

STUDENT HANDBOOK

Contact information

(All phone numbers are area code 201)

Principal's Office: 313-2370

Principal: George Fabiano

Secretaries: Mrs. Brenda Padovan, Mrs. Ann Aquino

Attendance Office: 313-2372, 313-2375

Vice Principal: Mr. James Shelley

Attendance Officer: Mr. Themis Sountis

Dean of Discipline Mr. Kenneth Schmitt

Secretary: Mrs. Patricia Esposito

Department Heads:

Business, 313-2338

Foreign Language, 313-2338

Industrial Arts, 313-2377

Language Arts, 313-2347

Mathematics, 313-2317

Physical Education, 313-2329

Science, 313-4902

Social Studies, 313-2347

Special Services, 313-4908, 313-2319

Guidance Office: 313-2376, 313-2368

Vice Principal & Director of Guidance:

Mr. James M. Shelley

Counselors:

Mr. Salvatore Calderaro Mr. William Ludwig

Ms. Mary Kelemen Dr. Edward C. Meier

Mrs. Louise Schwartz

Secretaries: Mrs Anita Frankovic, Mrs Mederly Resto

For information via e-mail register with cphsdog@hotmail.com

Pupil Assistance Counselor

Mr. Joseph DelRisco

School Nurse: 313-2366

Mrs. Kathy Reichert

Emergency school closing or delayed opening information

201-943-0001; Channel 12 cable; 1010 WINS AM radio

District Internet site

www.cliffsidepark.edu

Extra Help

2:44 – 2:55 every day, except Tuesdays.

SAT/PSAT

The SAT I and SAT II college entrance exams are offered at the high school semiannually: November and May. The PSAT is offered annually in October. Our school CEEB code is **310240**.

Extracurricular Activities

Clubs: Academic Decathlon, Band, Buddy Club, Chess Club, Christian Youth Group, Chorus, Class Activities, Drama Club, Honor Society, International Club, Literary Magazine, Math Team, 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.
- 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 2008 and after: 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.
- Classes of 2007 and before: At least 10 credits in visual, performing, and/or practical arts
- Class of 2008 and after: 5 credits in visual, performing, or fine arts; 5 credits in practical, industrial, consumer education, or vocational education.
- Elective subjects.
- 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 Cliffside 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 Cliffside 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**

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:

- 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^{ths} of the final average; the final exam counts 1/9th.
- Seniors with a cumulative average of 90+ in a full-year course at the end of the 4th 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
- PE25, a Physical Education class allowing a Health make-up, is worth 2.5 credits
- PE99, a full-year Physical Education class, is worth 5 credits

Quality Points

A student earns quality points based upon the following system

- Quality points awarded a final grade of A = 4 times credits earned; factor for Honors A = 5; factor for AP A = 6.

- Quality points awarded a final grade of B = 3 times credits earned; factor for Honors B = 4; factor for AP B = 5.
- Quality points awarded a final grade of C = 2 times credits earned; factor for Honors C = 3; factor for AP C = 4.
- Quality points awarded 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.
 - Passing self-contained special education classes counts toward credits earned but not toward ranking credits earned.
 - 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

Grade placement for any student is based on high school credits earned. The following guidelines are used:

- 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 9th grade
- A student with at least 30 but less than 65 credits is placed in 10th grade
- A student with at least 65 but less than 90 credits is placed in 11th grade
- A student with at least 90 credits is placed in 12th 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 regular transfer student is one 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 non-regular transfer student is one 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. English teachers will determine how the summer reading assignment will be made up in an equitable way.
- 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

At the end of the third marking period, students and counselors will meet to select the following year's courses. 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, TerraNova, 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 8th 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 2nd period) or an early dismissal (leaving after 8th 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 1st or 9th period.**
- **Seat availability includes the goal of balanced classes**

After their spring 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 Cliffside 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 Cliffside 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 1st marking period grade will be lowered to meet the weighed 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 Roll

Regular Honor Roll: Students achieve the regular Honor Roll by earning averages of A's and B's for the marking period. 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.

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 his/her 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

Homeroom schedule (most frequently used)

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

Early Dismissal (1 PM) Time Schedule

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

Delayed Opening Schedule

10:00 AM Start of School Day
10:00 – 10:20 Period 2
10:23 – 11:03 Period 4
11:06 – 11:46 Period 5 (1st lunch)
11:49 – 12:29 Period 6 (2nd lunch)
12:32 – 1:12 Period 7 (3rd lunch)

1:15 – 1:55 Period 8
1:58 – 2:38 Period 9
2:41 – 3:20 Extra Help
3:00 Staff dismissal

Attendance Policy

Students cannot exceed the absence totals given below:

(Allotment includes sick and personal days)

I. Full year course*

20 days

Notifications: 10-day letter, 20-day letter, and 21-day letter/Withdrawal

***Students are allotted 5 (five) absences during the 4th (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

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

Students who enter the high school during the school year will be allotted unexcused absences according to the following chart. (*The allotment for students who leave and

return to the high school during the same year is the same as for a student who is in the high school without leaving.)

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 8:15 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 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 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 accumulates a 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 ("Cut Slip") should be submitted to the Attendance Office when a student accumulated **3 lates**. Detention will be given and the parent or guardian contacted.
- II. An additional Attendance Report ("Cut Slip") 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 ("Cut Slips")
- IV. Any student accumulating more than 20 lates to a class should not be admitted. The student should be sent to the attendance office and marked absent for the class period. This is counted in the 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.

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 pagers, cell phones, portable audio devices, or laser lights in the building.
14. Shorts or short-like apparel may be worn during warm weather from **May 1st to October 1st**. 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 (unexcused) 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. Cell phones, MP3 players, CD players, radios, etc. are prohibited in the school building except during lunch. Students using and/or wearing the equipment will have it confiscated.
- B. The items confiscated will be **returned AFTER A PARENTAL CONFERENCE WITH THE ADMINISTRATION.**
- C. A student who for the second time has an item confiscated will be **suspended from school.**

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 Cliffside Park High School consists of, but is not limited to, 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 Cliffside Park High School

Regulations and Procedures

Identification cards: every student must wear an 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 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 I.D. Policy

ALL students are required to carry a school issued lanyard and I.D. during school hours.

If a student forgets to bring his or her I.D. card to school a temporary sticker can be obtained from the main office between the hours of 7:30am and 8:48am. without consequence. A sticker indicating student I.D., name and date will be issued. The sticker must be attached to a shirt, blouse, etc. so that it is visible to all staff.

At the beginning of 2nd period staff members MUST send any student who does not have an I.D. the main office in order to receive a temporary I.D. All students will receive one hour of detention.

After 2nd period students without I.D. tags MUST be sent to the main office.

Student MUST have an I.D. or temporary when purchasing lunch in the cafeteria.

Students who are repeat offenders will be suspended from school.

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

Students who deface their I.D. cards will be suspended from school.

If a student I.D. card is lost, stolen or damaged, a replacement card and/or lanyard must be obtained from Mr. K. Shelley in 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

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 facility 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 out-of-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.**

Note: Hats, walk-men, radios, winter jackets, beepers, and cellular phones should not be worn in the building. Any of these items will be confiscated by a faculty member or administrator and returned only after a parental conference.

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 addition 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 2 ½ 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 2 ½ 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.

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 BCSL, American 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 college or university on or after August 1, 2005, NCAA initial eligibility will be evaluated under the rules as described below.

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 described 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 (Classes of 2005 – 2007): 14 Core Courses

- 4 years of English
- 2 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical sciences (1 year of lab if offered by high school).
- 1 year 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).

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).

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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 17th century Puritan goals of

scriptural literacy to today's 21st century goals of technological, scientific, and career preparation, the broadening of America's curricula has paralleled our democracy's growth.

In September 2001 the Cliffside 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 its 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.

VI. 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 9th, 10th, or 11th grader who does not meet his or her 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.
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.

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.
Any student who attempts to copy test or quiz material without immediate verbal permission of the instructor for the purpose of sharing that material either orally or with written notes 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*, 3rd 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 Cliffside Park High School Honor Code:

- 8th Grade: In late January or early February, Guidance Counselors will handout, explain, and answer any questions regarding the Cliffside 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.

- 9th Grade: At some point in September, all World History teachers will handout, explain, and answer any questions regarding the Cliffside Park High School Honor Code.
- 10th Grade: At some point in September, 10th grade English teachers will handout, explain, and answer any questions regarding the Cliffside Park High School Honor Code.
- 11th Grade: At some point in September, U.S. History 2 social studies teachers will handout, explain, and answer any questions regarding the Cliffside Park High School Honor Code.
- 12th Grade: At some point in September, 12th grade English teachers will handout, explain, and answer any questions regarding the Cliffside 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 11th and 12th 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 9th and 10th graders who commit a major act of academic dishonesty. The classroom sanction is intended to be the main sanction for 11th and 12th 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.

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

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 by March 7, 2003. 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 the 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.

Cost of Copies of Student Records – Parents or adult pupils may secure copies of school records upon payment of a fee of \$2.00 per page.

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.

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 Offerings

1. ENGLISH

100F Writing Strategies 9

100S Writing Strategies 9

101F Reading Strategies 10

101S Reading Strategies 10

109A English 9

109B English 9

109C English 9

109H English 9H

110A English 10

110B English 10

110C English 10

110F Fund of English 10

110H English 10H

111A English 11

111B English 11

111C English 11

111F Fund of English 11
111H English 11H
112A English 12
112B English 12
112C English 12
112FF... Fund of English 12 (Fall)
112FS... Fund of English 12 (Spring)
112P AP English 12
151Z Journalism
152Z Creative Writing
153F Speech /154S Drama
158Z Publishing (Yearbook)
159Z Creative Writing 2

ESL

1E10 Fund 10 English ESL
1E11 Fund of Eng 11 ESL
1E12F Fund of English 12 ESL (Fall)
1E12S Fund of English 12 ESL (Spring)
161Z Beg ESL English
162Z Beg ESL Read/Writ
163Z Intermediate ESL Eng.
164Z Intermediate ESL R/W
165Z Advanced ESL Eng.
166Z Advanced ESL R/W

167Z Transitional ESL Eng.

168Z Transitional ESL R/W

2. SOCIAL STUDIES

200N World History N/Am

200Z World History

201Z US History 1

201N US History I N/Am

201P US History 1 AP Intro

202Z US History II

202P AP US History II

251F Sociology/253S Social Issues

257F Presidency / 258S America in Action

3. MATH

300F Math Strategies 9

300S Math Strategies 9

301F Math Strategies 10

301S Math Strategies 10

305Z Survey Academic Math

310Z Basic Algebra I

310A Algebra I

310B Algebra I

310F Fund of Math 10
3E10 Fund of Math 10 ESL
310H Algebra I Honors
311F Fund of Math 11
3E11 Fund of Math 11 ESL
3E12F Fund of Math 12 ESL (Fall)
3E12S Fund of Math 12 ESL (Spring)
312FF...Fund of Math 12 (Fall)
312FS...Fund of Math 12 (Spring)
320Z Basic Geometry
320A Geometry
320B Geometry
320H Geometry Honors
330Z Basic Algebra II
330A Algebra II
330B Algebra II
330H Algebra II Honors
340Z Introduction College Math
345H Pre Calculus Honors
346P AP Calculus Honors
351Z Computer Applications

4. SCIENCE

400Z Earth Science

401Z Intro Phys Science
401D Intro Phys Science
420H Biology Honors (9)
420Z Biology (10)
425Z Prep Physical Science
430Z Chemistry
430H Chemistry Honors
435Z Project Physics
435H PSSC Physics Honors
440Z Human Biology
441H Advanced Bio Honors
441P AP Biology
450Z Environmental Science

5. FOREIGN LANGUAGE

501Z Spanish I
501N Spanish I Native
502Z Spanish II
502N Spanish II Native
503Z Spanish III
504Z Spanish IV
503N Spanish III Native
504N Spanish IV Native
505P AP Spanish Lit

511Z French I

512Z French II

513Z French III

514Z French IV

521Z Italian I

522Z Italian II

523Z Italian III

524Z Italian IV

531Z Latin I

532Z Latin II

533Z Latin III

534Z Latin IV

6. BUSINESS

620Z Intro Keyboarding

621N Keyboarding I (NA)

622N Keyboarding II (N/A)

624Z E Finance

627Z Accounting 1

628Z Accounting 2

631Z 21st Century Comp Skills 1

632Z 21st Century Comp Skills 2

635Z Marketing

640Z International Bus/Eco

641Z Business Law (12)

7. INDUSTRIAL/FINE ARTS

703Z Introduction to Music

718Z Introduction to Art

720Z Art

724Z Advanced Art

726Z Portfolio Art

728Z Sculpturing

730Z Nutrition /Culinary Arts

732Z Adv Nutrition/Culinary Art 1

734Z Adv Nutrition/Culinary Art 2

740Z Band/Music Lessons-

746Z Vocal Music

748Z Ensemble

750Z Woodshop (11 – 12)

751Z Woodworking (rec only)

752Z Power Mechanics I

753Z Power Mechanics II

757Z Intro AutoCAD

758Z AutoCAD

760Z Digital Photography (12)

765Z Industrial Design & Construction

INTERNSHIP

1000EL Early Learning Internship (12)

8. SPECIAL EDUCATION

(Collaborative)

200C World History

201C US History I

202C US History II

300C Pre-Algebra

310C Basic Algebra

320C Basic Geometry

330C Basic Algebra 2

(Self-contained)

109E English 9

110E English 10

111E English 11

112E English 12

152E Creative Writing

200E World History

201E US History I

202E US History II

251E Sociology

300E Pre-Algebra

310E Basic Algebra

320E Basic Geometry

330E Basic Algebra 2

350E Computer Skills

400E Earth Science

420E Biology

(Resource Room)

SKIL Study Skills

109R English 9

110R English 10

111R English 11

112R English 12

200R World History

201R US History I

202R US History II

300R Pre-Algebra

310R Basic Algebra

320R Basic Geometry

330R Basic Algebra 2

(Self-contained)

8FE1 Fund of Reading 1

8FE2 Fund of Reading 2

800Z Career Exploration

809Z English 9

810Z English 10

811Z English 11

812Z English 12

820Z World History

821Z US History 1

822Z US History 2

830Z Pre Algebra

831Z Basic Algebra

832Z Basic Geometry

833Z Basic Algebra 2

840Z Earth Science

842Z Biology

843Z Environmental Sci

(Self-contained)

SKLS Study Skills

109S English 9

110S English 10

111S English 11

112S English 12

200S World History

201S US History 1

202S US History 2

310S Basic Algebra 1

320S Basic Geometry

330S Basic Algebra 2

400S Earth Science

450S Environmental Science

800S Career Exploration

9. PHYSICAL EDUCATION

PE09 Phys Ed 9

PE10 Phys Ed 10

PE11 Phys Ed 11

PE12 Phys Ed 12

PL11 Phys Ed 11 w/ lab

PL12 Phys Ed 12 w/ lab

PE99 Full year PE (5 credits)

PE25 2.5 credit PE for Health make-up + reg Health

STUZ Study

LUNZ Lunch

LUCA Lunch / Cul Arts Lab

Volunteer Service

Ludwig

SRL9...Gr 9 Service

SRL0...Gr 10 Service

SRL1...Gr 11 Service

SRL2...Gr 12 Service

Kelemen

SRK9...Gr 9 Service

SRK0...Gr 10 Service

SRK1...Gr 11 Service

SRK2...Gr 12 Service

Calderaro

SRC9...Gr 9 Service

SRC0...Gr 10 Service

SRC1...Gr 11 Service

SRC2...Gr 12 Service

Schwartz

SRS9...Gr 9 Service

SRS0...Gr 10 Service

SRS1...Gr 11 Service

SRS2...Gr 12 Service

Meier

SRM9...Gr 9 Service

SRM0...Gr 10 Service

SRM1...Gr 11 Service

SRM2...Gr 12 Service

We will use the following divisions:

- W Ludwig: Last names A through Dh
- M Kelemen: Last names Di through Ka
- S Calderaro: Last names Kb through Pa
- E Meier: Last names Pb through Ti
- L Schwartz: Last names Tj through Z

National Honor Society

The National Honor Society is an organization that recognizes high school juniors and seniors who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

The Cliffside Park High School's chapter of the National Honor Society uses these four areas to determine membership.

1. **Scholarship:** Grade point averages are calculated at the end of the school year and after mid-term grades. In order to be invited to apply for the National Honor Society a junior or senior must have earned a minimum weighted grade point average of 3.75 by the mid-term. A student with less than a 3.75 GPA is ineligible.
2. **Leadership:** The application that candidates receive will ask them to list the school organizations they have belonged to, any offices they may have held, how long they have been in those organizations, and to have the moderators of those organizations sign to confirm the list's accuracy. The list may also include out of school organization information and will require the signature of those moderators as well. The National Honor Society member must have been consistently active in several organizations.
3. **Service:** To graduate, all students are required to perform a minimum of 20 hours volunteer service per year of attendance at Cliffside Park High School. National Honor Society

candidate must exceed that requirement. For example, the student who has attended Cliffside Park High School for three years must have completed more than 60 hours when the application is submitted. A junior with 60 hours or less is ineligible; a senior with 80 hours or less is ineligible.

4. **Character:** Students will be required to submit three teacher recommendations that speak to the character of the applicant. The student will also write an essay that explains why the student feels that they are deserving of membership in the National Honor Society. It is expected that the student completes the entire application and that the teacher recommendations are positive regarding the students' entry into the National Honor Society.

The National Honor Society moderator and a committee of staff members will examine the student essay; look at the teacher recommendations, and the list of organizations. To gain entry into the National Honor Society, a majority of the committee members must concur that the student has met the above requirements. The building principal will be conferred with in the event of the committee members being unable to make a decision.

Course Descriptions

I. English Department

109H English 9 Honors

5 Credits

This course is designed for the college bound student. Students admitted to the English 9 Honors program must meet the following criteria: a minimum B average in all subjects, GEPA advanced proficient, and have demonstrated proficiency in a writing sample. One of the prime goals of the honors class is to foster creative and independent thinking. Students will also prepare for the HSPA and SAT, as well as develop their research skills.

109 English 9

5 Credits

This course has been designated for the college bound student who demonstrates competence and interest in language arts. The literature covered will be 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 Scholastic Achievement Test (SAT)

109C English 9 C**5 Credits**

This course has been designed for the student who may be interested in a variety of types of post high school education or entry into the business world. 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**

The English 10 Honors curriculum is designed to enable the student to utilize the basic elements of English through the vehicles of reading comprehension through literature, word analysis, process writing, oral communication, study skills, and the completion of a research paper. Students must be recommended for this class by their English teacher, and excel in language skills. American literature is the focus for this class, which emphasizes analytical reasoning in its approach. Discussion and analysis, reinforced with related writing assignments, are key components of the honors class.

110 English 10**5 Credits**

This course has been designed for the college bound student. The literature covered in this class will encompass American literary periods from the Native American Tradition to the Modern Era. In addition, students will develop their critical thinking skills, writing skills, oral communication skills, grammar, and vocabulary. The student will also be expected to compose a research paper.

110C English 10 C**5 Credits**

This course is designed for the student who might be planning to attend college or have other vocational plans. The literature covered in this class will encompass American literary periods from The Native American Tradition to the Modern Era. In addition, students will develop their comprehension skills, oral communication skills, grammar, and vocabulary. The student will also enhance his or her thoughts to develop logical sequence used in the writing process.

111H English 11 Honors**5 Credits**

This course is for the college bound student who has maintained an A average and who has been recommended for the course by his English teacher. The literature covered will be a survey of English writers that encompasses time periods from the Anglo Saxon era to modern day. The student will be 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 successful completion of 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.

111 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.

111C English 11 C

5 Credits

This course has been planned primarily for the non-college bound student who has maintained a C average and is in need for remedial skills in reading and writing. In addition to the continued study of grammar, vocabulary, and composition, the course will prepare the student will intense work in preparation for the mastery of the HSPA along with the study of both classic and modern British literary works. The student will also study life skills such as resume writing, job applications, and interview skills.

112P English 12 Advanced Placement

5 Credits

Advanced Placement English is a college-level class with college-level requirements. The students enrolled in this class have been recommended by their English teacher and have surpassed all qualifications of senior English. At the end of the Spring Semester the student will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Literature and Composition. The concentration of content in this course is 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 for this class. The course is representative of a type of introductory course commonly offered in American universities and colleges.

112A 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.

112C English 12 C

5 Credits

The student in this class may be planning to attend college or have other vocational goals as well. He/she will continue to develop writing skills and an effective vocabulary. In addition, the student will develop communication skills that will allow him/her to be successful in the future, whether it be school or in the work force.

100 F/S Writing Strategies

2.5 Credits

This half-year 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 Terra Nova and the HSPA.

101F/S Reading Strategies

2.5 Credits

Reading Strategies 10 is a one-half year course designed to provide sophomores with a comprehensive reading background. The areas taught in Reading Comprehension 10 cover basic to advanced skills. The course is designed to develop thinking strategies, critical reading skills, study skills and test-taking skills in reading. Students will be able to critically read, discuss, and analyze a passage, as well as provide a means of testing skills utilized in the passage. With these tools, students will increase scores on class work and formal assessments. Required elements include each student creating an HSPA booklet and Propaganda Pamphlet.

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 of today's world. 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 a ninth grade course 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 (e.g. religions) 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 a ninth grade course 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 (e.g. religions) throughout history and can show such cultural differences and resemblance are relevant to society today. This course is specially designed to assist in the transition of the English language learner student.

201Z U.S. History I

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 America. An understanding of America's past is essential to an appreciation of the institution, which forms 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

The U.S. I Pre-AP program is designed to provide the student with an accelerated U.S. History I class. It will provide the students 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 five-credit 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**

Americans students are members of a global community. Without an awareness and acceptance of differences in cultures and values and a concerned response to socially significant world issues, the benefits of their education are seriously 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 (High School Proficiency Assessment).

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.

305Z Survey of Academic Math

5 Credits

This course is designed for those students who have completed Algebra 1 and Geometry and have expressed a need for additional mathematical study. Survey of Academic Math is presented so that the student not only has an opportunity to strengthen basic skills and skill applications, but also to develop a process of logical thinking. This course includes methods of applying mathematics to obtain like skills in mathematics. Topics covered include applying mathematics to interest rates, games and sports, cooking, managing money, which includes a bank account, and remodeling a home. Students taking this course will be instructed in the many ways mathematics is a life skill.

300F/S Mathematics Strategies 9

2.5 Credits

This half-year 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.

301F/S Mathematics Strategies 10

2.5 Credits

The Math Strategies course is designed for the 10th and 11th year students who were identified at risk of failing the HSPA test. The principal objective of the course is to reiterate basic math concepts tested by HSPA. It covers wide range of topics, from properties of real numbers and math operations through trigonometry and vectors. Students are not only getting the factual knowledge of the subject matter but also gain and sharpen their test taking skills and strategies.

310F, 311F, 3E11, & 3E12 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/S Fundamentals of Mathematics 12

5 Credits

Fundamentals of Mathematics 12 are half-year courses designed for the twelfth grade student who failed or has not yet passed the required Math part of the HSPA. The course will focus of improving the mathematics problem solving skills of the student so that he/she will be able to successfully complete the Special Review Assessment (SRA) process. Students who have not passed the HSPA can be awarded a high school diploma by successfully completing the SRA.

340Z Introduction to College Math.

5 Credits

I.C.M. is designed for the student who would like to further his knowledge of mathematics beyond Algebra and Geometry and to prepare him for the first year of college math and basic science courses. The areas of coordinate geometry, trigonometry, exponents, logarithms, sequences and series will be explored. The student will have hands on experience on the computer terminals and on the graphing calculator.

345H Precalculus Honors

5 Credits

The Precalculus course is designed for the 11th year student who intends to take Advanced Placement Calculus in the senior year. The principal objective of the course is to develop a strong foundation in continuous and discrete function theory. This course will include

the study of polynomial, conic section, logarithmic, trigonometric and inverse functions and their graphs. Students will 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 is designed for the advanced placement student. Differential and Integral Calculus are developed, 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 and students will be required to take the appropriate AP Calculus Test.

351Z Computer Applications

5 Credits

Computer Applications is a course designed to provide the student with instruction in computer software concepts. This course will include the study of the TRUE BASIC programming language, the HTML programming language, and the VISUAL BASIC programming language. Computer Applications is designed to provide students with critical thinking and computer simulation activities that will help develop their ability to solve problems. Additional concepts and applications dealing with databases, spreadsheets, business presentation software and Web page design will be included in the course

IV. Science Department

400Z Earth Science

5 Credits

(No pre-requisite, incoming freshman)

This course attempts to provide students with an understanding and appreciation of the nature of their home planet. The course begins with the investigation of the universe where our planet is believed to have had its origin. It progresses to the structure, use and abuses of our planet by man.

401Z Introduction to Physical Science

5 Credits

(Pre-requisite: B or higher in 8th grade science or teacher recommendation.)

This is a course in introductory physical science for academic 9th graders as an alternative to earth science. The purpose of the course is to give students a beginning knowledge of principles of physical science. This is accomplished through classroom readings, lectures, class 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

(Pre-requisite: Top 10% of their class in math and science or teacher recommendation.)

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

(Pre-requisite: Class is for average or slightly above average 10th graders with one year of science)

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 17th Century.

Problems associated with biological evolution are dealt with as a plausible way to account for the changing variety of life on Earth. As the course progresses, 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

5 Credits

(Pre-requisite: 10th graders in the honors track with a B or higher in Biology Honors.)

This course is designed as an introduction to topics in both Chemistry and Physics. This course is taken during the student's sophomore year and is a prerequisite for Honors Chemistry in the junior year and Honor Physics in the senior year.

P.P.S. Chemistry

This part of the course serves as 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

This part of the course serves as an introduction to some 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 are expected to use basic ideas from Algebra and Geometry to solve problems, which originate in the laboratory.

430Z Chemistry

5 Credits

(Pre-requisite: Two years of science)

This course studies the 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. 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

5 Credits

(Pre-requisite: Biology Honors or I.P.S., P.P.S.)

This course is designed to meet the needs of serious college bound students who intend to major in science and/or engineering. The course is designed to allow the students to study those topics in Modern Chemistry in great depth, to encourage those who wish to take advanced placement, to make students aware of chemistry as tremendous body of knowledge which encompasses all disciplines and human endeavors. To introduce 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. This course is an excellent preparation for college chemistry.

435Z Project Physics

5 Credits

(Pre-requisite: At least two years of science)

This course is an introductory one-year physics program for high school students that present a core of coherent ideas in an integrated learning sequence. Project physics includes coherent ideas that deal with good physics and can be related to a clear story line. Besides "pure physics", the course shows how physics connects to other sciences, particularly astronomy. The structure of the course allows students and teachers to select and emphasize aspects, which interest them most. The mathematical content of the course is kept to a level which is necessary to 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**5 Credits**

Pre-requisite: B or higher in Biology Honors and Chemistry Honors.

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**5 Credits**

Pre-requisite: B or higher in biology or teachers recommendation.

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**5 Credits**

Pre-requisite: B or higher in Biology and Chemistry.

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 as 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**5 Credits**

(Pre-requisite: B or higher in honors track courses, Biology Honors, P.P.S., Chemistry Honors.)

This course is designed to provide students with an opportunity for further study in biology, and/also to gain college credit for the course. A heavy emphasis will be 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

5 Credits

Pre-requisite: At least two years of science.

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

The fundamentals of the language are presented via a communicative approach. Emphasis is 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. This course enables heritage speakers to express themselves with greater linguistic ease.

502Z Spanish II

5 Credits

More advanced structures will be 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

This course 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. Reading skills and cultural awareness are enhanced through readings of Hispanic literature. Critical analysis and logical thought are important components.

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 Spanish V

5 Credits

This course is the equivalent of a third year college introduction to Hispanic literature. Encompassing history and culture, the prescribed objectives and activities required by the College Entrance Examination Board are followed. Upon successful completion of the AP exam, students may qualify for college credits and/or complete college language requirements.

511Z French I

5 Credits

This course is designed to introduce students to the oral, aural, and written French language. Students will study basic vocabulary and structures to promote language acquisition and fluency. Cultural awareness is a vital component of the class.

512 Z French II**5 Credits**

This course offers a more in-depth study of the vocabulary and structures necessary for proficiency. Oral, aural, reading and writing are expanded. Culture is a focal point.

513Z French III**5 Credits**

In this class students will continue to refine language skills. Students will express original ideas in a logical sequence, initiate conversations, comprehend a variety of texts and conversations, and gain cultural knowledge of French speaking peoples.

514Z French IV**5 Credits**

While sharpening oral, aural, reading and writing skills, students will demonstrate a high degree of proficiency in the target language. Reading French literature familiarizes the students with French history and culture.

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.

523Z Italian III**5 Credits**

This course reviews, expands, and refines Italian language skills while enhancing cultural awareness. Students will achieve a comfortable level of proficiency and competency in the target language.

524Z Italian IV**5 Credits**

Students will demonstrate a high degree of fluency in the target language. Readings reflect outstanding cultural achievements by native authors. Cognitive skills are enhanced.

531Z Latin I**5 Credits**

An introductory course to the Latin language, emphasis is on basic vocabulary, fundamentals of grammar and syntax, and the ancient culture. Study of Latin reinforces and expands the students' knowledge of English.

532Z Latin II**5 Credits_____**

This course completes the study of Latin grammar. Additional emphasis is placed on vocabulary and culture. Short excerpts from classical literature are read. Critical analysis and thought are highlighted.

533Z Latin III**5 Credits**

The emphasis of Latin III is on reading. Selections from the Monarchy, the Republic, and the Empire will be covered. Grammar from Latin I and II will be reviewed. Vocabulary and critical analysis are stressed.

534Z Latin IV_____ 5 Credits_____

Latin students will continue an in-depth study of Vergil's Aeneid concentrating on versification, figures of speech and historical background in preparation for the Latin AP exam.

161Z Beginning ESL English**5 Credits**

This course is designed 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**

Designed for

students who lack fluency, vocabulary, and reading and writing skills for participation in mainstream English classes, is a natural continuation of the beginning ESL English course. It is appropriate for newly arrived students who have had several years of English in their own countries. Emphasis is on acquisition of more new vocabulary and reading and writing.

164Z Intermediate ESL Reading and Writing**5 Credits**

A continuation of Beginning ESL reading and Writing, most students enrolled in Intermediate ESL English will also be enrolled in this course. 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**

A natural continuation of Intermediate ESL English, 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 a natural continuation of Intermediate ESL reading and Writing and 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 designed for foreign students who have passed the advanced ESL course, but who lack the fluency, vocabulary, and reading and writing skills necessary for participation in a regular English class and/or a passing grade on the HSPA and/or the Maculaitis or IPT. While all communicative skills are important. HSPA skills are highlighted. Upon successful completion the student should be ready to enter a mainstream English class.

168Z Transitional ESL Reading and Writing**5 Credits**

A natural continuation of Advanced Reading and Writing, this course is designed for students who are not quite 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 of Cliffside Park High School fully understands the challenges imposed on it by an ethnically diverse, multicultural student body.

The department has attempted, to the best of its ability, 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 has attempted to keep up with new technologies, and at the same time continued to stress a strong work ethic and a tolerance and respect for all.

620Z Introduction to Keyboarding (Full year 9th grade)**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.

622N Keyboarding II (New Americans)**5 Credits**

This course is a continuation of Keyboarding I (New Americans) with an emphasis on developing speed, accuracy and building employable skills. Further knowledge of the computer will be introduced.

624Z E Finance

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.

628Z Accounting II

5 Credits

Accounting II is a continuation of Accounting I. Those who wish to increase their knowledge in the accounting area are strongly encouraged to take this course. Work includes use of accounting software using the laptop computer. Study of corporate operation is paramount plus an overview of the US Tax structure.

631Z 21st 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 power of the Internet. Students will learn to move quickly among applications, transfer text and graphics easily, and interact with the World Wide Web.

632Z 21st 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 21st 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.

636Z Marketing II

5 Credits

This course expands the principles of Marketing I using more real world examples and problems. The course focuses on Advertising, Hospitality, E-Commerce and Sports and Entertainment. Microsoft Office, a class website, virtual business, laptops, guest speakers, and field trips are integrated into the lessons.

640Z International Business/Economics

5 Credits

This course is designed to teach the basic laws and principles of economics-with a global spin. 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 Music Experience

5 Credits

Music Experience 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.

720Z Art

5 Credits

General Art is a full year course open to all 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.

724Z Advanced Art

5 Credits

Advanced Art is open to students who have successfully completed the general art class. Classroom activities focus on drawing, painting, and sculpting techniques. Students have an intensive exposure to the concepts of painting and drawing in a studio setting. This course is designed for the student who is interested in studying art at a visual arts college.

730Z Nutrition and Culinary Arts

5 Credits

This course is an essential part of every student's education. 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

5 Credits

This course is designed to provide opportunities for further studies and challenges in the nutrition and culinary field. It is offered to 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. Additional field trips are included. Self-expression and creativity are encouraged through more frequent kitchen lab activities.

734Z Advanced Nutrition/Culinary Arts II

5 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 acappella 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.

750Z Woodshop**5 Credits**

A yearly course designed for students who have an interest in the craft and art of woodworking. This program focuses on the fundamentals of woodworking, machine operation, properties of woods, and above all safety. This course will give students a background in the field of woodworking that is essential if he or she decides to take Advanced Woodworking.

751Z Advanced Woodworking**5 Credits**

As our society has entered the new millennium, we are deprived of true craftsmen; people who can take raw materials, tools, intelligence, creativity, knowledge, and create a masterpiece. Throughout this process the creator endures many adventures of learning. Whether you choose woodworking as a hobby or a career, the elements learned from woodworking can be applied to other fields and activities that take part in everyday life.

752Z Auto Mechanics I (Power Mechanics I)**5 Credits**

Students in grades 9-12 are given the opportunity to learn the use of tools to perform different automotive repairs. Problem solving, common sense, consumer awareness, and computer usage are practices used in the daily routine.

753Z Auto mechanics II (Power Mechanics II)**5 Credits**

Experience students of Auto mechanic II are grouped together to expand on solving automotive problems

757Z Intro to AutoCAD**5 Credits**

This introductory course is for students to learn Auto-Cad and technical drafting skills. Instruction includes Auto-Cad software and drafting tools to design specific layouts. 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.

758Z Auto Cad**5 Credits**

This second year course is for students who plan to study Engineering or desire a technical background in advanced 3D design. Powerful software such as Mechanical Desktop/Inventor will be used to create the presentations. Areas of focus include: detail drawings, assembly drawings and technical illustrations. Fasteners, nuts, bolts, screws and threads will be included in each design.

760Z Digital Photography

5 Credits

Students will learn digital photography while working at their own individual skill level. Using a digital camera they will explore lighting, color, texture, composition, and other subject matter to achieve a solid grounding in both technical and creative photographic processes.

765Z Industrial Design and Construction

5 Credits

This course is for students to learn the inner workings of machinery, big and small.

765Z Industrial Design & Construction

5 Credits

This introductory course is for students to learn the inner workings of machinery, big and small.

VIII. Health and Physical Education Department

In accordance with the New Jersey Administration Code, all students of Cliffside 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.

HE12 (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.

HE11 (Junior Health): This course teaches the importance of Safety and First Aid Care. Students are given the opportunity to receive CPR Certification and Training.

HE10 (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.

HE09 (Freshmen Health): Freshmen are taught basic health concepts. Topics such as Alcohol, Tobacco, Drugs, Nutrition, Peer Pressure, Stress, and other issues are covered.