

**Mission Statement**

*The mission of Cliffside Park High School is to provide a safe, academically focused environment within our culturally diverse community. We will challenge each student to confidently achieve his or her educational and personal goals as well as acquire the work and social skills essential to a productive member of society.*

**Table of Contents**

**General Information**

Page 2 Contact information/phone numbers; Parent Portal  
Page 3 Extra Help; SAT/PSAT/ACT; FERPA; Access to Student Records  
Page 4 Release of personal information; Annual Integrated Pest Management Notice  
Page 5 Extracurricular Activities; Graduation requirements  
Page 6 Summer reading; grading policy  
Page 7 Credits; Quality points; GPA; Ranking; Transfer students;  
Page 9 Course selections for the following school year; Scheduling of classes Schedule conflicts;  
Page 10 Advanced Placement and Honors classes; Schedule changes or withdrawing from classes  
Page 11 Honor Roll; Requesting Homework; Home tutoring  
Page 12 Time Schedules

**Code of Student Conduct**

Page 12 Attendance Policy  
Page 13 Attendance accommodations; Appeals process; Late to School Policy; Late to Class Policy  
Page 14 Leaving School Early; Guidelines for Truancy; Dress Policy  
Page 15 Use of Electronic Equipment; Disciplinary Code; Disciplinary Actions  
Page 16 Regulations and Procedures; ID Policy Lunch; Harassment, Intimidation, and Bullying Policy  
Page 19 Sexual Harassment Policy  
Page 21 Substance Abuse Regulations; Athletic Policy Eligibility Standards  
Page 23 NCAA Clearinghouse  
Page 24 Internet Use Policy  
Page 25 End of Year Failures and Summer School Attendance  
Page 26 School and Community Service Graduation; Requirement  
Page 28 Honor System  
Page 31 Class Dues

**Academic Information**

Page 32 Course Descriptions

Name _____
Student ID# _____ Grade _____
Period 2 Teacher: _____
Counselor _____

### **Contact information**

(All phone numbers are area code 201)

#### **Principal's Office: 313-2370**

Principal: Mrs Lorraine Morrow

Secretaries: Mrs. Brenda Padovan

#### **Attendance Office: 313-2372, 313-2375**

Vice Principal: Mr Kenneth Schmitt

Student Disciplinarian: Mr Robert Bargna

Attendance Officer: Mr Larry Pinto

Secretary: Mrs Maria Romano

#### **Department Heads:**

Business, 313-2338

Foreign Language, 313-2338

Industrial Arts, 313-2377

Language Arts, 313-2347

Mathematics, 313-2347

Physical Education, 313-2329

Science, 313-4902

Social Studies, 313-2379

Special Services, 313-4908, 313-2319

#### **Guidance Office: 313-2376, 313-2368**

Head of Guidance Mr. William Ludwig

Counselors:

Mr. Joseph DelRisco

Ms. Mary Foster

Ms. Mary Kelemen

Dr. Edward C. Meier

Secretaries: Mrs Anita Frankovic & Mrs. Mederly Resto

#### **Pupil Assistance Counselor**

Mr. Joseph DelRisco

#### **School Nurse: 313-2366**

Mrs. Kathy Matulewicz

#### **District Internet site**

[www.cliffsidepark.edu](http://www.cliffsidepark.edu)

#### **Parent Portal**

The Parent Portal is an internet-based web site that allows parents to privately access their child's grades, progress reports, attendance, volunteer hours, course selections, schedule, and other important information. [Use link listed above](#)

#### Extra Help

2:44 – 3:10 every day, except Tuesdays.

#### SAT/PSAT/ACT

The SAT and SAT Subject tests are offered at the high school in November, January, and May. The PSAT is offered in October. The ACT is offered in October. The school CEEB code is 310240.

#### **Family Educational Rights and Privacy Act**

The *Family Educational Rights and Privacy Act* (FERPA) requires that Cliffside Park school district, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Cliffside Park School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary. The primary purpose of directory information is to allow the Cliffside Park school district to include this type of information in certain school publications such as the yearbook, an honor roll list, or a graduation program.

Directory information is generally not considered harmful or an invasion of privacy if released and can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Cliffside Park school district to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. Cliffside Park school district has designated the following information as directory information:

1. Student's name
2. Address
3. Telephone listing
4. Date and place of birth
5. Grade level
6. Weight and height of members of athletic teams
7. Degrees, honors, and awards received
8. Participation in officially recognized activities and sports

#### Access to Pupil Records

Federal and state law guarantees parents the right to examine their child's official school records. Students 18 years of older, who are enrolled in a public school, may exercise the same right on their own behalf. The state law is quite specific on many points, one of which is that parents must be told about their rights each year. That is this purpose of this notice. It will tell you something about the kind of records kept in the Cliffside Park Public School System, how you can go about seeing the records and what to do if you have questions about the material in the records.

**Kinds of Records** – The records maintained in the Cliffside Park Public Schools are either "mandated" or "permitted".

A. Mandated records are those compiled by direction of New Jersey statute or by agencies of government legally authorized to issue such directives. These records include personal data such as name, address, date of birth, grades, grade level program assignments, attendance records, health history, and current health status.

B. Permitted records are those authorized for collection by Board of Education policy such as samples of student work, reports on parent conferences, data obtained by standardized tests, participation in student activities and other authenticated information

about the students' skills, talents, and achievements which the parent or adult student wishes to include in the record.

**Procedure for Gaining Access to Records** – The records of a pupil may be reviewed by his/her parents, or in the case of an adult pupil, by the pupil, upon completion of a Request to Review Pupil Record Form, which may be secured in the administrative office of the school the pupil attends. Parents or guardians shall have access without consent of the adult pupil as long as the pupil is financially dependent on the parents or guardian and is enrolled in the public school system. Pupil records will not be released to any organization, agency, or person without notification or approval of the parent or adult pupil, except upon judicial order. Under no conditions may any records be inspected unless an authorized professional staff member accompanies the inquirer.

**Rights of Appeal on Record Content** – Parents or adult pupils who question the accuracy, authenticity, or inclusion of any recorded data shall have an opportunity to challenge the contents to ensure that the records are not inaccurate, misleading, or considered to be a violation of privacy. Requests to expunge information, insert information, or in any way change records shall be reviewed and approved or disapproved by the principal of the building. Such requests must be made in writing using a "Record Change Request" form secured from the administrative office of the school the pupil attends. If the parent or adult pupil is not satisfied with the principal's decision, they may appeal to the Superintendent and local Board of Education or the Commissioner of Education within ten days of meeting with the Superintendent and Board of Education.

**Termination of rights** – Parents' rights and powers under these rules and regulations with respect to the record of their child terminate when the child becomes an adult pupil (18 years of age) and is not enrolled in the public school system.

**Questions** – If you have any questions about access to pupil records, please call the principal of the school your child attends.

#### **Release of Personal Information**

A. Parents must submit written permission in order for:

1. Their child's picture to be displayed within the school building (on bulletin boards or hallway displays).
2. Their child's picture to appear in any newspaper or on the internet originating from the Cliffside Park School District
3. Their child to be photographed/video taped during a class lesson

B. Military access to personal student information.

Section 9528 of the No Child Left Behind Act of 2001 requires schools to release a student's private information to military recruiters unless the student and parent "opt out" in writing. *Federal public law 107-110, section 9528 of the ESEA, "No Child Left Behind Act" requires school districts to release student names, addresses, and phone numbers to military recruiters upon request. The law also requires the school district to notify students and parents of the right to Opt-Out by requesting that the district not release a student's information to military recruiters.*

Parents and students may exercise their right to opt out by filling out the "Opt Out" form available in the Guidance Office, or may provide a letter requesting to opt out that is signed and dated by both the parent and student.

#### **Annual Integrated Pest Management Notice**

This notice is in compliance with the New Jersey School Integrated Pest Management Act. Cliffside Park has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy which is available on our web site.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for Cliffside Park High School is:

Name of IPM Coordinator: Mario Brando

Business Phone Number: 201-313-2370

Business Address: 64 Riverview Ave. Cliffs Park, NJ 07010

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardian and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan Cliffs Park High School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The school districts IPM Policy is posted on the Cliffs Park Web Site.

The following low impact chemicals are used in our buildings only when absolutely necessary by Western Termite and Pest Control in accordance and compliance with the New Jersey Department of Environmental Protection guidelines: Insect Control Ant Killer Gel, Insect Control Roach Killer Bait Gel, & Fine Granule Insect Bait.

#### **Extracurricular Activities**

**Clubs:** Academic Decathlon, Chess Club, Christian Youth Group, Community Outreach Club, Chorus, Class Activities, Drama Club, Harvesters Club, Honor Society, Horticulture Club, International Club, Italian club, Literary Magazine, Math Team, Middle Eastern Club, Newspaper, Philosophy Club, Poets Anonymous, Student Council, Yearbook

**Sports:** Baseball, Basketball, Bowling, Cheerleading, Color Guard, Cross-Country, Football, Soccer, Softball, Tennis, Track, Volleyball, and Wrestling.

*Students interested in participating in an extracurricular activity not listed above are encouraged to speak with an administrator.*

#### **Graduation Requirements**

Credit requirements: **130** Total

- Students must pass the NJ state-mandated High School Proficiency Assessment (HSPA) in both areas – Language Arts and Mathematics.
- Class of 2014: Proficient on Algebra 1 EOC; Proficient on Biology EOC
- At least 20 credits in language arts literacy.
- At least 15 credits in mathematics.
- Three full years of history to include two years of United States History as required by NJAC-18A: 35-1 and one year of World History.
- At least 15 credits in science (Class of 2014: must include 10 credits in lab science)
- Demonstrated proficiency in or one year of a foreign language
- One full year of physical education, health and safety for each year of enrollment as required by NJAC-18A: 35-5, 7, and 8.
- 5 credits in visual, performing, or fine arts
- 5 credits in practical, industrial, consumer education, or vocational education.
- Cross-content workplace readiness, which may be, satisfied through infusion into existing courses, course equivalents, or career education courses.
- Meet attendance requirements adopted by the Board of Education.
- School & Community Service. All students must perform 20 hours of volunteer service for each year of attendance at Cliffs Park High School.
- Successfully master proficiencies established for each course required for graduation.

Note: 1. The requirements listed above are the requirements that must be met in order to earn a Cliffsides Park High School diploma. Requirements for college admissions are more stringent. If you are planning to continue your education beyond high school, see your counselor for assistance.

2. **In order to participate in graduation exercises, students must meet all graduation requirements prior to the ceremony**

### **Summer Reading**

Research indicates that there is no better base for academic success than reading. The more students read the better able they will be to understand academic concepts.

Cliffsides Park High School encourages students to read newspapers, magazines, fiction, and non-fiction about various topics throughout the year on their own. Students also have a summer reading assignment. To emphasize the interdisciplinary nature of reading to students and to expand the variety of readings, nearly all of our departments participate in the summer reading program. The following specifies what list students will select from:

There is a required summer reading for any regular education student taking:

- One book for any student taking the first year of a world language
- One book for any student taking Health 9.
- One book for any student taking regular Biology (non honors).
- One book for any student taking Algebra 2 (non honors)
- One book for any student taking English 11
- Two books for any student taking English 12.

ESL and Special Education students will select two books from those departments summer reading lists.

### **Grading Policy**

Teachers determines how, homework, presentations, research papers, quizzes, tests, attendance, class behavior or any other class assignment or teacher expectations are weighted and used toward an average in their classes.

Report cards are mailed quarterly; deficiency notices, if necessary, are mailed at the halfway point of each marking period. Teachers may send or parents may request additional evaluations if necessary. The student's counselor will contact parents by phone or mail when their child's poor grades endanger their child's graduation or promotion status. The second quarter report card will also indicate a mid-year average. Marking period grades are based on the following number averages:

**A = 100 – 90   B = 89 – 83   C = 82 – 75   D = 74 – 65**

**F = 64 – 50   F- = Below 50   N = Incomplete\***

\*Incomplete grades must be made up w/in 5 weeks

**W = Withdrawn for absences (see Attendance Policy)**

**WF = Withdrawn Failing      WP = Withdrawn passing**

**NC = No Credit/Student Auditing class**

- Credit is awarded at the completion of a course. No partial credit is awarded. To complete a course, a student must take the final exam. In a full-year course, each marking period counts 2/9<sup>ths</sup> of the final average; the final exam counts 1/9<sup>th</sup>.
- Seniors with a cumulative average of 90+ in a full-year course at the end of the 4<sup>th</sup> marking period are exempt from the final exam. This exemption applies to full-year courses only.
- Students who do not take a course's final exam do not complete course requirements and thus fail that course for the year. (See "Note D" in Attendance Policy for additional explanation.)
- A grade of N (incomplete) is a temporary grade. Students who receive a grade of N are expected to complete missed work within five weeks of the end of the marking

period in which they received the N unless there are extenuating circumstances such as extended illness or bedside tutoring.

- Unless there are extenuating circumstances, students who do not make up missed work within five weeks of the end of the marking period in which they received the N will receive whatever grade their average is including the missing work.
- Students cannot receive credit for nor take the same course twice. Exemptions are permitted with written approval from the instructor in Woodshop, Power Mechanics, Vocal Music, Ensemble, and Publishing.
- Grades of W, WF, and WP are final annual grades. Students receiving a W, WF, or WP no longer attend the class (unless a state-mandated remedial class). When an administrative action removes a student from a class that s/he is passing, then a WP is given.
- The grade of NC (no credit) is a course's final grade and given only to a student who enters a course too late to complete the required work (more than 15 weeks into a full year course; more than 8 weeks in a half-year course; more than 4 weeks in a quarter-year course). Such a student must remain in the class and is expected to complete assignments. The student does not have to take the final exam (See Transfer statement for additional information).

#### **Credits**

A student earns credits only upon satisfactory attendance in, completion of, and passing a course. All classes are 40 minutes in length.

- A full-year course that meets 5 days per week is worth 5 credits
- A full-year course that meets 5 days per week plus a lab (or labs) is worth 6 credits
- A half-year class that meets 5 days per week is worth 2.5 credits
- Health classes, quarter year courses, are worth 1.25 credits
- Regular Physical Education classes (three marking periods) are worth 3.75 credits
- Physical Education with a Health make-up and a regular Health is worth 2.5 credits
- A full-year Physical Education class, is worth 5 credits

#### **Quality Points**

A student earns quality points based upon the following system

- A final grade of A = 4 times credits earned; factor for Honors A = 5; factor for AP A = 6
- A final grade of B = 3 times credits earned; factor for Honors B = 4; factor for AP B = 5
- A final grade of C = 2 times credits earned; factor for Honors C = 3; factor for AP C = 4
- A final grade of D = 1 times credits earned; factor for Honors D = 2; factor for AP D = 3

#### **Grade Point Average and Class Rank**

Student grade point averages (GPA) are calculated twice per school year:

1. At the end of the second marking period based on mid-year grades.
2. At the end of the school year based on end-of-year grades.
  - A GPA is determined by dividing the total number of quality points earned by the total number of ranking credits attempted.
  - Pass/Fail courses count toward total credits earned but not toward ranking credits earned as no quality point determination can be made.
  - Because of the additional quality points awarded AP and Honors classes, Cliffside Park High School's GPA and Class Rank are considered weighted.

#### **Transfer Students**

- Credits are awarded based on a student's official high school transcript.
- No credit is given for a student's passing grades in religion classes taken in a previous school.
- In the event that a transfer student's previous high school's credit system is dissimilar to Cliffside Park High School's, the counselor will determine the best approximation of credits earned based on Cliffside Park High School's credit description above.

- A student with less than 30 credits is placed in 9<sup>th</sup> grade
- A student with at least 30 but less than 65 credits is placed in 10<sup>th</sup> grade
- A student with at least 65 but less than 90 credits is placed in 11<sup>th</sup> grade
- A student with at least 90 credits is placed in 12<sup>th</sup> grade
- **All the above placements are also subject to a student having completed sufficient specific course requirements.**

There are two types of transfer students:

- I. **Regular Transfer Students:** a student who registers...
  - A. By the start of the school year, or
  - B. During the school year and has been regularly attending a full-time program for the current year.

**Scheduling regular transfer students:**

Counselors will assign a schedule

- A. That is sequential with completion of previous courses passed and makes up any failures if the student transfers in by the start of the school year.
  - B. Is equivalent to the transfer student's previous schedule if transfer occurs during the school year. It is assumed that skills presented in Cliffside Park High School courses cover the same skills covered as similarly entitled courses in the transfer student's previous school
  - C. If an equivalent course at Cliffside Park High School is unavailable, then the transfer student will be awarded a prorated credit total based on marking periods completed.
  - D. Counselors will give a transfer student's marks of progress to the teachers as soon as those marks are available.
- II. **Non-Regular Transfer Students:** a student who registers at Cliffside Park High School during the school year...
    - A. But has not been attending a full-time program. or
    - B. Had been attending a full-time program during the current school year but left for a period of time greater than that allotted by Cliffside Park High School's Attendance Policy regarding excessive absences, or
    - C. Attended and completed a school year in a school system which ends 15 weeks or more into our school year.

**Scheduling non-regular transfer students:**

- Non-regular transfer students will be given a schedule that meets the sequence of graduation requirements and is based on previous high school courses completed.
- Non-regular transfer students who register on or before December 15 will be given the opportunity to make up missed work. They will have until the end of the second marking period to do so.
- Non-regular transfer students entering on or before December 15 who do not make up missed work will receive a grade of F for the first marking period. The Guidance Department will replace the summer reading assignment for students who enter after the start of school.
- Non-regular transfer students who register after December 15 will audit full-year classes and receive a grade of NC (No credit). This NC grade is because:
  - A. As for all students, credit cannot be awarded unless a student fully attends, completes, and is proficient in that subject's core curriculum content standards
  - B. Classes require sufficient mastery of previous work before the introduction and mastery of the next core curriculum content standards
  - C. Non-regular transfers will have already missed more than a third of the year's work, an amount of work too large to reasonably expect a student to make up and master while maintaining satisfactory progress with ongoing class work.
  - D. The non-regular transfer will have already greatly exceeded the number of absences permitted by the Attendance Policy.

- E. Note: the classroom teacher can, with administrative approval, stay with the student during extra help time to allow the student to make up the missed work.

#### **Course selections for the following school year**

Beginning in late January, students and counselors will begin to meet and select the courses for the following year. That course selection is based on:

- A. Graduation requirements
- B. Course sequence
- C. Post-secondary plans
- D. The student's current and past performance in classes and on annual testing (GEPA, NJPASS, HSPA).
- E. Teacher recommendation

Freshmen and sophomores, unless given administrative approval for less, are scheduled for eight classes plus lunch. Juniors and seniors, unless they require an additional course to maintain graduation status, are scheduled for seven classes plus lunch. Juniors and seniors are permitted to take an 8<sup>th</sup> class only with a counselor recommendation, parental request, and seat availability.

- No student may take more than 8 subjects in one day.
- All students must take a lunch period.
- No student with less than a 9-period schedule is guaranteed a late start (starting 2<sup>nd</sup> period) or an early dismissal (leaving after 8<sup>th</sup> period).
- A student with less than 9 classes will be given a study period during the day if no class in his/her schedule is available at any other time than 1<sup>st</sup> or 9<sup>th</sup> period.
- Seat availability includes the goal of balanced classes

After their counselor conference, students will sign and keep a copy of their Student Course Selection Sheet indicating an understanding that:

1. They are permitted to change their selections only until June of the current year.
2. Failing a course or poor end-of-year grades may require course selection changes.
3. Low standardized test scores will require the addition of remedial classes and dropping electives.
4. Limited seat availability may require a course selection change. Seniors will be given preference in non-required electives.
5. Failure to attend or pass a recommended summer school program may require a course selection change.
6. An insufficient number of requests for a class, after administrative examination, may require that the class not be run for the year.

#### **Scheduling of Classes**

During the summer, computer-scheduling software creates a master schedule based on a myriad of factors including: the total number of requests, seat, room, and teacher availability, class characteristics such as labs, and other scheduling limitations such as lunch periods, balanced classes, required teacher preparation periods, and required teacher duties, and budgetary constraints. The goal of the master schedule is to insure that the greatest percentage of student requests is met. Due to any master schedule's constraints, not every student will be able to have every request. All students are guaranteed that their schedule will provide for their timely completion of graduation requirements in light of a student's academic record.

#### **Schedule Conflicts**

In late August counselors return to school and review schedules. They contact students whose have course requests that are in conflict or unavailable due to seat limitations. The counselor and student will agree to acceptable alternative available course selections.

**Graduation requirements take priority over electives.**

### **Advanced Placement and Honors Level Classes**

Before entering Advanced Placement (AP) and Honors level classes, students must be aware that these classes require a personal yearlong commitment and an above average effort to complete successfully. Departments will recommend with administrative approval whether, in addition to course sequence and previous academic excellence, certain preferences are to be part of a student's inclusion in an AP or Honors class.

In June of the preceding school year, AP and Honor class instructors will advise those students who have selected such classes of these expectations and any summer assignments. At that time, students will sign an agreement indicating their understanding of those expectations. The agreement will also reiterate the policy with regard to withdrawal from an AP or Honors class. (See following policy regarding withdrawal from classes)

Students taking an AP class are required to take the AP examination. Any exemption from the examination is permitted by administrative approval only. The Cliffs Park Board of Education will pay the AP examination fee.

Regular transfer students who wish to take an AP or Honors course will be permitted to do so provided

- A) They were already taking an AP or Honors course, or
- B) Their previous academic work meets the prerequisite courses needed for an AP or Honors class.
- C) Their grades in those prerequisite courses reflect scholarship and diligence.
- D) They make up any summer assignment within 10 weeks.
- E) They sign the same agreement that the regular students signed in the previous June.

Under certain circumstances (e.g. a student demonstrates above-average scholarship), a student already in Cliffs Park High School may transfer into an AP or Honors class before the end of the first marking period. For them, like the transfer student:

- A) Their previous academic work must meet the prerequisite courses needed for an AP or Honors class.
- B) Their grades in those previous courses reflect scholarship and diligence.
- C) They make up any summer assignment within 10 weeks.
- D) Their non-AP or non-Honors 1<sup>st</sup> marking period grade will be lowered to meet the weighted AP or Honors grading system. For example, a student's non-Honors grade of A would be lowered to a B in the Honors class. A non-AP grade of A would be lowered to a C in the AP class
- F) They sign the same agreement that the regular students signed in the previous June.

### **Schedule Changes or Withdrawing from Classes**

Before the school year begins, counselors will attempt to change the schedule of students who are given the same teacher and class that was previously failed provided that...

- A) A different teacher is available
- B) The schedule change does not prevent the student from meeting a graduation requirement
- C) A roster imbalance does not occur

Unless there is a procedural scheduling error as a student is

- A) Placed in an academically inappropriate level
- B) Placed in a class s/he has already had and passed
- C) Placed in a class out of departmental sequence
- D) Missing a period in the schedule

...then that student's schedule will not be changed.

If a student or parent insists on dropping a class, a "Withdrawal from Class" form will be completed. On that form the student's and parent's signature indicate an understanding that:

1. The counselor does not recommend that the student drop this class as it is the appropriate class to be taken and may be needed for further study.
2. Another class cannot replace the class dropped. Students are required to attend a class for an entire year to receive credit.
3. Withdrawing from a class after the first five weeks is the same as failing the class. The student will receive a WF (Withdraw failing) and receive no credit.
4. A WF is just like an F in a student's grade point average/rank determination.
5. The withdrawal could affect post-secondary school acceptance, including two- and four-year colleges, nursing schools, business schools, or career schools.
6. The withdrawal could affect the ability of a student to compete at the college level because of the lack of subject knowledge, which this course might have provided.
7. This withdrawal could affect athletic eligibility. A student must be passing six (6) courses in order to be eligible and dropping a class decreases the number of classes available for passing.
8. Withdrawing from the first half of two paired classes does not withdraw a student from the second half of the paired classes.
9. A student who withdraws from an Advanced Placement or Honors class is subject to same procedure as above **as well as** that the student is not permitted to switch into the AP or Honor class's non-AP or non-Honors equivalent, unless, due to unusual circumstances, administrative discretion permits such a switch.

#### **Honor Rolls**

**Honor Roll:** Students achieve the Honor Roll by earning averages of A's and B's for the marking period and being current with their volunteer service requirement. One average of C is permitted if there is at least one average of A.

**High Honor Roll:** Students achieve the High Honor Roll by earning averages of all A's for the marking period and being current with their volunteer service requirement.

No incomplete grade(s) are permitted and there is no reconsideration for the honor roll when grades are completed.

#### **Requesting Homework**

A student or parent may request homework assignments when there is or will be an absence exceeding 2 days. If the student knows beforehand, then the student should inform the teachers a few days ahead of time to give them time to put together such work. If a student is unexpectedly out for an extended time the parent should contact their child's counselor and ask the counselor to contact the teachers for assignments. Assignments will be available for the parent to pick up the following day.

#### **Home Tutoring**

A student or parent may request home tutoring when a student will be absent for an extended absence of two weeks or more. The following procedure must be followed:

- A. The parent must submit a written letter to the counselor requesting home tutoring.
- B. The parent must provide a letter from a medical doctor indicating:
  1. A diagnosis
  2. A prognosis
  3. The starting date for home tutoring
  4. Approximate length of time home tutoring will be needed (minimum 2 weeks).
- C. Students are tutored for 5 hours a week.
- D. An adult **must** be present during home tutoring
- E. The 5 hours may not be met in less than three days.

### Time schedules

#### **Regular day:**

8:00 Late point for teachers		11:06 – 11:46	Period 5 (1st lunch)
8:05 Start of school day		11:49 – 12:29	Period 6 (2 <sup>nd</sup> lunch)
8:08 Late point – start of first period		12:32 – 1:12	Period 7 (3 <sup>rd</sup> lunch)
8:08 – 8:48	Period 1	1:15 – 1:55	Period 8
8:51 – 9:37	Sec HR - Period 2	1:58 - 2:38	Period 9
9:40 – 10:20	Period 3	2:41 - 3:00	Extra Help
10:23 – 11:03	Period 4	3:00	Teacher dismissal

#### **Early Dismissal (1 PM) Time Schedule**

8:05	Start of School Day	10:27 – 10:54	Period 8
8:08 – 8:48	Period 1	10:57 – 11:24	Period 5 (1st lunch)
8:51 – 9:24	Sec HR and Per 2	11:27 – 11:54	Period 6 (2 <sup>nd</sup> lunch)
9:27 – 9:54	Period 3	11:57 – 12:24	Period 7 (3 <sup>rd</sup> lunch)
9:57 – 10:24	Period 4	12:27 – 12:54	Period 9

#### **Delayed Opening Schedule**

10:00 AM	Start of School Day	12:32 – 1:12	Period 7 (3 <sup>rd</sup> lunch)
10:00 – 10:20	Period 2	1:15 – 1:55	Period 8
10:23 – 11:03	Period 4	1:58 – 2:38	Period 9
11:06 – 11:46	Period 5 (1st lunch)	2:41 – 3:10	Extra Help
11:49 – 12:29	Period 6 (2 <sup>nd</sup> lunch)	3:10	Staff dismissal

## **Code of Student Conduct**

(For District-wide information refer to the District website)

### **Attendance Policy**

The State of New Jersey mandates that every high school adopt a student attendance policy. Below is a summary of our policy. Please be reminded that school attendance is the legal responsibility of every parent and/or guardian. The following is the absence allotment guide. Allotment includes sick and personal days—college visits, placement tests, funeral days, etc. **There are no excused or unexcused days. There are only allotted days.**

#### **I. Full year course\***

Allotted: 20 days

Notifications: 5-day letter, 10-day letter, 18-day letter, and 21-day letter/Withdrawal

**\*Students are allotted 5 (five) absences during the 4<sup>th</sup> (fourth) marking period.**

Allotted number: 5 days

Notifications: 3-day letter, 5-day letter, and 6-day letter/Withdraw

#### **II. Half year course**

Allotted number: 10 days

Notification: 5 day letter; 10 day letter; 11 day letter/Withdrawal

#### **III. Quarter year course**

Allotted number: 6 days

Notification: 3 day letter; 6 day letter; 7 day letter/Withdrawal

#### **IV. Physical Education**

Allotted number: 15 days

Notification: 7 day letter; 15 day letter; 16 day letter/Withdrawal

State guidelines also provide for referral to Crisis Intervention Services upon the school determination of 8 unexcused absences and removal from school with 10 consecutive days of absence without notification of same to the school. The School Attendance Officer may be contacted for further details.

V. Exams: Make-up exams will be given only with administrative approval

VI. Students who enter school during the school year will be allocated absences according to the following chart. (The allotment for students who leave and return to school during the same year is the same as for a student who never left school.)

Entry Month	Full-Year course	Half-year course
September	20	10
October	18	8
November	16	6
December	14	4
January	12	2
February	10	10
March	8	8
April	6	6
May	4	4
June	2	2

**Notes.**

- A. Students who exceed the allotment are withdrawn from class, are given a grade of W, and receive no credit. They may take the course only as a new subject in summer school, if it is offered. (See Summer School Policy page)
- B. Cutting, truancy, and suspensions are included in the allotment
- C. Students in fundamental class who do not receive credit will not be eligible for the Special Review Assessment (SRA) unless they attend class on a regular basis. The teacher and the administration will determine this eligibility.
- D. Students who miss a Final Exam will not be admitted to the make-up until a physician's note or that student has provided legal documentation.

**Attendance Accommodations**

- A. The Attendance Accommodation is in place for those students who suffer from a chronic illness, which prevents them from attending school.
- B. Applications may be obtained from the Attendance Office. Included in the application are instructions to both parents and attending physicians.

**The Appeal Process**

- A. A student may appeal an absence(s) if there were extenuating circumstances that prevented him/her from attending school.
- B. An appeal form and directions for filing may be obtained in the Attendance Office.
- C. This appeal must be made (in writing) **within five (5) school days** of the date in question.
- D. **All decisions of the appeal committee are final.**

**Late to School Policy**

Students arriving late to school must report to the Attendance Office for a pass before reporting to class.

- I. The late point for period 1 is 8:08 AM
  - A. A student signing in between 8:08 AM and 8:28 AM will be given a pass to report to class immediately. Lateness should be noted in teacher's grade book.
  - B. Any student signing in after 8:28 AM will be considered absent from period 1.
- II. The late point for Period 2 is 8:51 AM (Secondary Homeroom Schedule)
  - A. A student signing in between 8:52 AM and 9:15 AM will be given a pass to report to class immediately. Lateness should be noted in teacher's grade book.
  - B. Any student signing in after 9:15 AM is considered absent from period 2.

Note – When a student arrives late to class, the classroom teacher should record the infraction. An ATTENDANCE REPORT should be sent to the VP's office when a student accumulates 3, 7, 10, 15, & 20 lates, as per policy.

**Late to Class Policy**

Students should make every effort to be in class before the late bell. This will prevent a disruption of the lesson and enable the student to avoid the following disciplinary actions.

- I. An Attendance Report should be submitted to the Attendance Office when a student accumulates **3 and 7 lates**. Two detentions will be given at three lates and 4 detentions at seven lates and a letter will be sent to the parent or guardian at 7 lates.
- II. An additional Attendance Report should be submitted to the Attendance Office when the total reaches ten (10). At this point, one day of in-school suspension will be served and a conference will be arranged with the parent or guardian.
- III. Additional suspensions will be served when a student reaches 15 and 20 lates to a class. The Teacher will submit Attendance Reports
- IV. Any student accumulating more than 20 lates to a class should be admitted and the classroom teacher should record the infraction. The student will be suspended on the 20<sup>th</sup>, 23<sup>rd</sup>, 26<sup>th</sup>, 29<sup>th</sup>, and for each 3<sup>rd</sup> subsequent occurrence of lateness. Each suspension will count towards the attendance allotment.

#### Leaving School Early

Students who need to be excused early from school MUST have a parent or guardian call the Attendance Office prior to their departure. Students must sign out in the Attendance Office before leaving the building. Any student leaving school without permission will be considered truant.

#### Guidelines for Truancy

For students younger than 16, who fall under the jurisdiction of the Compulsory Education Act, referrals can be made to Crisis Intervention when a student has between 5 and 9 unexcused absences. A referral to Crisis Intervention is mandatory when a student exceeds 10 unexcused absences.

#### **STUDENT DRESS POLICY**

The purpose of these guidelines is not to take over the parental prerogative for determining appropriate clothing for their children but to assure a healthy academic atmosphere; to help foster the goals and objectives of the educational environment; to prepare students for future work environments; and to promote a sense of self-respect as well as respect for others.

1. It is the responsibility of the administration to assure that all attire be neat, clean, and reflect an appearance of modesty.
2. Apparel shall not be sheer, brief, low cut or skintight. Any attire that is revealing above or below the waist is considered inappropriate for school.
3. Skirts of mid-thigh or longer length are required.
4. Tank shirts without an undergarment or cover-up, sleeveless shirts, spaghetti strap tops, tube tops, halter tops, backless tops or tops with plunging necklines are not permitted.
5. Pajama pants are not acceptable attire during the school day.
6. Pants should not hang so low as to expose underwear.
7. Sleeveless shirts (i.e., basketball jerseys, tank tops, etc.) are acceptable provided a suitable undergarment or cover-up accompanies the shirt.
8. Graphics that are suggestively obscene on any garment are prohibited (alcohol, drugs, or profanity of any nature).
9. Jewelry and/or other accessories that may cause a disruption, distraction, threat or danger are prohibited.
10. Gang attire is not permitted. Students are prohibited from wearing any type of clothing, apparel, or accessory which indicates that the pupil has membership in, or affiliation with, any gang associated with criminal activities. Long t-shirts below the knee are prohibited.
11. Coats, sunglasses, hats, bandannas, or other headwear are not to be worn in the school building.
12. Footwear is required. Beach thongs, flip-flops, clogs, and slippers are not permitted as they are considered unsafe.
13. Students are not permitted to use or openly carry, cell phones, portable audio devices, or other electronic devices in the building.
14. Shorts or short-like apparel may be worn during warm weather from **May 1<sup>st</sup> to October 1<sup>st</sup>**. Shorts must be neatly hemmed; cutoff or frayed bottoms are not permitted. All attire should be mid-thigh or longer in length. This policy will be relaxed if, in the

opinion of the administrators, an unusually warm period of weather occurs before May 1st.

15. Students not in compliance with the dress code will be sent home and permitted to return upon approval of the designated school administrator. If a student is unable to change at home or have appropriate clothing brought to school, he or she will remain in the VP's office or be assigned to in-school suspension.
16. Any of the rules regarding the dress code are subject to the interpretation and/or discretion of the school administration.

#### **Use of Electronic Equipment**

- A. The use of cell phones, MP3 players, CD players, radios, etc. is prohibited in the school building except during lunch. Students using and/or wearing the equipment will have it confiscated.
- B. 1<sup>st</sup> offence will result in a four day, detention and the item returned at the end of the school day (2:45 PM).
- C. A second or another offence will result in suspension and the item confiscated and will be returned to a parent or guardian AFTER A PARENTAL CONFERENCE WITH THE ADMINISTRATION.

#### **Disciplinary Code**

It is necessary to discipline students for disorderly acts in order to ensure the safety of all students, faculty, and staff. Behavior, which endangers another student, or disrupts the educational process, will not be tolerated. Discipline at Cliffsides Park High School consists of, but is not limited to, detention, Saturday detention, in-school suspension, out-of-school suspension, parental notification and/or conference, school or community service\*, initiation of legal action (including the involvement of the police department), and expulsion from school.

\*School or community service may include maintenance of school grounds or property or any other supervised activity that enhances the appearance of Cliffsides Park High School

#### **Disciplinary Actions**

The following group of violations could result in one or more of the disciplinary actions described above.

1. **INSUBORDINATION:** Refusing to follow faculty or staff instructions regarding classroom or other school area behavior.
2. **USE OF VULGAR LANGUAGE:** Any use of vulgar language is a violation of the Disciplinary Code.
3. **LEAVING CLASS WITHOUT PERMISSION:** Only authorized faculty passes may be used in the halls.
4. **LATE TO CLASS:** See separate policy.
5. **REFUSING TO ATTEND TEACHER'S DETENTION:** Students must adhere to teacher request to report after school.
6. **FAILURE TO CLEAN CAFETERIA DEBRIS:** Every student is responsible for his/her debris. Use of the cafeteria is a student privilege that can be revoked at any time.
7. **CUTTING CLASS:** Students should attend every class on time and for the entire period. See Attendance Policy.
8. **SMOKING:** The use of tobacco products is prohibited in or on school property. Students in violation of this policy will serve one (1) day in-school suspension for each offense. In addition, the administration will file a complaint with the local police department. This policy is in accordance with both state and local ordinances regarding the use of tobacco in a public faculty or on its grounds.

The following violations will result in suspension from school (in-school or out-of-school)

1. **FIGHTING:** In most cases both parties suspended.
2. **FAILURE TO ATTEND DETENTION:** detention must be done on a daily basis or result in suspension.

3. Willful destruction of school property (including graffiti) could result in both suspension and/or restitution of damaged property.
4. STEALING: results in out-of-school suspension and/or restitution.
5. GAMBLING: any form of gambling in or on school grounds will result in suspension.
6. LEAVING SCHOOL GROUNDS: leaving anytime during the day will result in one-day in-school suspension.
7. FAILURE TO ADHERE TO DRESS CODE: not being in compliance with the dress code will result in in-school suspension.
8. POSSESSION, DISTRIBUTION, and/or BEING UNDER THE INFLUENCE OF A CONTROLLED, DANGEROUS SUBSTANCE (including alcohol): See separate policy.
9. POSSESSION OF A WEAPON.

#### **Regulations and Procedures**

Identification cards: every student must carry their ID card. Failure to do so will result in detention. ID cards must also be used to sign in late, sign out of school, and to purchase school lunch.

Parking: Students are not permitted to park on school property. Parking permits are issued to faculty and other staff members. Cars parked on school property without a permit are subject to a summons.

Lost and found. The Lost and Found is located in the Main Office. Students who are missing articles should check this office at their earliest convenience. In an effort to avoid problems, students are advised to place their name on their possessions. Textbooks should have all information completed on the inside cover. Students should not bring large sums of money to school. Expensive jewelry or articles of clothing (e.g. leather jackets) should not be worn or left in a locker. Although every effort is made in these situations, Cliffside Park High School assumes no responsibility for lost or stolen items.

**LOCKERS:** Each student is assigned a locker for his/her personal use. Mr K Shelley (located in library) is the person responsible for distribution and maintenance of lockers. Students are held liable and accountable for anything found in a locker assigned to them. **Lockers are subject to an administrative search without notification.** Lockers are not to be shared and combination to locks should be kept private. **Students are not to use lockers during the passing bells, except during their lunch period.**

#### **Student ID Policy**

ALL students are required to carry a school issued ID during school hours. If a student forgets to bring his or her ID card to school a temporary ID can be obtained from the main office. After 3 temporary IDs, detention will be assigned for each subsequent ID issued.

Student **MUST** have an ID or temporary ID when purchasing breakfast or lunch.

Students who are repeat offenders will be suspended from school.

Student ID checks will randomly take place during school hours. A student who is not carrying an ID card will be suspended from school.

Students who deface their ID cards will be suspended from school.

If a student ID card is lost, stolen or damaged, a replacement card and/or lanyard must be obtained from the audiovisual office.

#### **LUNCH**

Cliffside Park High School maintains a closed lunch program. All students are required to eat lunch in the school cafeteria. Both hot and cold lunches are provided daily, or a student is welcome to bring lunch from home. **No take out orders will be accepted at school or permitted in the cafeteria.** The use of the cafeteria is a privilege extended to each student. Students who fail to follow a directive from staff or faculty or exhibit other inappropriate behavior will lose this privilege.

### **Harassment, Intimidation and Bullying Policy**

The Board of Education prohibits acts of harassment, intimidation or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

"Harassment, intimidation or bullying" means any gesture, written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Acts of harassment, intimidation or bullying may also be a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).]

#### **Expected Behavior**

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Superintendent or Chief School Administrator, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines.

The district prohibits active and passive support for harassment, intimidation or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or his/her designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each school Principal will

develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success. The Superintendent or Chief School Administrator will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupil's due process and other rights. This Policy will appear in all publications of the school district's comprehensive rules, procedures and standards of conduct for school(s) within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

#### Consequences and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this Policy requires a determination based on all of the facts and surrounding circumstances.

An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with case law, Federal and State statutes, and district/school policies and regulations.

#### Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or his/her designee. All school employees are required to report alleged violations of this Policy to the Principal or his/her designee. All other members of the school community, including pupils, parent(s) or legal guardian(s), volunteers and visitors are encouraged to report any act that may be a violation of this Policy. While submission of an Incident Report Form to the Principal or his/her designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Principal of each building or available at the school district office. Oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

#### Investigation

The Principal or his/her designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or his/her designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or his/her designee will maintain a record of each investigation regarding allegations of harassment, intimidation and bullying.

#### Response to an Incident of Harassment, Intimidation or Bullying

Some acts of harassment, intimidation or bullying may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under NJSA 18A:37-1, Discipline of Pupils. In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of

research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may include participation of parent(s) or legal guardian(s) and other community members and organizations, to small or large group presentations for fully addressing the actions and the school district's response to the actions in the context of acceptable student behavior or the consequences of such actions and involvement of law enforcement officers, including school resource officers.

#### Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

#### Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the Principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

#### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining that the Policy applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus.

The Superintendent or Chief School Administrator shall develop a process for the Principal(s) to discuss the school district's policy on harassment, intimidation and bullying with pupils on an annual basis.

#### **Harassment, Intimidation and Bullying Prevention Programs**

Pursuant to NJSA 18A:37-17.c., information regarding the district's Harassment, Intimidation and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to NJSA 18A:37-17.a., the district will establish bullying prevention programs, and other initiatives involving school staff, pupils, administrators, volunteers, parent(s) or legal guardian(s), law enforcement and community members in developing such programs and initiatives.

Pursuant to NJSA 18A:37-17.b., the district is encouraged to, and to the extent funds are appropriated for these purposes, provide training on the school district's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.

Pursuant to NJSA 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through NJSA 18A:37-18.

The Superintendent or Chief School Administrator will forward a copy of this Policy to the County Superintendent of Schools by September 1, 2003.

NJSA 18A:37-13 through 18A:37-19

Adopted: January 21, 2004

### Sexual Harassment Policy

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment, which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcome sexual advances, request for sexual favors, or other favors or other verbal nonverbal or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This policy protects any "person" from sex discrimination; accordingly both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil's sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

**The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil, who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.**

This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts federal funds, the Board shall be bound by Title IX of the Education Amendments of 1992 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the

school bus, at a class or training program sponsored by the school in a school building or at another location. United States Department of Education – Office of Civil Rights Sexual Harassment Guidance Harassment of Students by School Employees, Other Students, or Third Parties (1997) Cross reference: Policy guide No. 8462

#### **Substance Abuse Regulations**

Any violation of Board of Education Rules prohibiting the use, possession, and/or distribution of a controlled substance (including alcohol) is a serious offense warranting strict disciplinary action. Repeat violators will be disciplined in a more severe manner. The following definitions will aid in interpreting the disciplinary action taken by the designated administrator:

“Under the influence” – A student suspected of using a controlled substance during or preceding the school day.

“Possession” – Any student who has a controlled substance on his/her person, in a locker, or any other area considered to be on school property.

“Possession with Intent to Distribute” – any student found in possession of a controlled substance, believed to be involved in the sale and/or distribution of that substance as determined by a school administrator and/or the local police department.

The designated school administrator in the event of a substance abuse violation will initiate the following disciplinary action:

First Offense (“Use”) – a student suspected of being under the influence of a controlled substance by a member of the faculty or support staff will be reported to the school nurse and/or designated administrator. After parent notification, a drug screening by a doctor will be required before a student can be readmitted to school. This drug screening shall not be at the expense of the board of Education. A positive result of this screening will result in an additional 3 – 5 day suspension from school, during which time a conference involving the student, parents, student assistance counselor, and a school administrator will be arranged. After evaluation, the student assistance counselor will recommend an appropriate plan of action for the student. This plan may include treatment at a facility outside the school setting. Failure to attend such treatment could result in a recommendation of expulsion to the Superintendent by the school Administrator.

First Offense (“Possession”) – Once a student has been identified as being in possession of a controlled substance, the disciplinary action will mirror those of the student considered “under the influence” with the exception of the involvement of the local police department. A report to the local police department may be initiated by the school administrator and a complaint on behalf of the Board of Education.

First Offense (Possession with Intent to Distribute) – A student suspected of sale and/or distribution of a controlled substance will be subject to all the disciplinary actions outlined for a student “under the influence”. In addition, a report and corresponding complaint will be filed with the local police department. Suspension from school will be up to ten days pending a Board of Education hearing regarding the status of the student.

Second Offense (“Use”) – A student suspected of a second violation must submit to a drug screening by a certified physician. A positive result would carry a 10 day suspension in addition to a mandatory treatment program (at the parents’ expense) in order to continue in the Cliffside Park School system. Failure to attend and complete a state certified treatment program could be grounds for expulsion.

Second Offense (“Possession”) – Students guilty of a second “possession” violation will be required to submit to a screening, attend a certified treatment program in order to continue in school, and face a 10 day suspension from school. In addition, a complaint will be filed with the local police department, and a court appearance mandated. This violation could also lead to expulsion.

Second Offense (“Possession with Intent to Distribute”) – A repeat violation of this nature will carry an indefinite suspension from school and an appeal to the Superintendent for expulsion. In addition, charges will be filed with the local police.

#### **Eligibility for Athletics Policy**

The Cliffside Park Board of Education recognizes the value of a program of athletic competition for both boys and girls as an integral part of the total school experience. Game

activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship. Programs of athletic competition, both intrascholastic and interscholastic, offer pupils the opportunity to exercise and test their athletic abilities in a context greater and more varied than that offered by the class or school or school district alone and an opportunity for career and educational development.

For purposes of this policy, the program of athletic competition includes all activities relating to competitive sports contests, games, or events or sports exhibitions involving individual pupils or teams of pupils of this district when such events occur within or between separate schools within this district or with any schools outside this district.

#### **Eligibility Standards**

Pupil participation in athletic competition shall be governed by the following eligibility standards. (These standards are based on the New Jersey Interscholastic Athletic Association Rules and Regulation governing athletic participation and the Cliffside Park Board of Education policy.)

1. In order to participate in "fall" sport competition, a pupil in grades 10 – 12 must have passed six subjects (5.0 credits each) from the previous semester (spring) which was in the previous year.
  - a) Pupils may use passing summer school grades if they have not satisfactorily passed six subjects by the end of the school year in June
  - b) A pupil with 5½ subjects (semester courses 2½ credits) may be considered if half year semester courses were taken and successfully completed or in the case of a transfer pupil coming from a school where semester courses are offered.
2. In order to be eligible to participate in "winter" sports competition, a pupil in grades 9 – 12 must be passing five subjects (5.0 credits each) at the conclusion of the first marking period (November). A pupil with 5½ subjects (semester courses 2½ credits) may be considered if half year semester courses were taken and successfully completed or in the case of a transfer pupil coming from a school where semester courses are offered. Grades 10 – 12 must also fulfill letter "b".
3. In order to be eligible to participate in "spring" sports competition, a pupil in grades 9 – 12 must be passing 5½ subjects (5.0 credits each) at the end of the first semester (February). This includes the first two marking periods of the school year. A pupil participating in a spring sport must also be passing five subjects at the completion of the third marking period. A pupil with 5½ subjects (semester courses 2½ credits) may be considered if half year semester courses were taken and successfully completed or in the case of a transfer pupil coming from a school where semester courses are offered.
4. A pupil in any grade must maintain a satisfactory attendance record as per Regulation No. 5200.
5. No pupil who has been absent for a school day may participate in a practice or competition on that particular day or for a Saturday or Sunday if his/her absence fell on a Friday. This includes a day before a holiday.
6. A pupil in any grade who fails to demonstrate proper citizenship or sportsmanship or fails to observe school rules for pupil conduct may forfeit his/her eligibility for participation in athletic competition.
7. A pupil who is ineligible for a sport can become eligible and participate in the remaining part of a season if he/she passes six subjects (5.0 credits each) except in cases where the State Athletic Association's Semester Rule supercedes. A pupil with 5½ subjects (semester courses 2½ credits) may be considered if half year semester courses were taken and successfully completed or in the case of a transfer pupil coming from a school where semester courses are offered.
8. A pupil who is eligible and begins participation in a sport and then becomes ineligible by the next report card can continue in that sport if the season is more than half over. However, his/her participation will stop (at the time grades are posted) if the season is less than half over. Example: third marking period (April), spring sports.
9. A student cannot be 19 years old before September 1. A student who become 19 years old on or after September 1 is eligible for that school year.

10. 9<sup>th</sup> grade students who are 16 years old before September 1 are INELIGIBLE to participate in freshman sports. This student may, however, participate above the 9<sup>th</sup> grade level (JV, or Varsity)

#### **Health Requirements**

Good physical condition, freedom from injury, and full recovery from illness are prerequisites to participation in athletic competition and practice for such competition. A candidate for a place on an athletic team or squad must receive a medical examination conducted at least once in each school year by the school medical inspector or the designated team doctor, if any, not more than sixty days prior to the first practice session and not earlier than July 1 of the school year for which fitness is to be determined. The school medical inspector may accept the report, on a form provided by the district, of a medical examination conducted, at no expense to the Board, of the pupil's personal physician.

The medical examination conducted to determine the fitness of a candidate for athletic competition must include, as a minimum, the medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy.

The school medical inspector or the designated team doctor shall determine the pupil's physical fitness to participate in athletics. Written notification of that determination, signed by the school medical inspector or team doctor, shall be given to the pupil's parent or guardian and shall include the reasons for the approval or disapproval of the pupil's participation. The health findings of the medical examination shall be filed in the pupil's health examination record, subject to Board policy on pupil records.

A student cannot participate in any interscholastic sport if they are excused from physical education for the period of time that the sport is in season.

#### **Emergency Procedures**

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic activity. Emergency procedures shall be reviewed by the Board not less than once in each school year and shall be disseminated to appropriate staff members.

#### **Interscholastic Athletics**

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts as Board policy the rules and regulations of the New Jersey State Interscholastic Athletic Association and shall review such rules annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and practices and shall inform the Board of changes in that schedule as they occur.

#### **Athletic Associations**

The Board herewith authorizes Cliffside Park High School to

a) enroll as a member of the New Jersey State Interscholastic Athletic Association (NJSIAA), a nonprofit association of the public and parochial high schools of the State of New Jersey; and to

b) participate in the approved interschool athletic activities sponsored by the NJSIAA. The Board agrees that the Constitution, Bylaws, rules, and Regulations of the NJSIAA, as provided in the current Official Handbook and Bulletins, shall remain effective until repealed by official action of the Board of the NJSIAA Executive Committee for violation of the Constitution or Bylaws.

The Superintendent shall prepare rules for the conduct of pupils participating in interscholastic athletics that will conform to rules of the State Board of Education, the NJSIAA, and the Big North Division.

NJSA 2C:21-11 NJSA 18A: 11-3 et seq. Date adopted: 12/12/74

NJAC 6:4-1.5(f); 6:29-6 Date revised: 3/21/85, 11/14/89, 5/23/96

**To insure eligibility, follow this rule: Pass Six Subjects Each Marking Period.**

**NCAA College Freshman-Eligibility Standards**

For students entering any Division I college or university on or after August 1, 2008, initial NCAA eligibility will be evaluated under the 16 core-course rule as decreed below and the Division I Core Grade-Point Average/Test Score Sliding Scale. **Note: As of March 2005, the SAT became a 3-part test. The NCAA freshmen eligibility standards will use only 2 scores to determine minimum SAT score: the Critical Reading and Math scores, not the Writing score.**

For Division II, there is no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 and the minimum ACT sum score is 68.

**Division I, 16 Core-Course Rule (Class of 2008 and after): 16 Core Courses**

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 4 years of additional courses (from any area above, foreign language, or nondoctrinal religion/philosophy).

**Division II (2005 and after): 14 Core Courses**

- 3 years of English
- 2 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above, foreign language, or nondoctrinal religion/philosophy).

**Internet Use Policy**

If any user violates the following provisions or the school's code of conduct, access to the Internet will be denied and he/she may be subject to discipline.

1. **ACCEPTABLE USE:** The use of the Internet must be in support of education, research, and the educational goals and objectives of Cliffside Park High School. The student is personally responsible to uphold these goals at all times when using the computer network. The student must be aware that the inappropriate use of electronic information resources can be a violation of school rules, local, state, and federal laws and that the student can be prosecuted for violating those laws.
2. **PRIVILEGES:** The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege.
3. **SECURITY:** Security on any computer system is a high priority because there are so many users. If the student identifies a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account or let another use yours. Any user identified as a security risk will be denied access to the network. Never bring personal disks into the computer area.
4. **VANDALISM:** Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading of computer viruses. Students are prohibited from installing any programs onto the network or workstations. Violation of this policy can result in unintentionally infecting the system. This is also considered vandalism. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.
5. **PRIVACY:**
  - a) Do not reveal your home address or personal phone number or the addresses and phone numbers of students or teacher.
  - b) Files and electronic mail (e-mail) are not guaranteed to be private. People who operate the system have access to all files viewed or mail that has been sent or received. Messages sent or received may be reported to authorities.
6. **SCHOOL USE:**
  - a) A teacher must be present in the library when using the Internet. If a teacher is not currently in the room, the student should wait until one is present.

- b) Computer games are not to be played on computers. The school believes that computers in the schools are for educational use and home computers are the place for games.
- c) Personal e-mail accounts will not be issued to students.
- d) Never load any software downloaded from the network or brought from home onto the system or hard drive of a workstation.
- e) When a teacher is instructing, the student should be taking part in the discussion and not accessing the Internet. If the teacher is having students do research as a group on the Internet, students should be "surfing" in the direction assigned.
- 7. **NETWORK ETIQUETTE:** The student is expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to, the following:
  - a) Be Polite. Never send, or encourage others to send, abusive messages.
  - b) Use Appropriate Language. The student must remember that he/she is a representative of the school and district on a public system. The student may be alone with his/her computer, but what he/she says and does can be viewed globally. Never swear, use vulgarities, or any other inappropriate language.
- 8. **THE FOLLOWING ARE NOT PERMITTED:**
  - a) sending or displaying offensive messages or pictures
  - b) using obscene language
  - c) harassing, insulting, or attacking others
  - d) damaging computers, computer systems, or computer networks
  - e) violating copyright laws
  - f) using others passwords
  - g) trespassing in others' folders, works, or files
  - h) intentionally wasting limited resources
  - i) employing the network for commercial uses
- 9. **SANCTIONS**
  - a) violations may result in loss of access
  - b) additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior
  - c) When applicable, law enforcement agencies may be involved.

#### **End of Year Failures and Summer School Attendance**

Students who have failed a subject for the year often ask if they must attend summer school. The answer to that question can be either a yes or a no.

Cliffside Park High School does not have a summer school program and the student's family will pay for the cost of a summer school course and the family must provide transportation to and from the summer school. Moreover, any student who chooses to attend a summer school program must first get approval from his or her guidance counselor.

After each final exam in June, teachers notify the guidance department which students have failed for the year. [Any student who does not take a final exam fails that course for the year.] Guidance counselors then contact the student regarding that failure and request that the student and parent come in to discuss options.

The parent and the student always have the final decision regarding summer school. Please keep in mind, to receive a diploma, a student must earn at least 130 credits as well as pass the required subjects and the High School Proficiency Assessment. Each year, a list of the required subjects is given to every student.

Here are some typical summer school examples, but please note: every student's situation is unique and the parent and student should always speak to the counselor before making any decision regarding summer school.

- If a student fails a single non-required course, then he or she probably does not have to attend summer school. The student probably has enough credits to still be promoted.
- If a student has multiple failures and does not attend summer school, he or she might be retained. The promotion guidelines are:
  1. To be considered a sophomore, a student must have earned at least 30 credits.
  2. To be considered a junior, a student must have earned at least 65 credits.
  3. To be considered a senior, a student must have earned at least 90 credits.

- If a student fails a required course, it may be best if the student attends summer school. If the student does not attend, he or she must make up that course, usually the following year. Depending on what grade the student is, he or she may have to “double-up” that is, take two of the same type of courses, in order to remain on track to graduate on time. This doubling-up is difficult as the student would have to take two courses in a subject he or she already finds challenging.

- Summer schools do not offer all of the courses that the high school has. Sometimes, even though a student may want to attend summer school, he or she cannot attend because the course is not offered.

- A senior who fails a required course cannot receive a diploma, nor can that senior participate in the graduation exercises. If the failed course is available in summer school, the senior can attend. If he or she passes the failed course in summer school, the Guidance Department, after receiving official notification of the passing grade, can present the diploma to the student.

- If students fail a course because they are withdrawn for absences, they are not permitted to attend summer school for that course. If students are auditing a course because they began school too late to receive credit, they are not permitted to attend summer school for that course. Only courses that a student has failed after having been in the class the entire year can be made up in a summer school.

- The Guidance Department must approve the summer school program a student attends. An approved summer school will:

- A. Have an official bulletin that lists course descriptions and school policies.
- B. Be taught by state certified teachers.
- C. Have an attendance policy.
- D. Meet at least 60 hours for a remedial course; 120 hours for a new course.

- Summer schools send their applications to us in early June, not before. The Guidance Department must fill out our part of the application. We also give the student our official approval form for the summer school. Both of these forms must be completed before the student goes to the summer school to register. Complete payment for the summer school is always made at the time of registration at the summer school itself.

- Students completing and passing an approved summer school remedial course will receive a grade of “D” for that course on the student’s permanent record card regardless of what grade the student received in summer school

- The permanent record card will indicate that the course was completed in summer school.

Finally, summer school courses are typically for students who have failed a course. Occasionally, a student can take a summer school course for new credit, that is, take a course that they have not taken before and receive credit. In order to receive new credit, the number of hours a student attends must equal the number of hours a student would attend during the regular school to receive credit. Most summer schools do not offer courses for new credit.

Only under special circumstances and with administrative permission may a student take a major course for new credit outside of school.

### **School and Community Service Graduation Requirement**

#### **I. Philosophy**

Since its beginnings, the American public school system has regularly been asked by the American public to do more for students. From the original 17<sup>th</sup> century Puritan goals of scriptural literacy to today’s 21<sup>st</sup> century goals of technological, scientific, and career preparation, the broadening of America’s curricula has paralleled our democracy’s growth.

In September 2001 the Cliffsides Park Board of Education finalized its decision to include volunteer service as a high school graduation requirement. This requirement is both traditional and unique. Traditional in that the goal of public education has always been to help prepare students to be better citizens; unique in that its goal is not that of academic expertise or physical health, but to officially encourage student altruism.

## **II. Requirement**

Every student must perform 20 hours of volunteer service per year of attendance at Cliffside Park High School.

- A. A transfer student who enters the high school anytime during the first or second marking periods must meet the 20-hour requirement in full
- B. A transfer student who enters the high school anytime during the third or fourth marking periods must perform 10 hours for that year and 20 for each additional year of attendance.
- C. Transfer students who are auditing classes are included in examples A & B.
- D. A student who leaves at anytime during the school year and re-enters at anytime during the same school year must meet a 20-hour requirement for that year.
- E. A student who leaves during the first or second marking period and returns another academic year has a 10-hour service requirement for the year he or she left.
- F. A student who leaves during the third or fourth marking period and returns another academic year has a 20-hour service requirement for the year he or she left.

## **III. Definition**

When deciding whether an activity qualifies as school or community service, a general guideline for students to follow would be "Is the work or service performed in or for anyone in a public, a non-profit or a religious institution?" Volunteer service is not only unpaid work that a person does, but work that does not normally have a paid option. When a student assists at a Student Council activity, it is always unpaid; there is not a choice of pay. When a student volunteers in a hospital, the work is unpaid; there is not a choice of pay.

A student cannot "work for free" at a task or job he or she is normally paid for and consider that work as community or school service. For example, a student cannot forego an allowance that parents provide for home chores and claim volunteer service. Nor can a student tell an employer not to pay him or her in order that the work be voluntary.

The purpose of any volunteer service is to selflessly help and benefit society.

Whenever the above guideline is not apparent, the student should seek input from a school representative such as a guidance counselor or administrator.

## **IV. Approved Volunteer Service**

The following areas are approved for volunteer service toward hours for the graduation requirement:

- A. Community Service
  - 1. The Volunteer Center of Bergen County, Inc. maintains a web site and publishes a book, both of which provide numerous opportunities to perform service. Any activity listed at the web site or in the book is approved.
  - 2. Municipalities typically provide volunteer opportunities such as the public library or the recreation program.
  - 3. Religious organizations may have activities that members may voluntarily assist with such as assistance at ceremonies or working for a church sponsored group.
- B. School Service
  - 1. Any school sponsored activity such as a club or team that has an advisor or coach is an approved group in which volunteer service can be performed.
  - 2. The various school offices and departments may at their choice provide volunteer opportunities. At no time may a student perform volunteer service during class time.
  - 3. With counselor or administrative approval, a student may assist a teacher individually and receive volunteer hours.
- C. Hours requiring pre-approval

Volunteer activities not listed by the Volunteer Center, not with school groups, or not with religious groups may also qualify with pre-approval from the student's counselor, Director of Guidance, Vice-principal, or Principal.

If a question arises as to whether an activity qualifies for school or community service, the High School principal will make the final decision.

Unless assisting a faculty moderator in it's organization, a student will not receive service hours when participating in a tournament.

#### **V. Hour amounts for service**

Typically, a student will receive an hour-for-hour total for service when volunteering for a group.

##### **A. Exceptions**

Students will not receive hour-for-hour credit for service for the following activities, but will receive the amount indicated.

1. Athletics: a student who participates in a team's practices and other related activities for an entire season will receive 3 hours of service.
2. Drama: a student who participates in a play's rehearsals and performance for an entire production will receive 3 hours of service.
3. Academic Decathlon: a student who participates in the team's meetings and annual event will receive 3 hours of service
4. If an approved volunteer school activity is done by a student on his or her own and that activity's duration varies from student to student, then the activity advisor and Director of Guidance will agree on a common hour total to award those students.

#### **VII. Reporting hours**

A. The Guidance Department will provide a form on which students will record each volunteer activity along with the organization's advisor's signature. The form will also be used for pre-approval if necessary.

B. The student will hand in the completed form to his or her counselor. The counselor will record the information on the student's Service Card. The card will be used to keep a record of each volunteer activity and a running total of all previous activities.

#### **VII. Unfulfilled hours**

The yearly service requirement is viewed like an annual academic requirement in that a student is expected to meet the twenty hours each year. Any unmet hours will be added to the total requirement of 20 hours per year attendance.

#### **VIII. Additional hours**

Students who accumulate more than the 20-hour requirement in a single year may allot up to 10 additional hours to the following year's requirement. The intent of the policy is not only to encourage a habit of volunteerism but also to develop a long-term compassionate and humanitarian attitude. Thus, it would be counterproductive to allow a student to complete the entire year-by-year requirement in less than two years.

#### **IX. Unmet hours seniors**

A. For seniors: Any senior who does not completely fulfill his or her service requirement will be ineligible for a diploma, will not receive a cap or gown, and will not participate in graduation exercises. Upon completion of the service requirement (and any other unmet graduation requirements), the student will receive a diploma.

B. For underclassmen: Any 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grader who does not meet his or service requirement for that school year will receive an unranked grade of F for the year.

Cliffside Park High School is not responsible for providing summer opportunities for approved service to students who did not meet the service graduation requirement.

### **Honor System**

The Cliffside Park High School Honor System is based on the belief and attitude that students are responsible for their academic behavior just as administrators and faculty are responsible for academic leadership. The intent of the honor system is not to punish nor create an oppressive academic environment, but to guide by example and to foster an academic community in which the work of the students is both a spirited search for knowledge and a true and honest reflection of that effort.

Our honor system is based on the realization that high school students, though not yet adults, are no longer young children. It is also necessary that staff members annually present and explain the Honor System to all students and to provide them with the opportunity to ask questions. The Honor System cannot simply be a one-period workshop. It is incumbent upon everyone in our school community to expect and demonstrate honest academic behavior; as the adage says, "Actions speak louder than words." Once properly in place, honor systems are an unspoken but conscious part of a school's daily routine acting

like the body's immune system: silently preventing minor ailments from becoming major infirmities.

**I. Acts of Academic Dishonesty [see Section II for full clarifications]**

**A. Minor**

1. The attempt to give or receive assistance in class during a test or quiz.
2. The use of prepared materials to assist one's self during a test or quiz.
3. The submission of another's work as one's own

**B. Major**

1. The attempt to give assistance outside of class after or before a test or quiz by copying the test's or quiz's material in part or whole in any manner, e.g. physically copying or electronically copying.
2. Plagiarism
3. The submission or use of the same work more than once without first receiving permission of the instructor.
4. The submission of another's research paper as one's own.
5. Allowing another to use one's personal research paper.

**II. Definitions of Academic Dishonesty**

**A. Minor**

1. The attempt to give or receive assistance in class during a test or quiz.  
Any student who verbally requests or responds to a student's request for information, any student who requests to see or allows another student to see information, or any student who exchanges or allows to be exchanged written information during a test or quiz without the immediate verbal permission of the instructor is guilty of academic dishonesty.
2. The use of prepared materials, written or recorded, to assist one's self during a test or quiz.

3. The submission of another's work, such as homework, as one's own

**B. Major**

1. The attempt to give assistance outside of class after or before a test or quiz by copying the test's or quiz's material in part or whole in any manner.

Any student who attempts to copy test, quiz, or research paper material without immediate verbal permission of the instructor for the purpose of sharing that material either orally, with written notes, or electronically with another student or students is guilty of academic dishonesty.

2. Plagiarism. [From Harold C. Marton, Richard M. Ohmann, and James H. Wheatley, *The Logic and Rhetoric of Exposition*, 3<sup>rd</sup> ed. (New York: Holt Rinehart and Winston, 1969).] The academic counterpart of the bank embezzler and of the manufacturer who mislabels his products is the plagiarist; the student or scholar who leads his reader to believe that what he is reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes men of good will draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

Types of Plagiarism

- a. Word-for-word plagiarism: when a student copies complete sentences or paragraphs and does not document the reference.
- b. Paraphrasing: while not necessarily copying word-for-word, a student simply re-words the sentences and/or paragraphs of another author without documenting the reference.
- c. Unique phrases or terms: when a student's research reveals another author's original phrase or term to describe a topic and that original phrase or term is used without documenting the reference.
- d. Rearrangement: while not copying word-for-word or complete sentences directly, a student rearranges the words and sentences of an author without documenting the reference.

e. Use of citations that one has not actually found: when a student copies relevant citations from another author's similar research.

3. The submission or use of the same work more than once without first receiving permission of the instructor.

When a student resubmits his or her own material for credit in another class without first receiving the permission of the instructor. Such re-submission also applies to the re-reading of the same work for credit in another class without first receiving permission of the instructor.

4. The submission of another student's work as one's own.

When a student submits as his or her own the work of another student or person whether that work was for the specific class or not; whether the work was graded by a teacher or not.

### **III. The Honor Code Committee**

The purpose of the Honor Code Committee is to insure that the Code's provisions are equitably administered and that both the student and teacher are given the opportunity to defend and/or explain an accusation of academic dishonesty.

The Honor Code Committee will be made up of the building Principal, Vice-Principal, Director of Guidance, the Department Head in whose discipline the alleged violation has occurred, four volunteer faculty members [one of whom serves as an alternate], and a student from each year (12 members total though a maximum of 11 would meet). The teacher of the student will also be present as a non-voting person. If a member of the committee is unable to attend or is the teacher whose student is involved in the alleged incident, then the alternate faculty member will replace him or her for that committee meeting.

### **IV. Honor Committee Procedure**

A. Teachers will submit in writing a brief explanation of any major violation of the honor code to the Principal. The Principal will investigate the incident and decide whether the Committee needs to be convened. The Principal will inform the student of the possible infraction and discuss its implications, and explain the Committee procedure. If the Student decides that the Committee does not need to be convened, then the provisions of the Honor Code will simply be carried out. If the Principal decides that the Committee should convene, he will expeditiously call for a meeting of the members, the teacher, and student and parents of the student.

B. The Principal will chair the Committee meeting. (In his/her absence, the Vice-Principal will chair.)

C. The teacher whose student has allegedly violated the Honor Code will present information to support the violation.

D. The student [and parents or their representatives if they choose] will present information to refute or allay the accusation.

E. During each presentation, members of the Committee may ask questions.

F. The Student shall have the opportunity to present witnesses and cross-examine any of the committee's witnesses.

G. Following the presentations and questions, the Committee will meet alone to discuss and vote on

1. Whether a violation has occurred.

2. What the sanction will be if a violation has occurred.

H. At least 7 members must be present for vote.

I. A majority vote of the members decides whether a violation has occurred.

J. Sanctions

1. A student will receive a failing grade of zero (0) for the assignment, quiz, test, paper, et cetera.

2. If the student is a freshman or sophomore and the assignment is considered a major component of that marking period's final grade, the student will receive a failing grade of forty-nine (49) for the marking period.

3. If the student is a junior or a senior and the assignment is considered a major component of that marking period's final grade, the student will receive a numerical average of zero (0) for that marking period.
4. Suspensions from school or detentions are not considered appropriate sanctions for honor code violations, but can be administered if thought necessary by the committee.
5. Any student who violates the Honor Code must attend a one-hour class on the implications of such behavior. The Guidance Department will hold these classes as necessary.

**V. Student Recourse**

Any student who is accused of having violated the honor system and whose violation does not lead to an Honor Committee Procedure may appeal that accusation through his or her guidance counselor. The student should submit a brief written explanation of the reasons why he or she wants to appeal. The counselor will in turn have a meeting with the vice-principal who, after speaking with those involved and with any assistance he or she considers appropriate, will decide whether the student's appeal should be further examined. The vice-principal may even decide to have the Honor Committee meet. The student may also appeal a violation and its outcome to the Board of Education

**VI. Departmental Supplemental Policies**

Each department will create a written policy, which specifically explains examples of academic dishonesty that might occur within its discipline. This policy will be readily available for any student who requests it. Copies of each department's policy will be kept on file in the Principals office.

**VII. Schedule of Honor Code Presentations**

Specified faculty members, as per the following schedule, will make an annual formal presentation of the Cliffsides Park High School Honor Code:

- 8<sup>th</sup> Grade: In late January or early February, Guidance Counselors will handout, explain, and answer any questions regarding the Cliffsides Park High School Honor Code. These presentations will be done in groups during the same time period when the counselors visit the various grammar schools for pre-scheduling and scheduling purposes.
- 9<sup>th</sup> Grade: At some point in September, all World History teachers will handout, explain, and answer any questions regarding the Cliffsides Park High School Honor Code.
- 10<sup>th</sup> Grade: At some point in September, 10<sup>th</sup> grade English teachers will handout, explain, and answer any questions regarding the Cliffsides Park High School Honor Code.
- 11<sup>th</sup> Grade: At some point in September, U.S. History 2 social studies teachers will handout, explain, and answer any questions regarding the Cliffsides Park High School Honor Code.
- 12<sup>th</sup> Grade: At some point in September, 12<sup>th</sup> grade English teachers will handout, explain, and answer any questions regarding the Cliffsides Park High School Honor Code,
- Additionally, whenever any teacher initially assigns a research paper, the assignment must be preceded with an explanation of the Honor Code. (The teacher must do this explanation only once for a class during a school year.)
- During the school year, the Guidance Department will hold group meetings to present, explain, and answer questions about the Honor Code for any students who enter the school after September or were absent for the annual presentation.

**XIII. Record of Major Violations**

The principal will maintain an annual record of the names (only) of those 11<sup>th</sup> and 12<sup>th</sup> graders who commit a major act of academic dishonesty. If any school or community selection committee uses personal character as a component of its criteria, the committee chairperson may submit applicants' names to the principal who will inform the chairperson whether any of the applicants have had a major violation during the past 12 months.

**IX. Intent of Sanctions**

The classroom sanction and associated meeting (V:I:5) is intended to be the only sanction for 9<sup>th</sup> and 10<sup>th</sup> graders who commit a major act of academic dishonesty. The classroom sanction is intended to be the main sanction for 11<sup>th</sup> and 12<sup>th</sup> graders who commit a major act of academic dishonesty. The record of major violations for juniors and seniors is not to be

used in any manner, either written or spoken, as part of a student's record, recommendations, or future evaluations of any type.

### **Class Dues**

All students are required to pay a \$25 annual fee that will be used towards the purchase a yearbook and cap/gown in their senior year. Students may be assessed an additional fee in their senior year if the cost of the yearbooks and/or gowns increase

## **Course Descriptions**

### **I. English Department**

#### **109H English 9 Honors**

**5 Credits**

Students must meet the following criteria: a minimum B average in all subjects, GEPA advanced proficient, and have demonstrated proficiency in a writing sample. A prime goal is to foster creative and independent thinking. Students will also prepare for the HSPA, SAT, and develop their research skills.

#### **109Z English 9**

**5 Credits**

A survey of World Literature writings. Reading comprehension will be achieved through a variety of genres. Writing skills will be developed through the process approach. In addition, the curriculum is designed to reinforce and further develop skills necessary for proficiency on the High School Proficiency Assessment (HSPA) and the (SAT)

#### **109C English 9C**

**5 Credits**

This course focuses on reading comprehension through literature, plot elements, writing as a process, grammar/usage, and vocabulary enhancement.

#### **110H English 10 Honors**

**5 Credits**

Students must be recommended for this class by their English teacher and excel in language skills. The curriculum enables students to utilize the basic elements of English via reading comprehension through literature, word analysis, process writing, oral communication, study skills, and the completion of a research paper. The class focuses on American literature and emphasizes analytical reasoning in its approach. Discussion and analysis, reinforced with related writing assignments, are key components of the honors class.

#### **110Z English 10**

**5 Credits**

Encompasses American literary periods from the Native American Tradition to the Modern Era. Students will also develop their critical thinking skills, writing skills, oral communication skills, grammar, and vocabulary. The student will compose a research paper.

#### **111H English 11 Honors**

**5 Credits**

This course is for the student who has maintained an A average and who has been recommended by their English teacher. It surveys English writers from the Anglo Saxon era to modern day. The student is expected to write formal reports, master the essay, and write at least one research paper. The student will also continue to strengthen vocabulary skills in preparation for the SAT and will be prepared for the HSPA. The student will also master time management skills through mastery of the course syllabus and independent reading. The student will further strengthen skills for proficiency on the HSPA/PSAT/SAT.

#### **111Z English 11**

**5 Credits**

This course is for the college bound student. The literature will encompass literary works in British literature from the Anglo Saxon period through modern day. Vocabulary building and correct written and oral English will be stressed as well as intense preparation for the SAT and HSPA. Research methods and time management skills will be strengthened. Students will be encouraged to think critically and apply prior knowledge to new learning situations.

#### **112P English 12 Advanced Placement**

**5 Credits**

A college-level class with college-level requirements. The students must be recommended by their English teacher and have surpassed all qualifications of senior English. In May the student will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Literature and Composition. The course emphasizes the study of artistic use of language of increasing complexity in the analysis of British and American literature. Evaluation of the student's progress will be through in-class and out-of-class critical writing assignments and class participation based on the reading assignments. An in-depth research paper, in correct MLA format, is required. The course is representative of a type of introductory course commonly offered in colleges.

#### **112Z English 12**

**5 Credits**

This course is for the college-bound student. The course is designed to impart a varied and substantial experience in a variety of literary genres such as poetry, drama, fiction, and non-fiction. In addition to the continued study of vocabulary, grammar, and composition, the student will develop speaking, listening, and critical thinking skills. A research paper, as well as an oral presentation of the paper, is required.

#### **101F Reading and Writing Strategies**

**5 Credits**

This course gives students ample opportunities to investigate the four types of text: narrative, informational, persuasive/argumentative, and everyday/work text. To achieve this goal, students will

engage in varied methods to improve their writing skills. The overall objective of this course is to provide them with the tools and skills to excel in the state standardized tests including the NJPASS and the HSPA.

**158Z Publishing (Yearbook) 5 Credits**

Student will be able to design yearbook layouts, crop photos, and write texts and captions to complete yearbook spreads. In addition, students will use PageMaker and In-Design to facilitate their yearbook spreads.

**152Z Creative Writing 5 Credits**

This course is available to students as an elective. The course is designed to provide the students with the knowledge of and experience in various forms of writing following a workshop format. These will include, but not be exclusive to poetry, short story, drama, children's literature, and critiquing. In addition, students will create portfolios and learn the process of becoming published as well as be involved in the creation of the literary magazine, Pegasus.

**153F Speech 2.5 Credits**

This half-year course is designed to provide students with an exposure to the elements of effective communication. This course will acquaint the student with models of communication such as physical elements, listening methods, public speaking, and oral interpretation. The overall goal of this course is to provide the student with an awareness of communication and the role it plays in everyday life.

**154S Dramatic Arts 2.5 Credits**

This half-year course gives students an overview of the elements of drama including acting, stagecraft, history, play production, and improvisation. The overall goal of this course is to provide students with an awareness of dramatics as an art form as well as a means of self-expression and personal development.

**151Z Journalism 5 Credits**

This course is available to students as an elective in the 11th and 12th grade. A writing sample is required for entrance into the course. The course will encompass the preparation and production of the school newspaper. In addition, students will study the history of journalism, the understanding and study of the first amendment, journalistic law, copy writing, editorial, and interview skills. A research paper is required at the discretion of the instructor.

## II. Social Sciences Department

The Social Studies Department through the various course offerings hopes to instill in the student body an understanding of their rights as well as their responsibilities as citizens. The department will also endeavor to make the student aware of our country's past as well as its present course among nations. Throughout unified effort, the students will be better prepared to meet the challenges of life and to take an active role in society by understanding and practicing democratic ideas and ideals.

**200Z World History 5 Credits**

World History is designed as a study of the historical development of human cultures. Its major premise is that a study of world cultures in a historical and geographical context can illustrate both the diversity and similarity of culture throughout history and can show such cultural differences and resemblance are relevant to society today.

**200N World History - New Americans 5 Credits**

World History is studies the historical development of human cultures. Its major premise is that a study of world cultures in a historical and geographical context can illustrate both the diversity and similarity of cultures throughout history and can show such cultural differences and resemblances are relevant to society today. This course is designed to assist the English language learner student.

**201Z U.S. History I 5 Credits**

Provides students with an overview of the social, economic and political forces that have shaped modern America. An understanding of America's past is essential to an appreciation of the foundation of our complex modern society. Strong emphasis is placed on the inquiry method in order to prepare students for their role as decision-makers. A mastery of problem solving techniques is required to develop a sophisticated citizenry. Each student will be able to assess his/her position in the fabric of today's society. The social studies staff is cognizant of the fact that they are part of a total educational program. As such, they recognize their ability to aid and assist the order disciplines in attaining their objectives. Where able and when appropriate the staff will work toward these ends.

**201N U.S. History I - New Americans 5 Credits**

The United States history program is designed to provide the student with an overview of the social, economic and political forces that have shaped modern American. An understanding of American's past is essential to an appreciation of the institution, which forms the foundation of our complex modern society. This course is specially designed to assist in the transition of the English language learner group.

**201P U.S. History I - AP Introduction Course 5 Credits**

This program provides an accelerated U.S. History I class with an overview of the social, economic, and political forums that have shaped modern America. Employing skills such as critical thinking, document analysis and reading comprehension, student will be prepared for the rigorous work associated in the U.S. History Advanced Placement exam.

**202Z U.S. History II 5 Credits**

U.S. History II approaches American History from 1865 through the 1990's. This is Part II of a sequence of the American History Program. In an attempt to establish a complete understanding of American History certain essential items must be included.

**202P AP U.S. History II 5 Credits**

In content, this course mirrors the United States History II content as chronological investigation of the political, social, economic, cultural, and diplomatic events of the period from 1877 to the present. It departs from the typical U.S. II course in its depth and in its rigor, which is made necessary by the Advanced Placement criteria. These national standards require that the students complete the course material by the first half of May and it is therefore incumbent upon the instructor and the students to complete the bulk of U.S. II by exam time. In addition, Cliffside Park High School guidelines require that all students participating in AP classes take the College Board's AP exam (The district also bears the burden of the cost). In addition instructors must familiarize students with appropriate practice materials to insure as successful and outcome as possible. A pre Advanced Placement United States History I course has been implemented as a sophomore level course and was made the criteria for acceptance into the AP II course.

**251F/S Sociology 2 ½ Credits**

Sociology is a course designed to help the students come to a better understanding of how humans as individuals are affected by groups. That aim is accomplished via an approach that familiarizes the student with both the various terms and concepts that relate to the study of groups and the study of actual groups whose culture was or is different from our own.

**253F/S Social Issues 2 ½ Credits**

American students are members of a global community and without an awareness and acceptance of cultural differences and a concerned response to socially significant world issues the benefits of their education are limited. Students must learn to make responsible decisions and to exercise freedom of thought and choice based on examination of evidence and conflicting viewpoints. Teachers must be able to help students identify and evaluate relevant information and to develop the skill of critical analysis and independent judgment.

**257F/S Presidency 2 ½ Credits**

This course is designed as an elective for one-half year, to all sophomores, junior and senior students, to provide a comprehensive study of the Executive Branch of the United States government and a historical overview of the men who held office of the President from Washington to the present.

**258F/S America in Action 2 ½ Credits**

This course is designed as an elective, for 1/2 year, to all sophomores, junior and senior students, to provide an in-depth study of the history of the world from 1960 to the present, concentrating on events that had an impact of the U.S. whether it be socially, politically or economically.

**III. Mathematics Department**

**310Z Basic Algebra I 5 Credits**

This course is designed for the students who would have difficulty with the standard first year algebra course. It includes the fundamentals of a standard algebra course, with lessons and examples that are easy to read and an abundance of exercises and reviews designed to establish and strengthen algebraic skills and concepts. In addition, there will be supplemental work to help prepare the student for the HSPA

**310A & 310B Algebra I 5 Credits**

Algebra I is designed to develop deductive reasoning as well as analytical thinking. The course includes a study of the real number system, polynomials, displaying data relationships with graphs, algebraic equations and inequalities, functions and their graphs, and the solution of word problems with real life applications using algebraic techniques. The categories of the HSPA are integrated and continually reviewed throughout the course.

**310H Algebra I Honors 5 Credits**

This course is intended for students who demonstrated above average abilities in pre-algebra mathematics. The course is designed to help the student understand the basic structure of algebra; acquire facility in applying algebraic concepts and skills; and appreciate the need for precision of language. The student is encouraged to discover and develop an understanding of concepts and apply both concepts and skills to varied problem situations. An informal and intuitive approach to concepts, along with deductive reasoning in problem analysis is combined to balance the emphasis on both structure and skills.

**330Z Basic Algebra II 5 Credits**

This is a course which provides an ideal algebra course for college bound students who have had one year of high school algebra and who have demonstrated a need to work at a slower pace than is required in the traditional Algebra II course. It is designed for those students who need a second year of Algebra but who would have difficulty with a standard course. Reviewing for the HSPA (High School Proficiency Assessment) is also an important part of this course.

**330A & 330B Algebra II 5 Credits**

This course is intended for those students who have successfully completed the study of Algebra I. The course begins with a review of concepts and skills presented in Algebra I. Those concepts are built upon and applied to the teaching of more sophisticated and complex equation solving skills and the application of

these skills to the solution of word problems. Basic trigonometric concepts and their application to problem solving are presented.

**330H Algebra II Honors 5 Credits**

Algebra II Honors is designed for those students who have attained a minimum average of B in Algebra I Honors. This course will include the study of all of the elements presented in the traditional Algebra II course plus an extension and a more detailed study of polynomial, conic sections, logarithms, analytic geometry, trigonometry, functions and functions and their graphs. The use of the graphic calculators will be encouraged throughout the course.

**320Z Basic Geometry 5 Credits**

The student in a Basic Geometry course will learn to develop simple proofs using deductive reasoning while sorting previously learned definitions and postulates. The emphasis will be placed on visualization to learn geometric relationships that can also be used in other fields of knowledge. Throughout the course H.S.P.A. and TerraNova type questions will be integrated in the curriculum.

**320A & 320B Geometry 5 Credits**

This course will begin with the introduction of geometric concepts, simple applications and the development of simple deductive proofs by the use of logical reasoning. The student will develop his/her ability to analyze and interpret geometrical relationships that would be useful in future mathematics courses and other fields of knowledge. Emphasis will be placed on numerical application by providing students with a wide range of exercises to accommodate individuals of varying ability. Throughout the course the categories on the High School Proficiency Test will be reinforced and refined. The course will also include a review of the topics for the S.A.T.

**320H Geometry Honors 5 Credits**

The Geometry Honors course is designed to introduce students to the study of Euclidean geometry, suffused with elements of analytic, coordinate and solid geometry, the geometry of transformations, trigonometry, and algebra, in a high-level and fast-paced environment for advanced students. In addition to the concepts covered in the basic geometry program, the honors course includes selected topics and activities intended to provide enriching experiences, encourage depth of understanding and increase the breadth of knowledge. This course is intended for those who desire advanced placement in mathematics and who have successfully completed Algebra I Honors.

**300F Mathematics Strategies 5 Credits**

This course is designed to introduce ninth grade students to mathematical problems and concepts found on the HSPA test. The course will serve as a basic introduction to Numerical Operations, Measurement and Geometry, Number Concepts, Data Analysis, and Fundamentals of Algebra. The course will also be used to provide each student with experience in the use of calculators and computers to solve HSPA type of problems. It will also provide practice in solving open-ended mathematical problems. Practical example and suggestions of what to look for when solving HSPA type questions and strategies for taking standardized tests to help improve test scores will be emphasized.

**311F & 3E11 Fundamentals of Mathematics 5 Credits**

These courses are designed to help students who need extra assistance in preparing to pass the math section of the mandated New Jersey HSPA exam. The principal objective of the courses is to familiarize students with the math questions found on the HSPA and to help them review and practice all the New Jersey Core Curriculum Content Standards in the area of mathematics. The use of a calculator will be encouraged throughout the course.

**312F & 3E12F AHSA Mathematics 5 Credits**

A half-year course designed for the twelfth grade student who failed or has not yet passed the required Math part of the HSPA. The course will focus on improving the mathematics problem solving skills of the student so that they will be able to successfully complete the Alternate High School Assessment (AHSA) process. Students who have not passed the HSPA can be awarded a high school diploma by successfully completing the AHSA.

**340Z Introduction to College Mathematics (ICM) 5 Credits**

ICM is for the student who would like to further his knowledge of mathematics beyond Algebra and Geometry and to prepare for college math and basic science courses. The areas of coordinate geometry, trigonometry, exponents, logarithms, sequences and series are explored. Students will use computers and graphing calculators as part of the class.

**345H Precalculus Honors 5 Credits**

For the student who intends to take Advanced Placement Calculus, the principal course objective is to develop a strong foundation in continuous and discrete function theory and includes the study of polynomial, conic section, logarithmic, trigonometric and inverse functions and their graphs. Students learn to construct mathematical models and use them, together with graphing technology, to solve a large number of real-life problems.

**346P AP Calculus Honors 6 Credits**

This course presents differential and integral calculus with applications and related problems involving velocity, related rates, maxima and minima problems, exponential and logarithmic functions. In general the outline follows the topics listed for the Calculus AB Advanced Placement Test. Students are required to take the appropriate AP Calculus Test.

**351Z Computer Applications 5 Credits**

Instructs the student in computer software concepts. Includes the study of TRUE BASIC, HTML, and VISUAL BASIC programming languages. Computer Applications is designed to provide students with critical thinking and computer simulation activities that will develop their ability to solve problems. Additional concepts and applications dealing with databases, spreadsheets, business presentation software and Web page design are included.

#### IV. Science Department

##### **400Z Earth Science** **5 Credits**

This course provides an understanding and appreciation of planet Earth. The course begins with the investigation of the universe where our planet is believed to have had its origin. It progresses to the structure, human use and abuses of our planet.

##### **401Z Introduction to Physical Science (IPS)** **5 Credits**

IPS gives students a beginning knowledge of the principles of physical science through classroom readings, lectures, discussions, teacher demonstrations and most importantly, by student experimentation. IPS is intended to serve as a solid foundation for later courses in chemistry and physics.

##### **420H Biology Honors (9)** **5 Credits**

The major themes of the course are repair and how hypothesis, prediction, and controlled experimentation have helped scientists to understand repair in the biotic world. In ecology, energy flow and succession are used to understand repair in the community. As the origin of life on earth is discussed, mechanisms such as respiration, intermediate metabolism and photosynthesis are studied as mechanics of repair of the individual.

Genetic systems are considered as information sources for repair of the individual, and reproduction and natural selection are considered as mechanisms for repair of the species. Traditional organ systems are considered during the fourth marking period from a comparative point of view, emphasizing common functions necessary for repair and maintenance of homeostasis.

##### **420Z Biology (10)** **5 Credits**

This course begins with a consideration of how facts and assumptions are used in the solving of scientific problems. Changing attitudes and the invention of the microscope are emphasized as we consider the transition from Natural Philosophy to Modern Science. This is discussed in terms of the Scientific Revolution of the 17<sup>th</sup> Century. Problems associated with biological evolution are dealt with as a plausible way to account for the changing variety of life on Earth. Genetic continuity is stressed in terms of nucleic acid genetic coding. This involves an understanding of the cell as the basic unit of all life. The latter part of the course emphasizes the anatomy and physiology of various organ systems.

##### **425Z Preparation for Physical Science (Prereq: Bio H or IPS final grade of A)** **5 Credits**

This course is an introduction to both Chemistry and Physics, is taken during the student's sophomore year, and is a prerequisite for Honors Chemistry and Honor Physics.

##### **P.P.S. Chemistry** **5 Credits**

An introduction to elementary topics in chemistry, which include matter and energy, measurement in chemistry such as metric system temperature and heat, exponential notation, the composition of matter, chemical symbols, law of definite composition, physical and chemical changes, atomic structure of atoms and periodic laws and relationships in the arrangement of the modern periodic table.

##### **P.P.S. Physics** **5 credits**

An introduction to elementary topics in physics including motion, force and light. The topics are treated in a way to show the relationship between science and mathematics. Students use basic ideas from Algebra and Geometry to solve problems, which originate in the laboratory.

##### **430Z Chemistry (Pre-requisite: two years of science)** **5 Credits**

This course studies the basic composition of matter and the changes, which it undergoes. The material presented includes the structure of the atom, the history of its "discovery", the use and importance of the periodic table, important elements and their compounds, stoichiometry, and acids and bases.

##### **430A Chemistry (Pre-requisite: two years of science)** **5 Credits**

This course studies the composition of matter and the changes it undergoes. The material includes the structure of the atom, the history of its "discovery", the use and importance of the periodic table, important elements and their compounds, stoichiometry, and acids and bases. Laboratory work is done so as to supplement classroom work, and to maintain and increase a general interest in the material presented during class. The course is conducted six periods a week all year, which includes a double class period for labs, and carries six credits.

##### **430H Chemistry Honors (Prerequisite: Bio Honors or IPS/PPS)** **6 Credits**

This course is designed to meet the needs of college bound students. Students study modern chemistry's topics in great depth to make students aware of chemistry as tremendous body of knowledge which encompasses all disciplines and human endeavors and introduces students to rigorous study in advanced topics such as organic chemistry, nuclear chemistry, qualitative and quantitative analysis, rates of reactions, chemical equilibrium, electrochemistry, solution and acid-base theories and related laboratory work.

##### **435Z Project Physics (Pre-requisite: At least two years of science)** **6 Credits**

This introductory course presents a sequential integrated core of coherent ideas. In addition to "pure physics", the course shows how physics connects to other sciences, particularly astronomy. The course structure allows students and teachers to select and emphasize aspects, which interest them most. The mathematical content of the course is kept to a level necessitated by the course material and understandable to the student. The course offers ample opportunity to explore further or more deeply any selection or additional topic.

**435H PSSC Physics Honors** (Prerequisite: B or higher in Biology Honors and Chemistry Honors) **6 Credits**

This course is an in-depth treatment of classical topics in physics, including mechanics, thermodynamics, electricity and magnetism. The topics are treated on a level up to and including trigonometry. Ultimately it is hoped that the course will provide an initial framework for later work in physics. The course is conducted six periods a week all year which includes a double class period for lab and carries six credits.

**440Z Human Biology** (Pre-req: B or higher in biology or teachers recommendation.) **5 Credits**

This course is designed to provide opportunity to study the interactions within the human body. This includes anatomy, microscopic structure, normal function, disease states, physical assessment, and medical intervention will be considered.

Laboratory work will include dissection, microscopy, and chemical tests such as those used in clinical and forensic laboratories. The course will be of value to those planning careers in Bio-Medical related areas such as Nursing, Medical Technology, X-Ray Technician, Physical Therapist, Physical Educator, and Lab Technician.

**441H Advanced Biology Honors** (Prereq: B or higher is Biology or Chemistry) **6 Credits**

This course begins with a method of thought. Aspects of mechanistic philosophy are discussed and causality is used throughout the course to explain processes. Change is a continuous theme and many levels of organization are considered. Responses are understood to be caused by control systems, biological succession by interspecific selection and evolution by intraspecific selection. Consideration of the origin of the state and understanding of the forces that molded the condition achieve knowledge of biological states

**441P AP Biology** (Pre-req: B or higher in science honors classes) **6 Credits**

This course is designed to provide students with an opportunity for further study in biology, and/also to gain college credit for the course. An emphasis is placed on the student's ability to read, outline and understand the text. Summer reading assignments will be included.

Biology is not a subject to be learned primarily from books or computers. An understanding of biology means being personally in touch with the biosphere, observing living organisms, and discovering for ones self how they function. Therefore, the biology curriculum contains personal observations through fieldwork, and experimentation throughout its study. As a result of studying biology, students should be able to make more enlightened decisions involving themselves and their relationships within the biosphere.

**450Z Environmental Science** (Prereq: 2 years of science) **5 Credits**

This course helps develop an awareness of the environment by presenting Earth as the only known viable habitat for people and other organisms. It introduces the basic ecological concepts and ideas that form the study of the environment. It will provide a summary of climate conditions, plant, and animals that characterize the world's terrestrial and aquatic biomes. The course will address environmental concerns population growth, energy and pollution and land management as related to people.

**V. World Language and English Language Learner Department**

**501Z Spanish I** **5 Credits**

Fundamentals are presented via a communicative approach with an emphasis on aural/oral skills. Reading and writing skills are gradually developed. Cultural awareness is promoted.

**501N Spanish I** **5 Credits**

Designed for heritage speakers with a basic knowledge of Spanish, emphasis is on refinement of basic aural, oral, reading and writing skills and enables heritage speakers to express themselves with greater linguistic ease.

**502Z Spanish II** **5 Credits**

More advanced structures are introduced to permit students to communicate with a higher degree of proficiency in Spanish. Cultural awareness is promoted.

**502N Spanish II** **5 Credits**

Heritage speakers will continue to use Spanish to communicate orally and in composition, working with more complex structures and advanced cultural readings.

**503Z Spanish III** **5 Credits**

Reviews grammar and refines skills necessary to develop higher levels of linguistic proficiency. Writing development and reading skills are highlighted. Aural and oral skills are sharpened.

**503N Spanish III** **5 Credits**

Heritage speakers will use their refined language skills to express abstract ideas, read and discuss more advanced Hispanic literature and write proficiently in Spanish.

**504Z Spanish IV** **5 Credits**  
Non-heritage speakers will expand their fluency and linguistic competence, sharpening oral, aural, reading, and writing skills through critical analysis and logical thought. Readings of Hispanic literature will enhance reading skills and cultural awareness.

**504N Spanish IV** **5 Credits**  
The course is an introduction and pre-requisite to Spanish V: Advanced Placement in Spanish Literature. With few exceptions, it is a junior level course that provides heritage speakers the ability to refine all language skills while studying original works required by the AP syllabus.

**505P Advanced Placement Spanish V** **5 Credits**  
This course is the equivalent of a third year college introduction to Hispanic literature. It encompasses history, culture, and the prescribed objectives and activities required by the AP Spanish Literature exam. Upon successful completion of the AP exam, students may qualify for college credits and/or complete college language requirements.

**521Z Italian I** **5 Credits**  
An introduction to the basics of the Italian language and vocabulary, emphasis is on comprehension, conversation, and customs and culture of Italy.

**522Z Italian II** **5 Credits**  
More advanced structures and vocabulary are studied. Students will increase communicative proficiency in Italian, concentrating on aural, oral, reading and writing skills. Italian culture is celebrated.

#### **English as Second Language**

**161Z Beginning ESL English** **5 Credits**  
This course is for non-English speakers. Emphasis is on the immediate need to learn to communicate in simple English. Objectives are divided into four areas: listening, speaking, reading, and writing. Cultural goals are included as an essential part of the course, aiding the students in their adjustment to the American way of life.

**162 Z Beginning ESL Reading and Writing** **5 Credits**  
This is a parallel course to the Beginning ESL English course. It is designed to introduce the beginning student to reading and writing skills that they will need to take mandated tests and to participate in mainstream programs.

**163Z Intermediate ESL English** **5 Credits**  
This course is often appropriate for newly arrived students who have had several years of English in their own countries. Emphasis is on acquisition of vocabulary, reading, and writing.

**164Z Intermediate ESL Reading and Writing** **5 Credits**  
A continuation of Beginning ESL reading and Writing, it is designed for those students who possess a beginning knowledge of English but, who lack reading and writing skills necessary for participation in regular English classes.

**165Z Advanced ESL English** **5 Credits**  
This course is also appropriate for newly arrived foreign students with a good background in English. Emphasis is on improving aural and oral skills and improving reading and writing. Upon completion, many students should be ready to be mainstreamed.

**166Z Advanced ESL Reading and Writing** **5 Credits**  
This class is appropriate for students possessing a good grasp of English. Emphasis is on improving vocabulary, increasing reading speed and comprehension, and developing writing ability and HSPA skills.

**167Z Transitional ESL English** **5 Credits**  
This course is for foreign students who continue to lack the fluency, vocabulary, and reading and writing skills necessary for participation in a regular English class and/or a passing grade on the Maculaitis or IPT.

**168Z Transitional ESL Reading and Writing** **5 Credits**  
This course is for students who are not ready for full participation in a regular English program. Emphasis is on reading and writing skills necessary for mandated tests and mainstreaming.

#### **VI. Business Education Department**

The Business Education Department fully understands the challenges imposed on it by an ethnically diverse, multicultural student body. The department has attempted to impart knowledge and skills to all students. We have, in particular, attempted to give extra attention to those students who have language deficiencies or learning disabilities. The department keeps up with new technologies, and at the same time continues to stress a strong work ethic and a tolerance and respect for all.

**620Z Introduction to Keyboarding (Half year 9<sup>th</sup> grade)** **2.5 Credits**  
This course is required for all freshmen. Students will learn to key in data using the touch method. In addition, various personal computer functions and capabilities will be introduced as well as business letters, tables, and manuscripts.

**621N Keyboarding I (New Americans)** **5 Credits**  
This course is designed for those students with limited English proficiency. Knowledge of the computer, touch typing, basic letters, tables and reports will be introduced. Reinforcement of English grammar is a very large part of this course. The student will progress at his/her own pace to accommodate their own learning abilities.

**624Z E Finance** **2.5 Credits**  
This course is intended to provide life skills for those who are about to enter the workforce and live on their own, or those entering college (both commuter and on campus). In addition to guest speakers, field trips, community involvement, Internet based learning using laptops, and relevant practical applications, the student will be exposed to popular personal financial software packages.

**627Z Accounting I****5 Credits**

This is an elementary course designed to acquaint the student with accounting concepts and procedures. The student will process accounting data for sole proprietorships organized as a service business and partnerships organized as a merchandising business. Work includes use of Accounting software on laptops plus completing actual Accounting documents and papers. Knowledge gained in this course is invaluable for those who wish to open their own business, those wishing to study business at a higher level, and simply for those who wish to keep accurate personal records.

**631Z 21<sup>st</sup> Century Computer Skills I****5 Credits**

This course is designed to familiarize the student with Microsoft application software and to help develop skills needed for college or the real world of work. Word, Excel, Access, and PowerPoint will be integrated with the Internet. Students will learn to move quickly among applications, transfer text and graphics easily, and interact on the internet.

**632Z 21<sup>st</sup> Century Computer Skills II****5 Credits**

This course will introduce more advanced techniques and concepts. Students will have a firm knowledge of Microsoft Office and will be able to solve a variety of personal computer-related problems. Upon completion of both 21<sup>st</sup> Century I and II, the student will be prepared to take the Proficient Level of Microsoft Office User Specialist Exam (MOUSE).

**635Z Marketing I****5 Credits**

This course teaches the process of developing, promoting, and distributing products to satisfy customers' needs and wants. Microsoft Office, a class website, virtual business, laptops, guest speakers, and field trips are integrated into the lessons. Upon completion of this class, students are eligible for Marketing II.

**640Z International Business/Economics****5 Credits**

This course teaches the basic laws and principles of global economics. The stock market, advertising and marketing, careers, trips, and speakers will be incorporated throughout the year. Assignments and course work will be completed on laptops.

**641Z Business Law (12)****5 Credits**

This is a senior elective that seeks to correspond significantly to the vital area of current legal thinking. An extensive multi-phased edition of Business Law is designed to propel the student into and through the new millennium using creative and analytical thinking. Laptops will be used.

**VII. Industrial and Fine Arts Department****703Z Introduction to Music****5 Credits**

Is designed for students that are interested in music, but do not play a musical instrument. This course covers the evolution of music, from 2000 BC to present-day pop styles, including rock and rap. Music Experience will also cover the fundamentals of reading and writing music. It explores music from other cultures and shows how important music is in our lives. The course will also show the students how movies, television shows, and even commercials use music to add emotional impact to the visual performance.

**705Z Popular Music of the 20<sup>th</sup> Century****5 Credits**

This full-year course is offered to students that have previously taken Introduction to Music. Its purpose is to help students understand our historical and cultural heritage through the study of music and appreciate the music of other cultures. This course will encourage students to open their ears and minds to new and unfamiliar musical styles and stimulate peer discussion and critique different performances and styles. Popular Music of the 20<sup>th</sup> Century will provide opportunities for students to build an understanding of musical concepts through a variety of activities, including listening, critiquing, and analyzing. We listen to music in a timeline format, starting with the early 1900's, and travel through the different styles that developed during the different decades. We will focus heavily on music created from the early 1950's through today.

**718Z Introduction to Art****5 Credits**

A course for students interested in learning the fundamentals of art. Classroom activities focus on learning basic techniques and experimenting with various media including pencil, charcoal, pastels, paint and clay. Throughout the course of the year, students will develop skills while working on both two dimensional and three dimensional projects.

**760Z Digital Photography****5 Credits**

A course for students who are interested in learning about the various techniques of digital photography, the styles of photographers both past and present. Students will learn the basic techniques of image editing.

**730Z Nutrition and Culinary Arts****5 Credits**

Students are provided with opportunities to develop an insight on how food consumption and nutrition are related to our lifestyle and well being. Students learn about nutrition and many categories of the principles of food preparation. They actively participate in food preparation labs to enhance their knowledge and develop hands-on practical cooking skills. A broad spectrum of topics are covered such as main dishes, salads, desserts and baking food, food safety, holidays, careers and current events.

**732Z Advanced Nutrition/Culinary Arts I****6 Credits**

This course is designed to provide opportunities for further studies and challenges in the nutrition and culinary field. It is for students who have taken our Nutrition and Culinary Arts course having earned a B+ or above average and having completed a qualifying application. Students expand their knowledge and activities in gourmet techniques, creating more elaborate recipes. New areas are researched on topics

such as soufflés, chocolate, pasta, herbs and spices, teas, culture and history, and many more. Field trips are included. Self expression and creativity are encouraged through more frequent kitchen lab activities.

**734Z Advanced Nutrition/Culinary Arts II 6 Credits**

This course is designed for the advanced student to excel with greater opportunities in the world of nutrition and culinary studies. It is available to the advanced student who has earned an A average and completed a qualifying application. This advanced Level II course covers an expanded global study of ingredients, sophisticated techniques of cookery such as sauces, mousses, marinades, Hors d'oeuvres, frozen desserts, roulades, garnishes, candies, puff pastry and more. Additional field trips are included. As in Advanced Nutrition and Culinary Arts Level I, students are most encouraged to express themselves creatively, explore areas of special interest, and learn

**740Z Band 5 Credits**

Students who studied Instrumental Music in School #6 will have the opportunity to sign up for Band in the High School. Band is a 6-credit course which meets 5 periods per week, plus a rotating Lesson period once per week (like a Lab Science course). Lessons are given in small groups with similar instruments. Band members will be expected to perform at our annual Winter Concert and Spring Concert, as well as all Varsity Football Games with the CPHS Marching Band.

**746Z Chorus (Vocal Music) 5 Credits**

Chorus is an important outcome of the Vocal Music class and Vocal Ensemble class. As stated in the Vocal Music class course description, the student should be interested in participation in all activities of the Chorus, or the spirit of working together as a group and performing together as a group is lost. The Chorus will perform a winter and spring Concert at set date evenings and a performance during the school day for the Senior Citizens of the community. It should be emphasized that a student who has no valid reason for refusing to participate in concerts should not elect the Vocal Music class since there is would be insufficient means by which the Chorus can satisfy its needs.

**748Z Ensemble 5 Credits**

The Vocal Ensemble class is a small group to top vocal students who are chosen by audition. Auditions for Vocal Ensemble are held in May and are open to all chorus members. The audition includes a prepared solo, scales and the a cappella singing of The Star-Spangled Banner. These students are chose for their vocal ability and willingness to advance their basic music skills and vocal techniques.

**757Z Intro to AutoCAD 5 Credits**

AutoCAD is a computer assisted design software application for 2D and 3D design and drafting, Areas of study include: Orthographic or multi-view drawing, Isometric design, dimensioning, auxiliary views and sectional views. The majority of the assignments will use Auto-Cad to create the designs.

**765Z Industrial Design and Construction 5 Credits**

A course designed for students interested in the development, design, implementation, and redesign of various projects such as self-propelled "mouse-trap" vehicles as well as small-scale rockets.

**VIII. Health and Physical Education Department**

In accordance with the New Jersey Administration Code, all students of Cliffs Park High School shall have an opportunity to select and participate in supervised activities. All Physical Education Classes shall be co- educationally structured. Requirements for passing the course will be given to the student by the Physical Education instructor at the beginning of the marking period. The Physical Education Curriculum is divided into various units. Seasonal activities determine the units taught during each marking period.

**Physical Education 3.75 Credits**

Activities offered are:

Basketball: To develop an understanding of the game of Basketball. The students will gain knowledge of the rules, scoring, and officiating. Students will learn the necessary skills, such as passing, shooting, dribbling, and defense.

Floor Hockey: Students learn the skills of stick handling, passing, shooting, defense and goal tending.

Soccer: To develop an interest in the game of Soccer. The students will learn various skills, such as dribbling, passing, goal tending.

Softball: The students will learn to develop the skills necessary to enjoy playing Softball as a recreational sport. Skills learned are, batting, fielding, running the bases, and pitching.

Speedball: The students will learn and appreciate this unique game that combines the skills of soccer and football.

Touch Football: To develop an understanding for the game of Football. Students will learn the skills and techniques necessary for playing Touch Football as a recreational sport.

Ultimate Frisbee: The students will learn and appreciate the recreational game of Ultimate Frisbee. The students will combine the skills of tossing and catching a Frisbee, along with team strategy.

Volleyball: To develop the idea of Volleyball being a carry over sport which will be more enjoyable later if proper techniques are learned well now.

Individual Sports and Activities:

Aerobics: A structured Aerobic Class. The workout and music is changed periodically to provide variation to the workout. Weights and Steps are also used at various times during the workout.

Table Tennis: To develop the skills necessary to enjoy Table Tennis as a recreational carry over activity.

Weight Training: This course is designed to develop strength, endurance, posture, and confidence in oneself.

Yoga Stress Reduction/ Meditation: This course concentrates on posture, body alignment, as well as creating a higher consciousness. Yoga utilizes the stretching postures, breathing, and meditation techniques to calm the emotional state of the mind, and tone the body.

The Physical Education Curriculum will also cover other activities to be determined by the facilities and the equipment. All of the activities will be aligned to the NJ Core Curriculum Content Standards.

**Health Education****1.25 CREDITS**

The Health Curriculum is broad and diversified. In compliance with article 6:29 -7.1 of the New Jersey Administrative code, the Cliffside Park School District has instituted a Family Life Education Program. The program is but one aspect of the much larger Health and Safety Curriculum. It is essentially a continuation of the program currently being offered in our schools.

**912H (Senior Health):** The course is designed for our seniors to meet the challenges of the future. Real life issues such as marriage, childcare, and finances are only a few of the topics taught to our seniors.

**911H (Junior Health):** This course teaches the importance of Safety and First Aid Care. Students are given the opportunity to receive CPR Certification and Training.

**910H (Sophomore Health):** In Driver Education students are taught the rules of the road and how to become a safe driver. Drinking and Driving is a major topic.

**909H (Freshmen Health):** Freshmen are taught basic health concepts. Topics such as Alcohol, Tobacco, Drugs, Nutrition, Peer Pressure, Stress, and other issues are covered.