of the High School Proficiency Assessment (HSPA).~~

~~N.J.S.A. 18A:7C-6.2~~ **18A:7C-1**

~~N.J.A.C. 6A:7-1.7; 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10; 6A:14-4.12; 6A:15-1.11~~

Adopted: 20 November 2014

Revised (First Reading): February 26, 2015