

HASBROUCK HEIGHTS PUBLIC SCHOOLS

Hasbrouck Heights, New Jersey 07604 File Code: 6146

Regulation

HASBROUCK HEIGHTS PUBLIC SCHOOLS GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of district goals and objectives as well as personal proficiency by the award of a diploma at fitting graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board and approved by the State Board of Education. There shall be only one diploma awarded by this district and no distinction shall be made between various programs of instruction.

In order to graduate, a high school student must successfully pass the New Jersey High School Proficiency Assessment in Language Arts/Literacy, and Mathematics; **meet the state requirements for End of Course Assessments in Biology and Algebra 1, (and Algebra 2 when this assessment is mandated);** or **follow** the requirements of an Individualized Education Program (IEP). A minimum total of 130 credits is required for graduation commencing with the graduating class of 2010. They **All students** must also meet the requirements of the attendance policy. All students must complete the following basic course requirements and may select any suitable additional courses **electives** to complete the **New Jersey Department of Education** curriculum requirements for graduation:

Minimum Required Courses Credits (120 hours of instruction per 5 credit course)

- 4 years **20 credits** of English Language Arts
- 1 year **5 credits** of World History
- 2 years **10 credits** of United States History
- 4 years **20 credits** of Mathematics including Algebra 1, Geometry, and other math courses that prepare students for 21st century careers (i.e., Algebra 2, Pre-Calculus, Statistics, Discreet Math)
- 3 years **15 credits** of Lab Science including Biology, and Chemistry, Physics, or Environmental Science, and one other lab- or inquiry-based Science.
- 1 year **5 credits** of World Foreign Language
- **2.5 credits in Financial, Economic, Business Literacy**
- **5 credits in 21st Century Career or Career-Technical Elective**
- 4 years **Health 15 credits** in Physical Education/Health, **mandatory during each year of enrollment**
- **5 credits in Fine/Performing Arts/Technology**
- x 1 year of Vocational/Career Education**
- x 1 year of Fine **5 Credits Visual/Performing Arts*****
- **5 years 20 credits Elective Courses**
- **Thirty Hours of Community Service #**
- Technology Literacy Instruction
(Integrated throughout curriculum)
- x These requirements are effective for the graduating Class of 2007.

* The school will provide a Language Proficiency Assessment for students to complete the Foreign Language requirement.

Note that 2 years **10 credits** of a World Foreign Language is strongly recommended for acceptance by most 4 year colleges.

**Career education and consumer, family, and life skills or vocational technical education (Grade 9 – 2004-05)

***Courses may include Theater, Drama, Music, or Visual arts.

Commencing with Class of 2005— must complete minimum of 20 hours.
Commencing with Class of 2006 — must complete minimum of 30 hours.

Students in grades 9 through 12 are defined by the number of credits they have earned each school year.

Grade 9 Student = Student with 0 to 35 credits

Grade 10 Student = Student with 36 to 70 credits

Grade 11 Student = Student with 71 to 105 credits

Grade 12 Student = Student with 106 credits or more

Students must earn 130 credits to graduate Hasbrouck Heights High School.

Final examinations are required in all courses **for students in grades 8-12** in January and June. These examinations count as one fifth of the semesters grade. **Students in grades 6 and 7 will be required to take mid-term and final exams in some courses.**

NOTE: An alternative program to the traditional curriculum requirements has been approved by the NJDOE. This program, identified as Option Two, reflects activities aimed at meeting or exceeding the CCCS through nontraditional in-depth experiences. These activities may be designed for an individual or a group of students. They can include:

- Interdisciplinary/theme-based programs
- Independent study
- Co-curricular or extracurricular activities
- Magnet programs
- Student exchange programs
- Distance learning
- Internships
- Community service
- Structured learning experiences

These activities may occur before the student enters the high school. The district will establish performance or competency assessments to insure the CCCS of New Jersey are at least met or surpassed.

~ N.J.A.C. 6A: 8-&1 (A) 111(3)

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Revised: July 20, 2006

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Grading Policy

Elementary School K-5:

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 curriculum. 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 in order to determine a student's degree of mastery regarding the content outlined in the New Jersey Core Curriculum Content Standards and the Hasbrouck Heights Curricula. 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 curricular content.

Kindergarten: Grading System

Letter 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*

- M- Meets or exceeds expectations
- D- Developing
- N- Needs strengthening
- X- Not applicable at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's performance on tests, quizzes, class work, participation and homework as outlined below.

1. 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: Assessment assignments* which include all written and oral quizzes, tests, lab write-ups, reports, projects, term 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.

- ♦ The minimum number of assessments will be eight per marking period.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting knowledge of previously covered work. Homework will be graded on the following percentage system.

- 100 percent for completion or good 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

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....

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 their Ren Web grade books to inform parents why the grade was lowered.

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

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	Below 65

- Progress reports will be available halfway through each marking period for grades 1-5

Citizenship

Dynamics such as effort, amount of progress, levels of participation, and cooperation will be communicated via a separate grade on the report card and therefore, will not be factored into the student's core subject grades. In addition to the above marking system, students will earn letter grades department

* Citizenship details will be reported using the following system.

S – Satisfactory
N – Needs Improvement
U – Unsatisfactory

Middle School And High School:

1. 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: Assessment assignments* which include all written and oral quizzes, tests, lab write-ups, reports, projects, term 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.

- There should be a minimum of 8 assessment assignments in each marking period at every grade level. When applicable, teachers will work cooperatively to stagger the due dates of special projects, long-term reports, and tests.

Quiz – A short (less than a period) assessment, given in class, that measures knowledge and skills pertaining to the subject matter being taught. The quiz must be a student's individual effort without collaboration with other students or teacher. No take home quizzes are permitted. Assignments completed outside of the classroom can not be counted as a quiz.

Procedures

- At the mid-point in each marking period, students should have completed at least 4 assessments and these should be accurately recorded in each electronic grade book.
- If a student is absent for an 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 be administered.
- Multiple quizzes are not to be given in the same class period.

Cycle Courses – 8 assessments for courses that meet 5 days a week for a full marking period. The number of assessments will be reduced if the course is designed for fewer days per week or fewer weeks.

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
- 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

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....

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 their Ren Web grade books to inform parents why the grade was lowered.

2. General Elements of Grading

Grades for each marking period are influenced in addition to attainment, preparation, and participation by the following elements of grading: attitude, cooperation, and ability. These general elements are implicit to all three of the specific grading elements listed in section 1 and are to be taken into great consideration when arriving at the evaluation of each of the above noted specific elements of grading. Unless specified elsewhere in this policy, only numerical grades are to be utilized when correcting papers, projects, tests, etc..., and records in teacher grade booklets. The only other acceptable form of evaluation of individual assignments is via a rubric.

Numerical Grades:

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

GRADING SCALE

A+ 97 - 100	B+ 87 - 89	C+ 77 - 79	D 65 - 69
A 93 - 96	B 83 - 86	C 73 - 76	F 0 - 64
A- 90 - 92	B- 80 - 82	C- 70 - 72	

Pass/Fail Grading:

Not Applicable. The superintendent 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.

3. Honor Roll: Criteria

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

High School

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

- First Honors: All A's (defined as A+, A, A-)
- Second Honors: At least 3 A's (defined as A+, A, A-) and no grade below a B (numeric 83 or higher)
- Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

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

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

4. 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. Four grading scales are used, adding extra weights for courses as they become more academically demanding and challenging. The following weighted scale indicates the quality points assigned per course credit followed by assigned quality points for a five credit course.

In determining a student's class rank, only grades earned in Hasbrouck Heights High School courses will be considered. The only exception will be for students who have failed subjects and have taken make-up courses in an approved summer school program. For these students, both grades will be recorded and used in determining the student's class rank and G.P.A.

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 department 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 partial credit for the higher level course and partial credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students are encouraged to **must** take at least a minimum of 7 courses (or the equivalent if semester courses are involved). **Seniors may take fewer than 7 with** Taking less than that would require parental permission. Athletic eligibility **must** should 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. 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 1st; except for a change in the course offerings. After the second full week of school, students who simply desire to drop an elective course will only be permitted to do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures and summer school results.
4. Request for change of teacher will not be honored.

WEIGHTED GRADING SCALE (Per Credit)

<u>Academic Placement</u>			
Non-Academic	Standard Academic	Honors Academic	College Level/ Academic
A+ 4.3	4.6	5.0	5.3
A 4.0	4.3	4.7	5.0
A- 3.7	4.0	4.4	4.7
B+ 3.3	3.6	4.0	4.3
B 3.0	3.3	3.7	4.0
B- 2.7	3.0	3.4	3.7
C+ 2.3	2.6	3.0	3.3
C 2.0	2.3	2.7	3.0
C- 1.7	2.0	2.4	2.7
D 1.0	1.3	1.7	2.0
F 0.0	0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

A+ 21.5	23.0	25.0	26.5
A 20.0	21.5	23.5	25.0
A- 18.5	20.0	22.0	23.5
B+ 16.5	18.0	20.0	21.5
B 15.0	16.5	18.5	20.0
B- 13.5	15.0	17.0	18.5
C+ 11.5	13.0	15.0	16.5
C 10.0	11.5	13.5	15.0
C- 8.5	10.0	12.0	13.5
D 5.0	6.5	8.5	10.0
F 0.0	0.0	0.0	0.0

Mid-Term and Final Examinations - Grades 6-12

Mid-terms and final examinations are required to be taken by all students in **grades 8, 9, 10, 11, 12** who enrolled in the respective courses in order to fulfill the course requirements. **Students in grade 6 will be required to take mid-term and final exams in English and math. Students in grade 7 will be required to take mid-term and final exams in English, math, social studies, and science.** Students who are absent from school on the day an exam is administered must provide the principal with a written, 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.

In addition, the following guidelines will be followed for the student who is legitimately absent:

1. A student must take make-up exams on the first day the student returns to school after the exam period. If multiple exams are involved, two must be taken on the first return day, and so on.
2. If a student fails to follow this procedure, then make-up exams may only be taken after school on days scheduled by the administration.
3. All make-up exams should be completed by the third school day after the exam period.
4. Failure to complete make-up exams according to the schedule will result in "0" grade for the exam in question. This number will be worked into the mid year and end year grades.

Exception: Doctor's note submitted before the make-up exams are due to be taken.

Examination Exemptions

Students in grades **8-12** will be required to take mid-term and final exams. **Students in grade 6 will be required to take mid-term and final exams in English and math. Students in grade 7 will be required to take mid-term and final exams in English, math, social studies, and science.**

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

- Attain a grade of 91 or higher in each of the four marking periods.
- Attain a grade of 93 or higher on the mid-term examination.
- 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.

5. 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 final exam in June, students will be required to take a Pre-AP test which will be administered before the regular AP exam. Fourth marking period grade will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

Teacher Procedures

Teachers will complete Exhibit 6147.2 for all students who will receive an exemption. The completed exhibit will be submitted to the principal for verification purposes and forwarded to the Superintendent of Schools.

Junior English

Exemptions from final examinations in English 11 or English 11 H will be granted for 11th grade students who score "Advanced Proficient" on the Language Arts section of the HSPA.

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

Junior Science

Exemptions from final examinations in Science courses will be granted for 11th grade students who score "Advanced Proficient" on the Science section of the HSPA.

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

Full Year Courses with Mid-Term and Final Exams

If a course is required to give students a mid-term and final exam, the average for the mid-term and final examination grades are to be used as a fifth grade and are to represent 20% of the final grade. Final grades are to be arrived at by adding the numerical equivalents of each grade given and dividing by five (5) for those subjects in which an examination is given and by four (4) for those subjects in which examinations are not given.

Calculation of semester 1 and final grades:

Semester 1

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (Mid-Term)	20% (if applicable)

Semester 2

Third Marking Period Grade	40%
Fourth Marking Period Grade	40%
Exam Grade (Final)	20% (if applicable)

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

One Semester Courses

The final examination grade shall be 20% of the final semester grade, computed as follows:

First Marking Period Grade	40%
Second Marking Period Grade	40%
Exam Grade (if applicable)	20%
	100%

Plagiarism

Pupils are expected to be honest in all of their academic work. This means that they will not 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.
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.

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 is also authorized to withhold credit in the work tainted by the academic dishonesty.
- If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.
- The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

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

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Revised: June 18, 2009
Revised: November 19, 2009
Revised (First Reading): March 31, 2011

YELLOW HIGHLIGHTED TO BE REMOVED; **BOLDED TO BE ADDED**

AFFIRMATIVE ACTION/SEXUAL HARASSMENT

The Hasbrouck Heights board of education guarantees to all persons equal access to all categories of employment, retention and advancement regardless of race, color, ancestry, age, creed, religion, sex, affectional or sexual orientation, political affiliation, marital status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual or non-applicable handicap.

An affirmative action program shall be a part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion; or tenure.

The board designated affirmative action officer shall identify and recommend correction of any existing inequities, and any that occur in the future.

Harassment and Favoritism

The board of Education is an affirmative action employer and holds all its employees responsible for maintaining a working environment that is free from all discriminatory practices. Harassment or favoritism on any basis included in the board's statement of equal access to employment, retention and advancement is prohibited.

Administrators and supervisors shall be familiarized with the actions which constitute harassment and favoritism. This material shall be included in the legally mandated affirmative action inservice training for all employees, and shall be clear and specific (see policy 2224). When harassment has been determined to have taken place, disciplinary action will follow. All such determination shall be reported to the board.

Sexual Harassment

The board of education shall maintain a working environment that is free from sexual harassment.

Administrators and supervisors will make it clear to all staff that sexual harassment is prohibited in the workplace or educational setting. Specifically, no supervisory employee shall threaten or insinuate, either directly or indirectly, that an employee's refusal to submit to sexual advances will adversely affect the employee's continued employment, evaluation, compensation, assignment or advancement. No supervisory employee shall promise or suggest, either directly or indirectly, that an employee's submission to sexual advances will result in any improvement in any terms or condition of employment of an employee.

Sexually harassing conduct in the workplace committed by nonsupervisory personnel is also prohibited.

Staff may file a formal grievance related to sexual harassment. The affirmative action officer will receive all complaints and carry out a thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination in the form of sexual harassment will result in appropriate disciplinary action.

The superintendent shall direct the development of regulations, including grievance forms and procedures for implementation of this policy and shall submit an annual report to the board on the effectiveness of both policy and procedures.

AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 - Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, pupils, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of pupil performance data such as: National Assessment of educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of pupils in special education programs if there is an over representation within certain groups; staffing practices; pupil demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7-Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

The Affirmative Action Officer must have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9 et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all pupils and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the pupil achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Date Approved: April 20, 1995

Revised (First Reading): February 11, 2011

Revised (Second Reading): March 31, 2011

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Legal References: N.J.S.A. 10:5 Law Against Discrimination

<u>N.J.S.A.</u> 18A:6-5, -6	Inquiry as to religion and religious tests prohibited
<u>N.J.S.A.</u> 18A:7d et al	Quality Education Act
<u>N.J.S.A.</u> 18A:18A-17	Facilities for handicapped persons
<u>N.J.S.A.</u> 18A:26-1, -1.1	Citizenship of teachers, etc. ...
<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
<u>N.J.S.A.</u> 18A:58-16	Rules (state aid)
<u>N.J.A.C.</u> 6:4-1.1 et. seq.	Equality in educational programs
See particularly:	
<u>N.J.A.C.</u> 6:4-1.3, -1.6	
<u>N.J.A.C.</u> 6:8-4.3	Quality Assurance
<u>N.J.A.C.</u> 6:8-4.10	State and Federally mandated programs and services

Executive Order 11246 as amended
Equal Pay Act of 1963 as amended, 29 U.S.C.A. § 201
Title IX of the Education Amendments of 1972, 20 U.S.C.A. 1681
Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972, 42 U.S.C.A. 2000e et seq
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. 794 et seq.
Education of the Handicapped Act, 20 U.S.C.A. 1401 et seq.
Meritor Savings Bank v. Vinson, 106 S. Ct. 2399 (1986)
School Board of Nassau County v. Arline, 107 S. Ct. 1123 (1987)
Vinson v. Superior Court of Alameda County, 740 P.2d 404 (Cal. Sup. Ct. 1987)
Manual for the Evaluation of Local School Districts (P.T.M. No. 700.7, revised July 1988)

Cross References:

2224	Affirmative action
3320	Purchasing procedures
4111	Recruitment, selection and hiring
4112.8	Nepotism
4118.111	Grievance procedure--Title IX
5145.4	Equal educational opportunity
6121	Affirmative action

COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including pupils and teachers.

The Comprehensive Equity Plan shall include the following:

1. A needs assessment that includes pupil assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, pupil suspension, expulsion, Child Study Team referrals, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of Classification and placement of pupils in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;
3. Adequate yearly progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.

A Comprehensive Equity Plan shall be developed every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department-of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually or as required by the New Jersey Department of Education, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote or retain staff, or fail to assign; transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or Socio-economic status, pursuant to N.J.A.C. 6A:7-1.1.

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse racial and cultural backgrounds.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to pupils or employees, pursuant to N.J.A.C. 6A:7-1.1.

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2
N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Crossreference: Policy Guide Nos. 1510, 1550 and
Regulation Guide Nos. 1530

First Reading: February 17, 2011
Second Reading: March 31, 2011

EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy No. 1530, guaranteeing "equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, socioeconomic status, or disability."
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. "Board of Education" means the Board of Education of the South Bergen Jointure Commission School District
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means a staff member who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy No. 1530.
6. "School district" means the South Bergen Jointure Commission School District.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The complainant's name and address,
 - b. The specific act or practice that the complainant complains of,
 - c. The school employee, if any, responsible for the allegedly discriminatory act,
 - d. The results of discussions conducted in accordance with paragraph C1, and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
5. On his/her request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.

7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint, .
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests; the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
 - a. Commissioner of Education
New Jersey State Department of Education
P.O.Box500
Trenton, New Jersey 08625-0500
Telephone: (877) 900-6960 or the
 - b. New Jersey Division on Civil Rights
Trenton Regional Office
Office of the Attorney General
140 East Front Street-6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

First Reading: February 17, 2011
Second Reading: March 31, 2011

AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT
AND CONTRACT PRACTICES

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in district employment practices and shall systematically monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to pupils or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability; or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

N.J.A.C.6A:7-1.1 et seq.; 6A:7-1.8

First Reading: February 17, 2011
Second Reading: March 31, 2011

AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND
CONTRACT PRACTICES COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for district employment the opportunity to appeal an alleged violation of the district's Affirmative Action Program for employment and contract practices, as set forth in Policy No. 1550 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified handicapped person, shall, on the basis of handicap, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified handicapped persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this district accords to information about individual staff members.

B. Definitions

1. "Board of Education" means the Board of Education of the South Bergen Jointure Commission School District.
2. "Complaint" means an alleged violation of the district's Affirmative Action Plan or Policy.
3. "Complainant" means a staff member who alleges a violation of the district's Affirmative Action Plan or Policy No. 1550.
4. "Day" means a working or calendar day as identified.
5. "School district" means the South Bergen Jointure Commission School District.
6. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy No. 1550 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of district employment or contract practices and/or to correct the results of past discrimination.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan for employment and contract practices shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The complainant's name and address,
 - b. The specific failure to act that the complainant complains of,
 - c. The school officer or employee, if any, responsible for the alleged violation of the Affirmative Action PI
 - d. The results of discussions conducted in accordance with paragraph C1, and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer Will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board of Education.

7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal will include:
 - a. The original complaint,
 - b. The response to the complaint,
 - c. The Superintendent's decision,
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
 - a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500
Telephone: (877) 900-6960 or the
 - b. New Jersey Division on Civil Rights
Trenton Regional Office
Office of the Attorney General
140 East Front Street-6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be kept in a file maintained by the Affirmative Action Officer.

2. A copy of the decision rendered at its highest level of appeal will be kept
In the complainant's personnel file.

First Reading: February 17, 2011

Second Reading: March 31, 2011

AFFIRMATIVE ACTION PROGRAM FOR SCHOOL
AND CLASSROOM PRACTICES.

The Board of Education shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State approved English language proficiency measure on an annual basis for determining the special needs and progress in learning English of language-minority pupils pursuant to N.J.A.C. 6A:15-1.3(c);
4. Utilizing bias-free multiple measures for determining the special needs of pupils with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all pupils; and
6. Ensuring that a pupil is not discriminated against because of a medical condition. A pupil shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the pupil shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status; by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;

- a. Portions of classes which deal exclusively with human sexuality. may be conducted in separate developmentally appropriate sessions for male and female pupils, provided that the course content for such separately conducted sessions is the same.
3. Reducing or preventing the underrepresentation of minority, female, and male pupils in all classes and programs including gifted and talented, accelerated; and advanced classes;
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that pupils understand the basic tenet of multiculturalism;
5. Ensuring that African American history as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and
6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28. .

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for pupils of each gender shall be comparable;
2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for pupils of both genders to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs. shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20
N.J.A.C. 6A:7-1.7

Legal References: N.J.S.A. 10:5

N.J.S.A. 18A:6-5, -6

N.J.S.A. 18A:7d et al

N.J.S.A. 18A:18A-17

N.J.S.A. 18A:26-1, -1.1

N.J.S.A. 18A:29-2

N.J.S.A. 18A:58-16

N.J.A.C. 6:4-1.1 et. seq.

See particularly:

N.J.A.C. 6:4-1.3, -1.6

N.J.A.C. 6:8-4.3

N.J.A.C. 6:8-4.10

Law Against Discrimination

Inquiry as to religion and religious tests prohibited

Quality Education Act

Facilities for handicapped persons

Citizenship of teachers, etc....

Equality of compensation for male and female teachers

Rules (state aid)

Equality in educational programs

Quality Assurance

State and Federally mandated programs and services

Executive Order 11246 as amended

Equal Pay Act of 1963 as amended, 29 U.S.C.A. § 201

Title IX of the Education Amendments of 1972, 20 U.S.C.A. 1681

Title VII of the Civil Rights Act of 1964 as amended by

the Equal Employment Opportunities Act of 1972, 42 U.S.C.A. 2000e et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. 794 et seq.

Education of the Handicapped Act, 20 U.S.C.A. 1401 et seq. Meritor Savings Bank Y....: Vinson, 106 S. Ct. 2399 (1986)

School Board of Nassau County v. Arline, 107 S. Ct. 1123 (1987)

Vinson v. Superior Court of Alameda County, 740 P.2d 404 (Cal. Sup. Ct. 1987)

Manual for the Evaluation of Local School Districts (P.T.M. No. 700.7, revised July 1988)

Cross References: 2224

3320

4111

4112.8

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5145.4

6121

Affirmative action Purchasing

procedures Recruitment,

selection and hiring Nepotism

Grievance procedure--Title IX

Equal educational opportunity

Affirmative action

First Reading: February 17, 2011

Second Reading: March 31, 2011

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

HONORSALGEBRA2

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 a 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 IDSTORY

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 114 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 IDSTORY 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 IDSTORY***

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