

June 2017

Dear Parents and Students:

Welcome to Glen Rock High School. I hope you have a wonderful school year. This past year, Glen Rock High School was once again recognized as one of the most challenging schools in the nation and one of the top high schools in the state. We continue to expand our academic offerings, as well as our wide range of athletic programs and co-curricular clubs and activities. We continue to match students' interests with meaningful enrichment opportunities.

This Agenda Book was designed to help our students and parents develop an understanding of the daily routine of our school. **Please review this Agenda together. Each year our Agenda Book is updated to meet the changing needs of our community.**

Additionally, this Agenda Book is used to assist students and staff as they move about our building. Students will be instructed to keep their identification cards in the plastic pouch in the back of the book or on a lanyard for easy identification. Our I.D. cards will once again include a bar code which can be used in our cafeteria for our *Point of Sale* system. We encourage use of this system to expedite time on-line in the café and to use the hallway pass system found there as well.

If you have any questions about the school program, activities, rules or procedures, please call us at the high school. It is our expectation that our students will work hard, share their talents with others, participate in co-curricular and/or athletic activities, respect their school, teachers and support staff and of course their parents.

John Arlotta
Principal

**GLEN ROCK DISTRICT
ADMINISTRATIVE STAFF**

Mr. Bruce Watson	Interim Superintendent
Mr. Michael Rinderknecht	Bus. Adm. /Board Sec.
Dr. Kathleen Regan	Director of Curriculum
Mr. Lawrence Wolff	Dir. of Guidance
Dr. Linda Edwards	Dir. of Special Services.

GLEN ROCK HIGH SCHOOL

Mr. John Arlotta	Principal
Ms. Tina Bacolas	Assistant Principal
Mr. Frank Violante	Dir. of Athletics/Health &PE

PHILOSOPHY

Glen Rock High School is comprised of multiple disciplines. The school at large recognizes the need for a broad spectrum of pedagogical approaches in order to meet the academic needs of our diverse student body. The general philosophy of our school has set in place an organization dedicated to the processes of our children's growth. All functions of our school are designed to develop the full potential of each individual...by providing for her/his educational needs as determined by the family, the community and the school all working together. The school's responsibility, while primarily concerned with the intellectual development of our children, **fosters the growth of our children in the areas of** social, moral, physical and emotional independence.

AFFIRMATIVE ACTION

It is the policy of the Glen Rock School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status in its educational programs or activities and employment policies as is required by Title IX of the Educational Amendments of 1972. To report violations of Title IX, please contact our Affirmative Action Officer, at 445-7700, extension 8956.

SEXUAL HARASSMENT

Glen Rock Board of Education Policy 5020.1 states, "The Glen Rock Board of Education is committed to providing a learning and working environment where both sexes can learn and work together comfortably and productively, free from sexual harassment. Sexual harassment is illegal under both federal and state law, and will not be tolerated here." Cases of harassment should be reported to our Affirmative Action Officer, at 445-7700, extension 8956.

ATTENTION PARENTS & STUDENTS

In accordance with New Jersey Administrative Code Title 6:3-2.2(6), and the Glen Rock School system must furnish, upon request, a list of students' names and addresses to educational, occupational and military recruiters. Please note that the school must furnish the military recruiters access to student directory information, unless the parent opts out or requests prior consent.

If you DO NOT wish to have your child's name and address included on the educational and/or occupational lists, or if you wish to opt out or request prior consent when a military recruiter or an institute of higher education requests information, please complete the form included in the appendix of the school calendar and return it by December 1st to the Guidance Department.

INTERNET

Release of Information

The web site, established by the Board of Education, shall not disclose on that web site any personally identifiable information about a student without receiving prior written consent from the student's parent or guardian on a form developed by the Department of Education. The written consent form shall contain a statement concerning the potential dangers of the Internet.

As promulgated in NJ Bill A592, "personally identifiable information" means student names, student photos, student addresses, student e-mail addresses, student phone numbers, as well as locations and times of class trips. There is a release form for these purposes.

INTERNET ACCESS

Internet access is available to all students. The terms and conditions for use are set forth in Board Policy 3517.4. Be mindful that the privilege of use is extended for educational purposes only. Students who fail to comply with Board Policy will lose Internet privileges. Also, they may be subject to disciplinary action as well as civil/criminal penalties.

Within the first week of school, new students' parents will receive a copy of the Agreement for Use of the District's Telecommunications (Internet) System. (Internet permission forms are issued upon entrance into the Glen Rock school system.) This must be signed by parent/guardian as well as the student. If it is not signed **and returned**, it is presumed that parental permission for Internet use is not granted and student will be denied access to the Internet.

DUE PROCESS

Students or the parents/guardians who wish to appeal a decision by local school officials may bring their appeal to the Superintendent of Schools. If dissatisfied with the Superintendent’s decision, students or their parents/guardians may appeal to the Board of Education. A Board of Education complaint form for this purpose is available in the high school office.

2017-2018 BELL SCHEDULE				
DAY	1	2	3	4
7:50 AM – 8:48 AM	1	2	3	4
8:52 AM – 9:50 AM	2	3	4	1
9:54 AM – 10:52 AM	3	4	1	2
LUNCH 5A 10:52AM – 11:22 AM				
LUNCH 5B 11:22AM – 11:52 AM				
11:52AM – 12:50 PM	6	7	8	9
12:54 PM – 1:52 PM	7	8	9	6
1:56 PM – 2:54 PM	8	9	6	7

Early Dismissal (NO LUNCH/LABS):	Delayed Opening (NO LABS):
Block 1 7:50 AM – 8:36 AM	Block 1 10:00 AM -10:39AM
Block 2 8:40 AM – 9:22 AM	Block 2 10:43 AM – 11:22 AM
Block 3 9:26 AM – 10:08 AM	Block 3 11:26 AM – 12:05 PM
Block 4 10:12 AM – 10:54 AM	LUNCH 12:09 PM – 12:45 PM
Block 5 10:58 AM – 11:40 AM	Block 4 12:49 PM – 1:28 PM
Block 6 11:44 AM – 12:26 PM	Block 5 1:32 PM – 2:11 PM
	Block 6 2:15 PM – 2:54 PM

(Blocks specific to pre-determined day in Rotation)

SCHOOL CLOSING

If the superintendent determines that conditions warrant schools being closed for the entire day, sirens will sound at 8:00 and 9:00 a.m. Radio stations WCBS 880 AM and WINS 1010 AM will broadcast delayed opening or closing information between 6:00 and 8:00 a.m. Also, please check the web site on <http://www.cancellations.com> at 5:30 a.m. Our reverse 911 system may also be employed.

DAILY ATTENDANCE

The Glen Rock High School staff is committed to students attending school for 180 days and being present in every class. Our work is accomplished only when we all share the commitment to 100% attendance. Knowing that parents share our concerns about attendance, we advise parents by telephone or letter if their children’s attendance record falls short of our expectations.

Daily attendance in all classes is vital for the successful completion of the course requirements of Glen Rock High School. The exchange of ideas which takes place in the classroom is crucial in the development of a student’s understanding of each course and cannot be adequately “made up” through alternative assignments. Please adhere to our Attendance Policy (5113). Please be sure that you note that any student who is absent **16 or more times, regardless of reason**, for a full year course, may be denied credit. Tardiness to school can also contribute to credit denial

ABSENCE

A student is absent when he/she is recorded absent from assigned classes. Parents must call the Attendance Office **by 9:00 am** in the morning to report the reasons for, and the expected duration of, the student’s absence. *The parent’s call to the school regarding their child’s absence does not excuse the absence with regards to the attendance policy; the phone call is to inform the school of the student’s whereabouts.* If no call is received from the parent, the

school will attempt to call the parent. *Please call the school at 445-7700, press 1, and then leave a message.* In the appendix of the Student Calendar/Handbook and in the agenda there is a form which student and parent should use to record each absence. **The family record will be verified in the Attendance Office if an attendance appeal is planned. The attendance office and the administration will not provide calendar of school absences to the parents or students.**

DAILY ABSENCES

Absences are classified in one of the following categories:

Approved Absence [Do not count toward total absences - labeled as Excused in the *Genesis Parent Portal*]:

- Religious observance as per NJ State Religious Holiday Calendar
- College visits, up to three per year (juniors and seniors). A note from each college's admissions office must be submitted to the attendance office within five (5) days of the visit. Notes received after the five (5) day period will not be accepted.
- Driver's test. Students need to present the MVC paperwork or new license upon returning to school.
- Family funeral
- Attendance at a school-sponsored event: field trip, NJSIAA activity, alternative educational program, scheduled guidance appointment, etc.

Counted Absence [Count toward total absences - labeled as Absent in the *Genesis Parent Portal*]:

Examples include but are not limited to the following:

- Dismissal via school nurse
- Family obligation
- Family vacation
- Employment
- Any absence due to a "cut" (forfeits right to an appeal)
- Any absence due to an illness or medical condition with a doctor's note
- Medical appointments

Note: Notes from a doctor need to include a specific diagnosis and are to be given to the school nurse AND attendance office within five (5) days of the absence. Notes do not waive absences and are required to verify the student's location so that they are not considered truant.

ABSENCE NOTES

An absence note written by a **parent/guardian only** should be presented to the Attendance Office before 7:45 a.m. on the day the student returns to school.

The absence note should contain:

- a. Name of student
- b. Date or dates of absence
- c. Reasons for absence containing substantive data pertinent to the absence.
- d. Additionally any time a student is signed out of school during the school day a note must be submitted upon return (i.e., a student attending a dental appointment must sign back into school and present a note from the dentist.)
- e. Notes do not excuse an absence. They are intended to inform the school of the student's whereabouts.

MEDICAL ABSENCE NOTES

Medical notes are due to the attendance office within 5 days of the occurrence of the absence.

ADDITIONAL ATTENDANCE INFORMATION

1. A student who arrives later than 20 minutes to class or school will be considered absent from that specific class. Students arriving late to class must remain in the class.
2. Students who leave school without parental and school authorization or cut class will be denied an attendance appeal.

ATTENDANCE REVIEW PROCEDURE

According to our Attendance Regulation, all absences are recorded in the student's attendance record. A student whose absences meet 16 days of the scheduled classes for each course may be denied credit for the course. Loss of credit will occur in all cases when a student has attained the following absences unless he or she successfully appeals the loss of credit:

- 4 absences in a one marking period course, i.e., health

- 12 absences in a three marking period course, i.e., physical education
- 8 absences in a one semester course
- 16 absences in a full year course
- Students who enter school later in the school year will have their attendance policy prorated by the assistant principal.

If a student has met or exceeded these limits, the student can complete an attendance appeal form within fourteen (14) days of notification. If a student has cut classes, the Attendance Review Committee will automatically deny the appeal. The attendance office and the administration will not provide a calendar of school absences to the parents or students. (Please use *Genesis* for these purposes.)

CUTS

A cut is defined as:

1. Being present in the school building but failing to report for instruction, without the specific approval of certificated personnel, in the period and classroom assigned.
2. When a student leaves the building during the instructional day, without specific approval. Students leaving the building without permission are considered truant.
3. Being out of class for twenty minutes or more without the proper permission.
4. Arriving twenty or minutes late to class.
5. Failure to report for instruction in the assigned period and classroom as a result of being tardy to school without a proper excuse is an unexcused absence and may be considered a cut.
6. Classes missed because a student is truant are classified as cuts.
7. SENIOR CUT DAY IS NOT APPROVED/CONDONED by the high school administration.

TRUANCY

Truancy occurs when a parent, guardian, or other person having charge of the student is unable to cause him/her to attend school and when a student is incorrigible or vagrant (see N.J. 18A:38-27). Truancy may result in out of school or in school suspension as well as judicial action. Underclass students who leave the school during lunch period without permission from the school or at any time without permission from the school are considered truant. **Students who accumulate 4 cuts in a given period will receive a loss of credit for the period affected.**

EARLY DISMISSAL

Appointments for students should be made outside of school hours.
Early dismissal should be requested only when no other reasonable alternative is available.

EARLY DISMISSAL POLICY FOR UNDERCLASSMEN (GRADES 9-11)

Procedure for Parents:

The security greeter will call the attendance office when a HS parent requests to sign out their child during the school day. The attendance office will call for the student at the **end of the period only.**

Parents will need to sign the Student Sign-Out Book and **wait in the lobby** for the student.

Underclass students **will not be released without a parent/guardian or emergency contact present.** Any student who leaves campus without the appropriate person present will be considered in violation of the GRHS code of conduct.

Procedure for Students:

Students will report to the HS attendance office in the morning with a parental note to be stamped. This note will serve as the pass to leave the class when the student is called upon. Students must report to the attendance office to sign-out prior to being sent to the Hamilton Lobby.

EARLY DISMISSAL FOR SENIORS (GRADE 12)

Procedure for Parents:

Parents/guardians of seniors are required to call or send a note with their child to the attendance office **prior** to the student leaving campus. The student will then be granted permission to leave by the Assistant Principal or authorized designee. Any student who leaves campus without the appropriate authorization will be considered in violation of the GRHS code of conduct. Parent notification received after a student has left campus will not excuse the student from disciplinary action.

Any parent/guardian that enters the building in order to sign their child out of school must remain in the Hamilton Lobby.

Procedure for Students:

Students will report to the HS attendance office in the morning with a parental note to be stamped and to receive permission to leave from the Assistant Principal or appropriate designee. This note will serve as the pass to leave the class at the appropriate time. Students must report to the attendance office to sign out.

STUDENTS WHO BECOME ILL DURING THE SCHOOL DAY

Students who become ill during the school day must report to the Nurse's Office. If the nurse decides a student is too ill to remain in school, she will telephone the student's parents/guardians and ask them to pick up the student. Underclass (grades 9-11) students will not be release unless a parent, guardian, or emergency contact can pick them up. Dismissal from the nurse's office does not excuse an absence. *Students must NOT make this decision independently. Leaving school without permission constitutes truancy.*

LATENESS

Lateness to school or class shall be treated within the guidelines of the regular disciplinary code of the school. The Assistant Principal may place the student under whatever appropriate restrictions necessary to improve the student's sense of responsibility. **A student who arrives later than 20 minutes to class or school will be considered absent from that specific class. Students arriving late to class must remain in the class. Students who leave or cut class will be denied an attendance appeal.** Please see the expectations for student behavior and consequences for inappropriate behavior section to review the consequences for lateness.

Students arriving *after 7:50am must report immediately to the Hamilton Lobby.* The tardy student will receive a Kiosk Pass, which must be shown to the faculty on demand. All students arriving late are subject to the school's progressive disciplinary policy (see below). Students are discouraged from missing school for medical appointments. When no other option is available, students must bring in a doctor's note verifying the appointment. Such notes will be used to excuse a late for disciplinary purposes only and do not excuse an absence. **A student who is late to school and does not sign in properly will be subject to the school's progressive discipline policy for insubordination.**

TARDY PROCEDURES

Number of Lates	Procedure(s)
5	<ul style="list-style-type: none"> • 1 AM detention
10	<ul style="list-style-type: none"> • Parent Contact • 2 AM detentions • Conference with Guidance Counselor to review corrective action plan • Possible IR+S Referral
15	<ul style="list-style-type: none"> • Parent contact • Five (5) AM Detentions • Possible loss of Sr. Privileges (2 weeks) • Possible In-School Suspension to make-up lost seat time
20	<ul style="list-style-type: none"> • Possible parent conference with AP, guidance counselor, and student in order to assist the student in developing strategies for change • 10 AM Detentions • Possible In-school suspension (1 day) • Seniors: 10 AM detentions and possible loss of Option privileges
25	<ul style="list-style-type: none"> • Parent contact • In-school suspension (1 day) to make-up for lost seat time [Loss of Club/Activities on ISS days] • Possible suspension of school trips • Possible loss of Sr. Privileges
30	<ul style="list-style-type: none"> • Parent Contact • Out-of school suspension (1 day) • Possible Loss of Club/Sports for additional time • Potential for indefinite loss of Sr. Privileges

35	<ul style="list-style-type: none"> • Possible Parent Conference • Out-of School Suspension (2 days) • In addition to further assisting the student in developing strategies for change, possible suspension of all trips/extracurricular activities pending administrative review to be discussed at a parent conference
36+	<ul style="list-style-type: none"> • Students with 36 or more tardies will be subject to appropriate progressive disciplinary consequences. Seniors may lose the ability to participate in senior activities including but not limited to: senior Prom, senior trip, and graduation exercises.

GENERAL DETENTION

General detention will be held daily in the morning and after school. Students must report promptly. A student who is not on time for detention will be refused admittance and will be considered late for detention. The student will be assigned an additional detention date as determined by the Assistant Principal. Students who miss or skip a detention will be assigned a make-up date and an additional detention. Continually failing or refusing to attend detention will result in progressive disciplinary consequences. Detentions for tardies are held exclusively in the AM with code of conduct violations reserved for the PM session. **Students must be aware that detentions take precedence over athletic and extra-curricular activities and if assigned they must attend detentions on said day.**

DRIVING TO SCHOOL

Students are discouraged from driving to school because of the possible danger to younger students and the lack of adequate parking facilities on school grounds. ***STUDENTS ARE NOT PERMITTED TO PARK IN THE SCHOOL PARKING LOTS DURING THE SCHOOL DAY (7:00 am to 3:30 pm).*** All spaces are reserved for school personnel, delivery services and official visitors. ***STUDENTS' CARS THAT ARE ILLEGALLY PARKED WILL BE TICKETED AND/OR TOWED AWAY. Students will also receive disciplinary action from the administration.***

SENIOR PRIVILEGES

Seniors are offered the privilege of leaving school grounds during their lunch period or when Option is during the following blocks: 1st block, block before lunch, block after lunch, or last block of the day. At no other time may a senior leave campus with parental/guardian notification and permission from the Assistant Principal or the appropriate designee. ***Under no circumstances are underclassmen permitted to leave the school grounds during the school day with the presence of a parent/guardian.*** Underclass students leaving the building will be considered truant.

During option time, seniors are expected to report to the option time teacher. The teacher will take attendance, then seniors may sign out to the media center, the courtyard or to an appropriate area of the building. Before leaving, seniors must inform the option time teacher of their destination. **Seniors must remain at the destination to which they sign out for the duration of option time, then return at the end of the period to sign into the option time site. Students who do not abide by these rules will lose option time privileges.** A student who is going to another teacher for extra help must present the option teacher a note from the teacher providing the help before leaving option.

Seniors, who have option the first period of the day and have parental permission to arrive at the end of this period, may not arrive late to the following period in the rotation. Students who are frequently late will be subject to disciplinary action and possibly lose this privilege. Seniors who have option the last period of the day and have parental permission to leave may do so. Seniors must sign out in the attendance office before leaving. Seniors with Option time before or after lunch may also leave with parent permission. Seniors with Option following lunch, and have parental permission to return at the end of this period, may not arrive late to the following period in the rotation. Any violation of option privileges will result in progressive disciplinary consequences. **ONLY SENIORS IN GOOD STANDING WILL BE AFFORDED SENIOR PRIVILEGES!!!**

IN-SCHOOL SUSPENSION

In-School Suspension will be held in the high school section of the media center. A teacher will be assigned to sit with the student(s) during each period. The student's class work shall be provided by their classroom teachers. The school expects all assigned work completed by the student during the suspension period. Students will be permitted to purchase lunch in the cafeteria.

ORDER OUT FOR LUNCH

The Board of Education has a food service provider, offering a healthy and full menu will. Students are not permitted to order lunches from outside vendors for delivery to the high school.

CLASSES

All students must report to class prepared to engage in the work of the day. To do this, students **MUST REPORT ON TIME** to each class and must arrive with the necessary materials required by the teacher. If a student arrives tardy to class, the student should obtain a Late Pass from the person who detained him/her. (See Lateness.)

HOMEWORK

Homework is an integral part of the curriculum. It is, therefore, understood that homework will be assigned regularly in most subject areas. It is every student's responsibility to complete the required assignments according to the teacher's directions. Assignments and updates may be found on individual teacher's websites.

SUMMER READING

The staff and administration of Glen Rock High School believe that reading is fundamental to effective learning. The Summer Reading Program is designed to encourage leisure reading, to supplement the curriculum, and to expand students' reading, writing, and vocabulary skills. Since many students participate in Honors and/or AP programs, their individual assignments are more extensive in order to meet the special requirements of the curriculum. All summer reading lists are posted on our school website. Reading lists are available to local book stores. Books on the Summer Reading List may also be available in the Glen Rock Public Library and in the Media Center.

HOMEWORK REQUESTS

Parents may request that homework be sent home if:

1. A student has been absent for at least two consecutive days.
2. A long-term absence is expected, for example, chicken pox.
3. To request homework, a parent should contact the Guidance Office and give the student's name, grade level, and anticipated dates of the absence. A Homework Request Form will be sent to the student's teachers. Expect a minimum of 24 hours turnaround time for the homework assignments to reach the Guidance Office

PROCEDURES FOR OBTAINING HOME INSTRUCTION

ELIGIBILITY – A student confined to home or hospital for physical and/or psychiatric reasons for a period of not less than two weeks is eligible for Home Instruction. To initiate Home Instruction, please call **your child's** guidance counselor.

PROCEDURE – Applications for Home Instruction must be accompanied by a physician's note, or by a Child Study Team recommendation.

1. The identified Home Instruction Teacher reports to the school to obtain material and assignments for instruction. Students are entitled to a minimum of five hours of instruction per week, in no less than three daily visits per week.
2. The Home Instruction Teacher is responsible for remaining in touch with the regular teacher(s) for assignments and continuity.
3. Home Instruction Teacher will only go to homes in which a responsible adult is present during the period of instruction.
4. Students confined to Valley Hospital may receive instruction from our Home Instructional Staff.
5. Should a student be confined to another out of town hospital, our Central Office can arrange for the school system in that town to provide instruction. Please call the Central Office at 445-7700, ext. 8950.

It is the parent's responsibility to pick up the homework assignments and any necessary textbooks. The student's guidance counselor will leave assignments in the Main Office.

PRIVATE TUTORING

Please see Policy4138.2 for the parameters for private tutoring.

INQUIRIES

We encourage parents to follow the chain of command when seeking information, starting with the child's teacher and then progressing to the counselor and administration, if need be.

LOST AND FOUND

The area outside the cafeteria is designated for lost and found articles. Anyone who finds a lost or misplaced article should bring it to this area as soon as possible. If lost and found articles are not claimed within a reasonable amount of time, they will be discarded.

NOTE: The school will not be held responsible for stolen articles.

VISITORS

Although we discourage student visitors, we recognize that there are occasions when out of town guests may wish to attend school with our students. On these occasions we issue a Visitor's Pass if the parent/guardian has written a request **prior to the visit**. All requests should be made to the Assistant Principal. The school will only permit visitors when this procedure is followed.

WORKING PAPERS

Students may obtain working papers in the Principal's Office during the school day during lunch periods and option time. To do so, students must have promise of employment. Working papers are not available after 4:00 pm during the school year and after 3:30 pm during summer vacation.

DEFINITION OF DRUGS

For the purpose of this policy, "drugs" shall mean the following:

- All dangerous controlled substances as designated and prohibited in N.J.S.A. 24:21-2. (This includes anabolic steroids.)
- Any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or the nervous system including but not limited to a glue containing a solvent having the property of releasing toxic vapors or fumes, and defined in N.J.S.A. 2A:170-25.9.
- All alcoholic beverages.
- Related paraphernalia for the ingestion of any of the above.

DRUG FREE SCHOOL ZONES

The Board of Education recognizes that in our society misuse of drugs is a frequently occurring situation and a serious social and health problem with implications for the entire school community. Drugs and alcohol interfere with the educational process, and so it is the philosophy and policy of the Board to prevent and control the use/abuse of drugs on the campus and at all times when students are under the jurisdiction of the school.

The Glen Rock Board of Education recognizes its responsibility to ensure the continuing cooperation between school staff and the law enforcement authorities in all matters relating to the use, possession and

distribution of dangerous controlled substances and drug paraphernalia on school property. The Board therefore, has established a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth policies and procedures after consultation with the County Prosecutor and approval by the County Superintendent of Schools. The Memorandum of Agreement shall be consistent with the School Zone Enforcement Code (N.J.A.C. 6:3-6:1-6:6), Statewide Action Plan for Narcotics Enforcement and the Attorney General's Executive Directive 1988/1.

From time to time, the Bergen County K-9 unit may be called to search the school for drugs, weapons, etc.

LAW ENFORCEMENT LIAISON

In order to insure that cooperation continues, the Board directs the Superintendent to designate school liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s).

POLICE PRESENCE AT EXTRACURRICULAR ACTIVITIES

The Superintendent/designee is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of officer(s) in the event of an emergency or when the Superintendent believes that uniformed police presence is necessary to deter illegal alcohol or drug use or trafficking, to maintain order, crowd or traffic control at a school function.

RESOLVING DISPUTES CONCERNING LAW ENFORCEMENT ACTIVITIES

The Board authorizes the Superintendent to contact the Chief Executive Officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If, for any reason, the dispute or objection is not satisfactorily resolved with the chief executive officer of the agency, the Superintendent shall work in conjunction with the County Prosecutor and, where appropriate, the Division of Criminal Justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the Board and shall be resolved by the Attorney General whose decision will be binding.

**STUDENT SEARCHES AND SECURING PHYSICAL
EVIDENCE**

The principal or his/her designee may conduct a search of a student's personal belongings and lockers if the search is necessary to maintain discipline and order in the school, and if the school official has a reasonable suspicion that the student is concealing contraband, i.e. illegal substances, weapons. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Court in New Jersey v. T.L.O., U.S. 325 (1985), as set forth in Appendix C of the Attorney General's Statewide Action Plan for Narcotic Enforcement.

**SUMMONING LAW ENFORCEMENT AUTHORITIES ONTO
SCHOOL PROPERTY FOR THE PURPOSE OF CONDUCTING
INVESTIGATIONS, SEARCHES, SEIZURES AND ARRESTS**

Any school employee, who has reason to believe a student(s) or a staff member(s) is (are) using or distributing dangerous, controlled substances or drug paraphernalia on school premises, shall bring forth that information to the school principal/designee who, in turn, shall report the same to the superintendent. The superintendent shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the superintendent will cooperate with the law enforcement authorities in accordance with the law and Administrative Code.

UNDERCOVER OPERATIONS

The Board hereby recognizes that the Superintendent may request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or trafficking are occurring in the school, and that a less intrusive means of law enforcement intervention would be ineffective.

**CONFIDENTIALITY OF PUPIL
INVOLVEMENT IN INTERVENTION AND TREATMENT
PROGRAMS**

Nothing in school policy shall be construed in any way to authorize or require the transmittal of any information or records which are in the possession of a substance abuse counseling or treatment program including, but not limited to, the school district's own substance abuse programs. All information concerning a pupil's or staff

member's involvement in a school intervention or treatment program shall be kept strictly confidential.

NOTE: A complete copy and explanation of the Policy and Procedures are available to all staff, pupils, parents, or guardians on an annual basis.

THE GLEN ROCK PHILOSOPHY OF STUDENT BEHAVIOR AND DISCIPLINE

Behavior that is disruptive or inappropriate to the well-being of an individual or group in a school requires disciplinary measures to help foster the development of self-discipline on the part of the student. We, the members of the Glen Rock School community, students, parents, and educators believe that every child must be given full opportunity consistent with the safety and well being of other students and faculty, to acquire a positive personal code of behavior through instruction, example, and experience. We believe that discipline should be developmentally appropriate. It should be a continuous process through all grades K – 12. It should be fair and respect the self-esteem of children.

Behavior that is disruptive or inappropriate may result in disciplinary action. Disciplinary procedures describe the consequences of such behavior. Expectations for student behavior and disciplinary procedures emanate from a district-wide philosophy.

The Board of Education authorizes the Superintendent of Schools to develop policies, rules, and regulations consistent with N.J.S.A. 18A:37-2 and Board Policy 5113 governing discipline in the Glen Rock Public Schools. Such policies, rules, and regulations have been developed in connection with the professional staff, students, and community members. Copies of such policies, rules, and regulations are made public in this handbook and in the school calendar.

EXPECTATIONS FOR STUDENT BEHAVIOR AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

All students have a right to an education guaranteed by law. The student behavior expectations listed below interpret Board of Education policy and philosophy established to ensure the orderly operation of the Glen Rock schools.

- 1. All students are expected to be in school on time for first block**
CONSEQUENCES: Loss of valuable instructional time may have negative academic implications. *Chronic tardiness may result in*

loss of credit. Progressive discipline as stated on pages ten through twelve.

2. All students are expected to be on time to each class.

CONSEQUENCES:

- 1st offense - warning (classroom teacher)
- 2nd offense – 15 minute detention with classroom teacher
- 3rd offense – 30 minute detention with classroom teacher
- 4th offense and beyond – referral to Assistant Principal, detentions, parents notified, possible loss of credit.

A student who arrives later than 20 minutes to class or school will be considered absent from that specific class, this may result in a cut and subsequent consequences. Students arriving late to class must remain in the class. Students who leave or cut class will be denied an attendance appeal.

A student who is continually late to school or class will receive an additional consequence. The consequence shall consist of every 4th late shall be considered 1 unexcused absence.

3. Students are expected to attend all classes assigned.

CONSEQUENCES: Referral to Assistant Principal.

- 1st offense – 2 detentions
- 2nd offense – 3 detentions
- 3rd offense – 1 day ISS
- 4th offense – 1 day OSS

If a student has cut class, the Attendance Review Committee will deny the student's Attendance Appeal.

Leaving school early without permission will result in an ISS.

4. Students are expected to demonstrate respect for staff and other students. This includes use of appropriate language at all times

CONSEQUENCES:

- 1st offense – parents notified by classroom teacher, detention (2)
- 2nd offense –parents notified, referral to Assistant Principal –

1 day in-school suspension.

5. Students are expected to respect all personal and school property.

CONSEQUENCES: Parents notified, referral to Assistant Principal, in or out of school suspension, possible referral to outside agencies, restitution for cost of damages per N.J.S.A. 18A: 37-3.

6. Students are expected not to fight.

CONSEQUENCES: Parents notified, referral to Assistant Principal, out of school suspension for **all participants**, possible referral to outside agencies. (Fighting will consist of any violent act towards another student as defined by the administration.)

7. All students are expected to attend school free of alcohol or illegal drugs. Students are expected not to be in possession of and/or not to sell or distribute alcohol or illegal drugs.

CONSEQUENCES: Referral to Assistant Principal, parents notified, suspension from school 1 – 5 days or longer, referral to outside authorities (police) and invocation of consequences described by Board Policy 5116.

8. Students are expected to refrain from the following activities:

- A. Use of profanity or other offensive language
- B. Gambling including card playing, cards will be confiscated
- C. Causing school disruption
- D. Harassment
- E. Hazing

CONSEQUENCES: Referral to Assistant Principal, detention, possible in-school suspension.

- F. Cheating, academic dishonesty, print or Internet plagiarism. If a student's work is found to contain plagiarism the following will occur:

CONSEQUENCES: Papers/tests will be confiscated; grades of ZERO will be assigned. 2 detentions will be assigned.

- H. Excessive or inappropriate displays of affection.

CONSEQUENCES: Parents notified, referral to Assistant Principal, detention, in or out-of-school suspension or other such consequences as judged appropriate by the Assistant Principal.

- I. Bringing skateboards or other non-academic related items, such as toys, water pistols or music playing devices, such as I-Pods. Use of such items in any area of the school is prohibited. (N.J.S.A. 2C:33-19)

- J. If a cell phone is being used without permission, teachers will ask students for the item. If the student refuses, the student will be seen as insubordinate.

CONSEQUENCES: Confiscation, penalties according to the law.

1st offense – confiscation to Assistant Principal, device returned to student at the end of the day.

2nd offense – confiscation to Assistant Principal, returned to the parent, 1 detention

3rd offense – confiscation to assistant principal returned to the parent, 2 detentions, progressive discipline will apply thereafter.

K. Carrying weapons or dangerous implements (N.J.S.A2C:39)

CONSEQUENCES: Referral to Assistant Principal, parents notified, referral to police, immediate removal from regular education program, possible expulsion, consequences per Board Policy 5131.7.

CONSEQUENCES: Confiscation, penalties according to the law.

9. Students are not to bully, harass or intimidate.

CONSEQUENCES:

1st offence – 2 detentions

2nd offence – In-school suspension

3rd offence – Out of school detention

10. Students are expected to dress appropriately and within reasonable taste so as not to cause disruption. A dress code guideline is listed in this Agenda. Board regulation 5132 prohibits dress or grooming which:

A. Presents health/safety hazards to the pupil or to others in the school.

B. Interferes with schoolwork, creates disorder/distraction, and disrupts the educational program.

C. Restricts movement/blocks vision, presents a health hazard.

CONSEQUENCES: Warning, parents notified, student sent home, or other such consequences as judged appropriate by the Assistant Principal. Continued offense will require parent meeting.

NOTE: Footwear is required at all times. A dress code guideline is listed in this agenda.

11. Compliance with Internet Policy 3517.4. Computers are to be used for educational purposes ONLY.

CONSEQUENCES: Loss of computer privileges and disciplinary action as deemed necessary by the administration.

12. Students are expected to act appropriately in the cafeteria, to clean up their table and surrounding area after eating and drinking and to refrain from:

A. Throwing food/drink

B. Running

C. Fighting

D. Taking food out of the cafeteria

E. Using inappropriate language

CONSEQUENCES: Warning, parents notified, exclusion from cafeteria, detention, in or out-of-school suspension, removal from team or club or other such consequences as judged appropriate by the Assistant Principal.

13. Students are expected to remain in the school building during school hours and may leave only with permission of the administration. SENIORS GRANTED SENIOR PRIVILEGES MAY LEAVE THE CAMPUS ONLY DURING THE APPROVED TIMES. UNDERCLASSMEN ARE NOT PERMITTED TO LEAVE THE BUILDING. LEAVING THE BUILDING WILL BE CONSIDERED TRUANCY.

CONSEQUENCES: Referral to Assistant Principal, parents notified.

1st offense – ISS

2nd offense – 2 days ISS

All classes missed as a result of a student leaving school without permission will be counted as a cut in addition to above consequences.

14. SMOKING AND USE OF TOBACCO RELATED PRODUCTS ARE PROHIBITED IN ANY AREA OF THE SCHOOL BUILDINGS/GROUNDS.

The laws of the State of New Jersey (N.J.S.A. 2A:170-25.9) state that violators of this regulation may be referred to the authorities and fined up to \$250.

CONSEQUENCES: Referral to Assistant Principal, parents notified, in-school suspension, referral to outside agencies/authorities or other such consequences prescribed by law. Students found smoking during school hours anywhere on or near campus will receive an in-school suspension in addition to the above consequences.

15. Students who are removed from school dances/activities for any disciplinary reason may be prohibited from attending future events (i.e., the holiday and homecoming dances, the junior and senior proms). Offenders will be asked to perform community service.

16. Although this list of expectations does not cover all acts of misbehavior, any behavior that is destructive, disrespectful or inappropriate to community or school standards may be subject to the consequences established in the State recommended code of student behavior, policy of the Board of Education and/or other such consequences as judged appropriate by the administration.

HARASSMENT, INTIMIDATION AND BULLYING

(Policy 5131.2)

]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 in a safe environment. 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.

Definitions:

“Harassment, intimidation, or bullying” means any gesture, written, verbal or physical act, or technological threat whether it be a single incident or a series of incidents that takes place on school property, at any school sponsored function, going to and/or from school, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils and

- A. Is reasonably perceived to be motivated by an actual or perceived characteristic, including but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical or sensory disability; social standing, or by any other distinguishing characteristic; and
- B. A reasonable person should know, under the circumstances, that the act(s) will have the effect physically or emotionally harming a pupil or damaging a pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any pupil or group of pupils;
- D. Creates a hostile “educational environment for the pupil by interfering with the pupil's education or by severely or pervasively causing physical or emotional harm to the pupil;
- E. “Technology threat” means threats or acts of harassment, intimidation or bullying, made using any modern or electronic forms of communication including but not limited to: cell phones, pagers, text messages, e-mails, chat rooms or blogs, websites,

instant messengers, fax machines, voicemail or any other channel of communication.

- F. “Threat” means any communication in which the content or message is intended or may be perceived as jeopardizing the safety or physical and/or emotional integrity of a member of the school community.
- G. “Member of the school community” includes all pupils, teachers, school administrators, staff members, school board members, school employees and volunteers.

Acts of harassment, intimidation, or bullying may also involve 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).

Policy adoption and distribution

A policy on harassment, intimidation and bullying shall be adopted through a process that includes representation of parents/guardians, school employees, volunteers, pupils, administrators and community representatives. It shall be posted on the district’s website as well as the website of each school with direct links on the school and district home pages to the policy. The policy shall be reviewed annually and shall be distributed annually to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils and parents who have children enrolled in a school in the school district, 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 and, as appropriate, acts that occur off school grounds.

Notice of the district’s policy shall appear in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures and standards for schools within the school district.

The name, school phone number, school address and school email address of the district anti-bullying coordinator be listed on the home page of the district’s website. Each school’s website home page shall list the name, school phone number, school address and school email address of the school anti-bullying specialist and the district’s anti-bullying coordinator. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the department of education’s website.

A copy of the policy on harassment, intimidation and bullying has been transmitted to the executive county superintendent.

Training

The chief school administrator and the principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with pupils.

The chief school administrator shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with pupils. The chief school administrator and the principals shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review. All policy revisions shall be transmitted to the executive county superintendent.

Expected Behavior

Consistent with their levels of development, maturity and demonstrated capabilities, pupils are expected to conduct themselves with a 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, consistent with the student code of conduct.

Expected Behavior (continued)

Standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), and staff and community members, to produce an atmosphere that encourages pupil growth 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.

Pupils are expected to behave in a manner that creates a supportive learning environment for themselves and others. 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 to encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the chief school administrator, in conjunction with school staff, volunteers, and appropriate community organizations 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 schools 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 of harassment, intimidation, or bullying. Pupils are encouraged to:

- A. Walk away from acts of harassment, intimidation and bullying when they see them; and/or
- B. Constructively attempt to stop acts of harassment, intimidation and bullying; and/or
- C. Provide support to pupils who have been subjected to harassment, intimidation and bullying; and/or
- D. Report acts of harassment, intimidation and bullying to the designated school staff.

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. All relevant personal factors and environmental factors shall be considered in determining the appropriate remedial measures. Each principal will develop and provide a school-based program for appropriate recognition of positive

reinforcement for good conduct, self-discipline, good citizenship and academic success.

The chief school administrator will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupils' 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 schools 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.

Consequence 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;

Consequence and Appropriate Remedial Actions (continued)

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 the case law, federal and state statutes, and district/school policies and regulations. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Since bystander reaction toward harassment, intimidation or bullying can support or discourage these behaviors, the Glen Rock Board of Education prohibits active or inactive support for harassment,

intimidation or bullying. The board encourages pupils to walk away from these when they see them occur, and/or to support fellow pupils who constructively attempt to stop these acts and/or report them to the designated school authority.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible.

The chief school administrator shall appoint an anti-bullying coordinator who shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;
- B. Collaborate with district school anti-bullying specialists, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of pupils in the district;
- C. Provide data, in collaboration with the chief school administrator, to the department of education regarding harassment, intimidation, and bullying of pupils;
- D. Meet at least twice annually with the individual school's anti-bullying specialists and
- E. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no such individual exists, the principal shall appoint a school anti-bullying specialist from currently employed school personnel.

The school anti-bullying specialist shall:

- A. Chair the school safety team;

Anti-Bullying Personnel (continued)

- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and

C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Teams

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety team shall meet at least twice a year and shall consist of the principal/designee who, if possible, shall be a senior administrator in the school and the following principal appointees:

- A. A teacher in the school;
- B. A school anti-bullying specialist;
- C. A parent of a pupil in the school; and
- D. Other members to be determined by the principal.

The school anti-bullying specialist shall serve as the chair of the school safety team. The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;
- E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils;
- F. Participate in the required training and other training which the principal or the anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and

H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or the anti-bullying coordinator.

The members of a school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. A parent who is a member of the school safety team shall not participate in any activities of the team which may compromise the confidentiality of a pupil.

Reporting Procedure

All acts of harassment, intimidation, or bullying shall be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The principal shall inform the parents or guardians of all pupils involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation, or bullying shall be reported in writing to the principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a pupil had been subject to harassment, intimidation, or bullying. Reports by pupils, parents and/or visitors may be made anonymously, but formal disciplinary action shall not be based solely on the basis of an anonymous report.

A board member, school employee, contracted service provider with contact with pupils, pupil or volunteer who has who has witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the individual designated by this policy or to any school administrator or safe schools resource officer who shall immediately institute the district's procedures concerning bullying. A school administrator who receives such a report, or should have known of such an incident, and fails to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

A member of a board of education or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in the district's

policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Investigation

The Glen Rock Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. The school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information received after the report has been submitted to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation. The chief school administrator shall assure the code of pupil conduct has been implemented and shall:

- A. Provide intervention services,
- B. Establish training programs to reduce harassment, intimidation, or bullying and enhance school climate,
- C. Impose discipline,

Investigation (continued)

- D. Order counseling as a result of the findings of the investigation, or
- E. Take or recommend other appropriate action.

The results of the investigation shall be reported to the board of education no later than the board meeting following the completion of the investigation, along with information on any consequences imposed under the code of pupil conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the chief school administrator.

Parents/ guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulation. This information

shall be provided in writing within 5 school days after the results of the investigation are reported to the board, in accordance with federal and state law and regulation. The information shall include:

- A. The nature of the investigation,
- B. Whether the district found evidence of harassment, intimidation, or bullying, or
- C. Whether discipline was imposed or services provided to address the incident

A parent or guardian may request a hearing before the board after receiving the information. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the pupils. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents prior to rendering a decision.

At the next regularly scheduled board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the commissioner of education, no later than the 90 days after the issuance of the board's decision; and a parent, pupil, guardian, or organization may file a complaint with the division on civil rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group.

The chief school administrator shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record which demonstrates the district's efforts of reduce harassment, intimidation and bullying.

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

Response to Incident of Harassment: Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school 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, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with the school anti bullying specialist, but shall include an appropriate combination of counseling,

Response to Incident of Harassment: Intimidation or Bullying

(continued)

support services, intervention services, and other programs, as defined by the commissioner. Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of pupil conduct and statute. Consequences and remedial measures shall be designed to

- Correct the behavior problem;
- Prevent another reoccurrence of the problem;
- Protect and provide support for the pupil; and
- Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member

behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This policy and the code of pupil conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
- The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the board of Education's code of pupil conduct and other provisions of the board's policy on harassment, intimidation, or bullying.

Discipline of Pupils

For every incident of HIB, the school officials must respond appropriately to the individual or individuals who committed the act. The range of responses to confirmed harassment, intimidation and bullying acts should include individual, classroom, school or district responses, as appropriate to the findings from each incident.

- Individual responses may include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).
- Classroom responses may include class discussions about an incident of HIB, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management.

- School responses may include theme days, learning station programs, parent programs and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
- District-wide responses may include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations) and disseminating information on the core ethical values adopted by the district board of education's code of pupil conduct.

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.

In all instances, the district shall respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. In providing support for the victims of harassment, intimidation and bullying the district may provide:

- Counseling;
- Teacher aides;
- Hallway and playground monitors;
- Schedule changes;
- Before- and after-school supervision;
- School transportation supervision;
- School transfers;
- Therapy.

Reprisal or Retaliation Prohibited

The district board of education prohibits a board of education member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or 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.

Reprisal or Retaliation Prohibited (continued)

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Consequences For False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation, or bullying range from positive behavioral intervention up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and appropriate remedial action for a school employee found to have falsely accused another person 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 person 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.

Harassment, Intimidation and Bullying Prevention Programs

The chief school administrator shall develop an annual process for the principal(s) to discuss the school district's policy on harassment, intimidation, and bullying with pupils.

Pursuant to statute:

- A. Information regarding the district's harassment, intimidation, and bullying policy shall be incorporated into a school's employee training program.
- B. The district shall 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.
- C. The school district may apply to the commissioner of education for additional costs due to the implementation of the relevant statutes.

Staff Development

Staff members are encouraged to become trained in skills and strategies for developing pupil self-discipline and to apply best practices for positive behavioral interventions. Therefore, this policy will serve as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation and bullying, as well as to use the policy as a prevention tool by explaining to pupils the district's expectations for their behavior, consistent with the provisions of the district's policy. For pupils to demonstrate preferred behaviors, it is important that they have a clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is mainly through explanation and dialogue with pupils, parents and staff that the district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from harassment, intimidation and bullying. It is also through dialogue and discussion that the district can help pupils and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from "ratting" or "tattling." The employees of the Glen Rock School District are encouraged to use experiential learning techniques, such as role playing situations and other demonstration and modeling strategies in its information activities for pupils and staff.

School Reports on Harassment, Intimidation and Bullying

At a public board of education meeting once each semester, the chief school administrator shall report on acts of violence, vandalism, harassment, intimidation and bullying that occurred during the reporting period. The report shall include:

- A. The number of reports of harassment, intimidation, or bullying,
- B. The status of all investigations,
- C. The nature of the bullying based on one of the protected categories,
- D. The names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and
- E. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

The information shall also be reported once during each reporting period to the department of education. The report must include data broken down by the enumerated categories and data broken down by each school in the district, in addition to district-wide data.

It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the Anti-Bullying Bill of Rights. The district shall receive a grade determined by averaging the grades of all the schools in the district. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

Verification of the reports on violence, vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State board of education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. The board of education shall provide ongoing staff training, in cooperation with the department of education, in fulfilling the reporting requirements.

The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

The state issue report card shall include data identifying the number and nature of all reports of harassment, intimidation and bullying.

Classified Pupils

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- The pupil's behavior is not primarily caused by his/her educational disability;
- The program that is being provided meets the pupil's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all pupils with disabilities.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently, and that all disciplinary sanctions are carried out with necessary due process.

Legal References:

N.J.S.A. 2A:4A-60 et al.

N.J.S.A. 2C:12-1

N.J.S.A. 2C:33-19

N.J.S.A. 2C:39-5

N.J.S.A. 18A:6-1

N.J.S.A. 18A:11-1

N.J.S.A. 18A:36-19a

N.J.S.A. 18A:25-2

N.J.S.A. 18A:36-19a

N.J.S.A. 18A:37-1 et seq.

N.J.S.A. 18A:37-15

N.J.A.C. 6A:14-2.8

N.J.A.C. 6A:16-1.1 et seq.

N.J.A.C. 6A:16-1.4, -1.5,

-4.1, -5.1, -6.1, -6.2

N.J.A.C. 6A:32-12.1

N.J.A.C. 6A:32-12.2

RESPONSIBILITIES OF STUDENTS ATTENDING A SCHOOL RELATED ACTIVITY

Dress

Regulations regarding dress may vary from time to time as styles change. Specific prohibitions will be spelled out by the administration as necessary. In general, expectations for dances are for semi-formal attire (i.e. shirt and tie for males, clearly not recreational style clothing). The proms are formal events and require formal attire.

Conduct

1. Students will be admitted to dances within 30 minutes of the official start time. They may not leave before the conclusion of the dance unless picked up by a parent.
2. Student behavior shall be appropriate for a school activity. Students must be mindful that the laws of the state of New Jersey prohibit vandalism, bullying, trespassing and assault.
3. Dangerous, overly athletic and inappropriate dances are prohibited (for example, moshing).
4. Students shall conduct themselves in a respectful manner, recognizing the authority of the chaperones and supervisors.
5. Drugs, alcohol and dangerous, controlled substances are strictly prohibited. Students may not attend any school activity under the influence of drugs and alcohol and may not bring drugs or alcohol to any school activity. (School board policy will be enforced).
6. Smoking is not permitted anywhere on school grounds or off school property during a school sponsored activity.
7. If a student wants to leave an event early he/she must receive permission from the administration in concert with the student's parents. A parent must come into the dance site and see a chaperone to sign a student out of the dance.

PROCEDURES FOR SCHOOL DANCES

1. Parent Notification: The administration shall notify the community in an appropriate manner regarding the conditions for each dance. This may include written notification to all parents explaining policies related to social events.
2. Ticket Purchase: Students may purchase tickets only when showing a permission slip signed by the parent. The parental

signature signifies that the parents understand and will enforce the rules by sending drug and alcohol free students to school events.

3. Outside Apparel: A coatroom will be provided and supervised. Students must leave their outside apparel in this area.
4. Handbags: A girls' lounge area will be provided in which all handbags must be left with chaperones assigned to supervise that area. All backpacks must be checked with the chaperones.
5. Guests: A student who wishes to bring a guest who is not a student of the Glen Rock Schools can only attend with special permission of an administrator.

Punishments for Violations of School Rules concerning drugs and alcohol usage

1. Violations of the rules shall result in suspension from school from one to three days.
2. When a student has violated the school's drug and alcohol policy, the student's parent will be informed. Board Policy 5131.6 will be enforced.
 - a. When the student returns from the required suspension for violating the Board Policy 5131.6, the student must produce a medical certificate showing that the student has undergone a full drug/alcohol assessment and is drug and alcohol free.
 - b. The student will be required to meet with the Student Assistance Counselor.
3. Any contraband confiscated from the student at any school activity will be turned over to police authorities as required by law.
4. Students who are removed from school dances/activities for any disciplinary reason may be prohibited from attending future school dances.

SERVING DETENTIONS

Detentions assigned by school officials must be served on the dates assigned by the School Staff and Administration. Every attempt will be made to notify a parent whenever their child receives any disciplinary measures (detentions or suspensions). Failure to appear at an assigned detention shall result in a doubling of the consequence on the first offense. On the second offense a parent notification, possible parent meeting and in-school suspension will follow as consequence.

SUGGESTIONS TO PARENTS REGARDING SCHOOL EVENTS

1. Know the nature of the event (dance, concert, play, game, coffee house). Check the school calendar.

2. Know the starting and closing times. Pick up or arrange pick up for your child at the closing time.
3. Know the general rules and regulations of the school.
4. Provide your child with an emergency telephone number where you can be reached if necessary.
5. Cooperate with the school to ensure that your child has a pleasant experience.
6. Discuss the event with your child to encourage responsible behavior.
7. Volunteer to chaperone at evening events when possible.

COMPLAINTS

The Glen Rock School District encourages anyone with having a complaint concerning personnel, programs or any other matters to bring the matter to the attention of the district. However, where a complaint concerns personnel of the district the complaint must be in writing signed by the person seeking consideration of the matter.

The form below has been prepared to assist you in submitting your issue. If your issue concerns personnel, academic program or other district issues, please address your complaint to the chief school administrator. If your issue deals with the board or board actions, please address your complaint to the board secretary. Please complete, sign and return the attached form by giving it to the building principal or mailing it to the:

School Business Administrator
Glen Rock School Public Schools
620 Harristown Road
Glen Rock, NJ 07452

Prior to submitting a written complaint concerning a teacher, coach, administrator or other member of the district's staff, we recommend that you meet with the individual who is the subject of the complaint to discuss your concerns. If not satisfied with the results of that meeting, you should submit the attached form in order to set up a meeting with the individual's supervisor and /or the building principal. We are interested in promptly

addressing your concerns and request that you submit your written complaint form within 14 days of your initial meeting with the individual concerned so that your issue may be handled in an expeditious manner. District personnel will review your complaint and someone will seek to contact you within 10 school days of the receipt of the complaint.

COMPLAINT FORM

Persons Involved:

Teacher/Administrator/Coach/Individual:

Student:

Class/Team/Program/Other:

School:

Description of Complaint:

Please describe the complaint as completely as possible on the following lines. You may continue on the reverse side of this form or attach additional pages or a separate letter.

Have you met with the individual who is the subject of this complaint to discuss your concerns?

Yes __ (Date: __/__/__) No__

Have you met with the building principal about this matter?

Yes __ (Date: __/__/__) No__

Your Name:

Contact Phone: Best Time to Reach You: _____

Date: _____ Signature: _____

PLACEMENT ON ACADEMIC HONOR ROLLS

High Honor Roll. A student shall be placed on the High Honor Roll upon achievement of a grade of A- in all subject areas except one, and that

grade shall be no less than B-

Honor Roll. A student shall be placed on the Honor Roll upon achievement of a grade of A- in at least one subject area and B- in all other subject areas. No grade shall be less than B-.

A student must receive a passing grade, D- or above, in Physical Education/Health. Honor Roll lists are posted in the school.

HONOR SOCIETY

National Honor Society is comprised of sophomores, juniors, and seniors who have distinguished themselves as scholars and citizens. All candidates must have achieved a cumulative weighted grade point average of a least 3.75. Also, they must have demonstrated leadership and service through participation in school, community, county, or state activities. All teachers are given the opportunity to comment upon the character of each candidate. The teachers will also discuss the scholarship, leadership, and service traits of each student. The National Honor Society Advisor and Committee will review the information and approve the membership of each student requesting membership. Students selected are expected to maintain the qualities required for membership during their high school career. During the school year the faculty and administration will continue to review National Honor Society guidelines and constitution. "Membership in the NHS is a privilege not a right."

REPORT CARDS

Student grades can be viewed via the Parent Portal. Report cards are posted on the Parent Portal four times per year. Mid-markers will no longer be issued.

INCOMPLETES

If, because of a legitimate reason, a student fails to complete all the major assignments for the marking period (quarter), the student will, regardless of the other grades accrued during the marking period, be assigned a grade of **incomplete (I)** by the teacher. The student will be given ten (10) school days from the close of the marking period to submit the work or to take the required test(s) and then receive a grade for the marking period. **If the student fails to submit the required work within the ten school day period, the grade of F(failure) will be assigned for this work, and it will be averaged with the other grades earned for the marking period.**

STUDENT PROCEDURES FOR QUESTIONS REGARDING GRADES

A student will request a meeting with the teacher to discuss the grade(s) in question. If the problem is not resolved at this level, the student will request in writing a meeting with the teacher and the department leader. If deemed appropriate, the guidance counselor and parents may attend. The department leader will mediate the problem. In the event that the question is not resolved at this level, the student may

appeal to the principal, or his designees, who will review the situation with all parties involved and render a decision. Questions or challenges MUST be timely to be relevant, therefore, NO question about or challenge to an assigned grade may be made after the end of the marking period following the marking period in which the grade was assigned.

Challenges to FINAL GRADES must be made by September 20 of the following school year.

ACADEMIC HONESTY

Academic honesty promotes learning. Dishonesty interferes with it, therefore, students should submit work that is wholly and truly their own. Students who permit another student to commit academically dishonest acts are equally responsible. The penalty for academic dishonesty is a zero or failure for the piece of work and a required parent meeting.

Academic dishonesty includes but is not limited to:

1. Copying another student's homework, term papers and/or tests.
2. Plagiarism which occurs when students write other people's words or ideas without citing their source. (Many teachers employ anti-plagiarism software.)
2. Using others' research without attributing the source. ***This includes on-line research.***
3. Using crib sheets, note cards, or other means of prompting memory on a test.
4. Using Internet sources without proper citation.
5. **See consequences section letter G.**

RESEARCH PAPERS

Students are expected to write research papers using the Modern Language Association (M.L.A.) Handbook. M.L.A. style sheets are available in the English Department.

HIGH SCHOOL GRADING SYSTEM

1. The grading system consists of thirteen letter grades:
A+ A A- B+ B B- C+ C C- D+ D D- F
2. In equating daily/quarterly averages to the thirteen grade format, the following percentage equivalents apply in every department, but this does not preclude normal distribution of grades (curving of test results) in a particular set of tests to ensure fairness to students as it applies to validity and reliability:

A+ 97 and up	B+ 87 – 89	C+ 77 – 79	D+ 67 – 69
A 93 – 96	B 83 – 86	C 73 – 76	D 63 – 66
A- 90 – 92	B- 80 – 82	C- 70 – 72	D- 60 – 62
			F 59 and below

- For the purpose of computing rank in class, the following grade point average equivalents shall apply:

A+ 4.3	B+ 3.3	C+ 2.3	D+ 1.3	F 0.0
A 4.0	B 3.0	C 2.0	D 1.0	
A- 3.7	B- 2.7	C- 1.7	D- 0.7	
- Full year courses which are “officially” designated as Honors (H) will receive
- an additional weighting of 0.3 to the final Weighted Grade Point Average: Advanced Placement (AP) will receive an additional weighting of 0.5. Tenth grade Level I courses, designated advanced, receive no additional weighting. Phys. Ed/Health and Math & Language Arts Review are not included in the GPA calculation.
- Glen Rock High School does not report class rank. A valedictorian and salutatorian are chosen based upon their weighted GPA after their first seven semesters of high school.

CALCULATION SCALE FOR NUMERIC GRADE POINTS TO
LETTER GRADES

LETTER GRADE	RANGE
A+	4.15 – 4.300
A	3.85 – 4.149
A-	3.50 – 3.849
B+	3.15 – 3.499
B	2.85 – 3.149
B-	2.50 – 2.849
C+	2.15 – 2.499
C	1.85 – 2.149
C-	1.50 – 1.849
D+	1.15 – 1.499
D	0.85 – 1.149
D-	0.50 – 0.849
F	0.00 – 0.499

NOTE: The range for a grade starts at the number shown. Numbers are not rounded off, i.e., the “A” range is 4.0 to 4.299.

DETERMINATION OF FINAL GRADES

Semester course final exams equal 20% of the grade for the course. Each quarter grade equals 40% of the grade for the course, or: $40\% + 40\% + 20\% = 100\%$ of the final grade.

Full year course mid-year (January) exams equal 10% of the grade for the course. Final (June) exams equal 10% of the grade for the course, and each quarter grade equals 20% of the grade for the course, or: $20\% + 20\% + 10\% + 20\% + 20\% + 10 = 100\%$ of the final grade. Seniors with an A- or better in each of the first three marking periods and an A- or above average by June 1 in the 4th marking period are exempt from final exams. It is expected that a student's full commitment to an Advanced Placement Program includes taking the Advanced Placement examination in May; however, any student who does not take the AP exam is required to take an equivalent final examination in June, which will be factored into the final grade for the year. There are no exemptions for semester classes.

COLLEGE TESTING

Students at Glen Rock High School will be informed of the dates and the appropriateness of the college entrance tests. At the beginning of each school year and at scheduling meetings, the Guidance Department will hand out a pamphlet entitled "College Testing Explanation and Test Dates". These dates also are included in this calendar.

GLEN ROCK HIGH SCHOOL COLLEGE ENTRANCE EXAMINATION BOARD NUMBER:

310438

The above is the number necessary for all students to use when taking any of the college entrance tests.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor sponsored by the College Board. Based on the fact that many young people can, with profit and delight, complete college-level studies in their secondary schools; it represents a desire of schools and colleges to foster such experiences. Like other programs of the College Board, this program is national. Its policies are determined by representatives of member institutions, and its operational services are provided by Educational Testing Services.

Advanced Placement serves three groups: students who wish to pursue college level studies while still in secondary school; schools that desire to offer these opportunities; and colleges that wish to encourage and recognize such achievement. It does this by providing practical descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the students' choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examination. Thus the Advanced Placement Program is an instrument of cooperation that extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

CRITERIA FOR ENROLLMENT INTO AN AP COURSE

- Overall student competency will be evaluated through multiple measures, based on department-generated rubrics.
- Grade averages from the previous years will be considered.
- Prerequisite classes for each AP course will be defined and required.
- Students requesting an AP course will be required to present a recommendation from the prerequisite course teacher, complete a written application, and fulfill the summer reading requirements for the course.
- Appeals of all AP decisions must be submitted to the High School Principal via the counselor within two weeks.

THE EXAMINATIONS – The Advanced Placement Examinations are offered throughout the world each May. No examination is longer than three hours; some are shorter. They are administered at participating schools or at multi-school centers. Any school is free to participate. All examinations contain either an essay or problem-solving section and another section consisting of multiple-choice questions. Qualified students are encouraged to participate in the AP Program. Courses are available in Modern European History, American Government, US History, World History, Biology, Chemistry, Environmental Science Psychology, Physics I and C, Calculus AB & BC, Statistics, English Literature and Language, and several World Languages. The scheduling of these courses is subject to enrollment. Students are expected to meet all the requirements of the course including participation in the AP examination. It is expected that a

student's full commitment to an AP Program includes taking the AP examination in May. Any student who does not take the examination is required to take an equivalent final examination in June, which will be factored into the final grade for the year.

THE READING – In June the examinations – as well as the portfolios in studio art – are graded by several hundred college and secondary school teachers familiar with the Program, brought together especially for this purpose and serving under the direction of a Chief Reader in each field. Precautions are taken to ensure the fairness and reliability of the reading. The Chief Readers – college professors who sit with the development committees and later direct the reading – develop initial grading standards in consultation with their immediate assistants. The other readers then join in the determination of more detailed expectations.

THE GRADE – The Chief Readers bring to the grading process the same standards that are applied in developing the examinations. The readers' judgments on the essay questions are combined with the results of the multiple-choice questions, and the raw scores are converted by the Chief Readers to the Program's five-point scale:

- | | |
|------------------------------|------------------------|
| 5 – Extremely well qualified | 2 – Possibly qualified |
| 4 – Well qualified | 1 – No recommendation |
| 3 – Qualified | |

In early June the grades are reported to the students, their secondary schools, and the colleges the students have designated.

NOTE: A student taking AP exams may be exempted from the final exam(s) in the subject(s) in which the student takes the AP exams.

COLLEGE-WIDE DUAL-ENROLLMENT PROGRAM

The College-Wide Dual-Enrollment Program is designed to give high school students the opportunity to earn college credits during their high school years. The high school makes special arrangements for dual enrollment by signing an agreement with a college called an articulation contract. Classes in the high school cover the same or similar class material.

GRADUATION REQUIREMENTS

Diplomas will be granted only to pupils who have completed the requirements for graduation established in the curriculum approved by the Glen Rock Board of Education. Those requirements shall include:

Each pupil must earn a minimum of 125 credits to receive a Glen Rock High School diploma.

In addition to the above criteria, students need to be considered in good standing in order to participate in graduation exercises. This includes code of conduct violations, attendance, etc.

These credits must include:

20 credits in English which include:

5 credits for English 9

5 credits for English 10

5 credits for English 11

5 credits in only one of the required English 12 courses

15 credits in Social Studies which include:

5 credits World History

5 credits United States History I

5 credits United States History II

15 credits in Mathematics

18 credits in Science

10 credits in a World Language

4 credits per year in Health/Physical Education for each year in attendance at the Glen Rock High School.

10 additional CORE credits from among the following areas:

English, Social Studies, Science, Mathematics, World Language, Cooperative Education Program, or a Vocational Program.

10 credits in Fine and Performing Arts

2.5 credits in Financial Literacy

5 credits in 21st Century Skills

Career Exploration and/or Development will be fulfilled by structured group or individual guidance counseling and/or infused into course activities.

No credit (full or partial) will be given for a course unless a passing grade of D- or better is achieved.

NOTE: It should be noted that district graduation requirements may not fulfill all college entrance requirements. It is imperative that students review the specific entrance requirements for all institutions on their application list. N.C.A.A. regulations state that college freshman athletes must have achieved a 2.0 GPA in high school core courses and have a composite ACT score of 15 or a combined SAT I score of 700.

NOTE: The pupil's IEP may include modifications for the administration of any or all standardized tests.

NOTE: A student MAY NOT take two REQUIRED English courses simultaneously, nor two REQUIRED Social Studies courses at

the same time unless prior permission has been granted by the Principal and Superintendent

PARCC Testing – It is the expectation of our school and district, that all students will participate in PARCC testing.

SUMMER SCHOOL FOR CREDIT PROCEDURE

Students need to present an application for summer school to their guidance counselor that they are considering attending (in order to receive credit the summer school must be approved by County and State Department of Education).

1. Students may only pursue one (1) summer course for new credit.
2. Students may pursue two (2) summer courses as a result or failure or credit denied.
3. New credit course must be approved by director of guidance and high school principal (following the approval by the lead teacher of the appropriate academic department).
4. Students pursuing new credit need to earn a minimum grade of B+.
5. Students pursuing failed or credit denied must earn a passing grade.
6. Students pursuing new credit courses will be required to PASS a departmental assessment upon successful completion of the summer course.

EARLY GRADUATION opportunity may be considered for certain students who have special educational, vocational, social or emotional needs. Early graduation must be approved by the student's parents/guardians, the guidance counselor, the principal, and the superintendent.

PRIVATE TUTORING (BOE Policy 4138.2)

Some children may need additional instruction beyond the regular classrooms. All teachers will provide these children with some individual instruction, after or before classes, when the need has been established. Tutorial instruction shall be interpreted to mean individualized instruction additional to, and in support of, such district provided instruction.

Tutoring includes, but is not limited to:

- ◆ Extra help in an academic subject
- ◆ Private coaching activities
- ◆ Private lessons in the arts

In certain cases where extra help is desirable and the parents/guardians request such assistance, a teacher or administrator may recommend that the parents/guardians secure paid tutorial services for the pupil. When parents/guardians determine to employ a tutor, they will be encouraged to employ a tutor who does not teach in the school that the pupil or his/her siblings attend.

To avoid placing a teacher in a position where he/she may have a conflict of interest, teachers shall not tutor, for a fee, pupils enrolled in their classes or upon whose evaluation or assignment they may be called upon to pass. Nor shall any employee of the board make a commitment to perform services for extra pay when he/she has been instrumental in suggesting the need for those services.

SENIOR LOUNGE

The Senior Lounge is for SENIORS ONLY. Underclass students are not permitted to relax or remain in this area. Seniors using this area are expected to: 1) conduct themselves in an orderly fashion, 2) maintain the area by disposing of trash in appropriate receptacles, 3) be respectful of personal and school property, 4) be respectful to all members of the school community, 5) use appropriate language.

OPTION TIME

Within the structure of our schedule, students who select 35 or 37.5 credits can have option time. The program of these students includes: English, social studies, math, science, world language or business, physical education and health, one elective and option time. During option time students must report to an assigned study center at the start of the period. After reporting to option students with the appropriate pass may sign out to the media center, a departmental lab, a computer room, this is provided that the option center teacher gives his/her permission. In order to go to guidance to see their counselor or to go to an individual teacher's conference area for extra help the **student must have prior permission** from that counselor or teacher and present it to the option teacher at the start of the option time period.

RULES FOR HIGH SCHOOL STUDENTS

1. No food or drink allowed in classrooms.
2. No card playing on school property.
3. No smoking on school property during the school day or at school social events.

4. Be on time to all classes. No early dismissal from classes. All teachers will insist on adherence to the published time schedule.
5. No loitering at the lockers during the school day.
6. Seniors must sign “destination sheet” (to one destination) at the beginning of option time and must remain in that destination site for the entire period.
7. RESPECT your teachers. RESPECT your peers.
8. Adhere to the Dress Code.

HELPFUL HINTS FOR STUDENTS

ORGANIZE: Organize your work at the beginning of the school year. Find out what is needed for each course – notebook, lab book, textbook, folders. Take class and homework notes in a special notebook for each class. Reserve a section of the notebook for homework notes and another section for class notes. Date all of your notes so you can keep track of your work.

TIME: Keep track of the time you spend preparing for each course. Use the agenda provided in September to keep a weekly calendar of your activities. Include in the agenda the dates when assignments are due and the dates when tests will be given. Plan your time so that you will have time to work and time to relax. Above all, don’t fall behind in your work.

PREPARE: Do your homework assignments every night. Come to school prepared with the appropriate books, notebooks and completed homework assignments.

STUDY: Keep handouts in a folder in front of your notebook. Use this folder for tests, also. After receiving a graded test, correct your mistakes so that you won’t repeat them. When you review, be sure to go over the contents of the folder as well as your notes.

HELP: Know your guidance counselor. Visit your counselor. Ask questions. Ask for help if you need it. Teachers, guidance counselors, administrators, parents and friends are very willing to assist you.

RULES: Know the rules and the consequences if you break them. Ignorance of the rules is not an excuse for misbehavior.

ATTENDANCE: Be in school on time every day. When you’re absent or tardy, you lose valuable instructional time that can’t be made up.

PARTICIPATE: Take an active part in class. You learn more when you participate. Ask questions. Convince yourself and the teacher that you have come to class to learn. Join clubs and activities. If you enjoy sports, try out for our teams. Be part of the school.

KNOW WHAT'S HAPPENING: Read the bulletin boards.
Listen to the announcements.

ACTIVITY PERIOD

Activity Period which begins after conclusion of the school day is used for:

1. Extra Help.
2. Clubs, such as: Art Club, Asian Club, Biology Team, Chemistry Team, Chess Team, Cultural Exchange Club, Debate Team, Drama Club, French Club, High School Quiz Bowl, Latin Club, Lindsey Meyer Teen, Choir, Marching Band, Math League, Model UN, Pathways for Exceptional Children, Physics Team, Relay for Life, Spanish Club, Student Council, & Choir
3. MEDIA CENTER - The library is open during this time for guided research and reading. High school hosts additional research hours on Tuesday and Thursday evenings.
4. Adjustments to the after school schedule will be announced on the public address system. LOCKER ROOMS WILL NOT BE OPENED for students to dress for interscholastic programs prior to 3:00 p.m. Exceptions will be made when necessary for away games.

STUDENT LEADERS 2017 - 2018

*Class of 2021 – TBA

Class of 2020

President – Jeremy LaVine

Vice President – Colin Consoli

Recording Secretary – Asha Shetler

Corresponding Secretary – Sarah Nebbia

Treasurer – David Viggiano

Advisers – Ms. Dunay & Ms. Yancy

Class of 2019

President – Cat Merkle

Vice President – Lewis Friedenthal

Recording Secretary – Anand Chari

Corresponding Secretary – Rachel Goldberg

Treasurer – Pierce Tuttle

Advisers – Mr. Montalbano & Ms. Siegel

Class of 2018

President – Kevin Callahan

Vice President – Christine Nappi

Recording Secretary – Emily Males

Corresponding Secretary – Caroline Koenig

Treasurer – Alex Walter

Advisers- Mr. Walter & Mr. Lyon

Student Council

President – Jean Walter

Vice President – Hiroki Doyle

Secretary – Tyler Blazejewski

Treasurer – Ian Wandschneider

Liaison to the B.O.E. – Eric Tymoshenko

Advisers – Ms. Bennin & Ms. Bawa

SOURCES OF SUPPORT**Teacher, Counselor, Student Assistance**

Guidance Counselors – The Guidance Counselors foster cooperation and teamwork among teachers, administrators and other specialists both within and outside the school in order to reduce problems and help individuals achieve their fullest potential.

Counselors are good people to see if you have a question or difficulty and need assistance. If one of these people doesn't know the answer, he or she can generally find out. It may make students feel better to speak to these people more or less at the same time, but it is less energy-consuming to work with one person until it seems more help is needed.

Assistant Principal – The Assistant Principal deals with many day-to-day questions, problems and concerns. The Assistant Principal works closely with teachers, guidance counselors and parents to ensure that everyone in the school community treats others with respect.

Principal – A student may see the Principal about any matter. Because of the number of people he helps it is wise to begin with teachers, counselors or the Assistant Principal, if possible. Nonetheless, that should not prevent anyone from speaking with the Principal about a concern, suggestion, or problem.

Student Assistance Counselor (SAC) – A student usually the Student Assistance Counselor if there is a serious difficulty affecting him/her or a friend, especially if it is drug or alcohol related. The SAC offers help with immediate problems and suggests long-term support, when necessary.

CRISIS INTERVENTION

Once a staff member feels a concern about a pupil, who may be suicidal, the following applies:

1. The staff member must advise the pupil that he/she is bound by law to refer the pupil to a member of the emergency team who must see the pupil immediately.
2. The staff member must stay with the pupil until an adult trained to work with potential suicides takes over.
3. Parents will be notified.
4. Child Study Team will be notified.

**NOTE: Students with concerns about a fellow student should contact any school faculty member with their concern as soon as possible.*

WHOM SHOULD I CALL?

The Main Telephone Number for the Senior High School: 445-7700

<u>Subject</u>	<u>Source</u>	<u>Extension</u>
Athletic Events	Athletic Director	8963
High School Sports Schedules	www.northjerseyic.org	
Discipline	Asst. Principal	8907
Early Dismissal	Attendance Office	8912
Extended Illness/Homework Req.	Guidance Office	8918
Graduation Requirements	Guidance Office	8918
Health Information	Nurse	8920
New Student Reg. Data	Guidance Office	8919
Problems with Attendance	Attendance Office	8912
Report Card Questions	Guidance Counselor	8918
Reporting Student's Illness	Attendance Office	445-7700
	Before 8:00 a.m.	(press 1)
	After 8:00 a.m.	8912
Schedule Change Request	Guidance Counselor	8918
School Activities (clubs, dances)	Asst. Principal	8907
School Record Information	Guidance Office	8919
Student Data (G.P.A.,etc.)	Guidance Office	8919
Student's Educational Plan	Guidance Counselor	8918
Subject/Grade Discussion	Subject Area Teacher	
	Art	8887
	Business	8955
	English	8966
	World Language	8959

	Mathematics	8970
	Phys. Ed./Health	8963
	Science	8925
	Social Studies	8954
Transcript Req. Information	Guidance Office	8919
Withdrawal from School	Guidance Counselor	8918
Working Papers	Principal's Office	8958

COMMUNITY RESOURCES

Addiction Treatment of NJ	1-800-322-5525
Ala-Call	1-800-322-5525
Alanon-Alateen Information	1-888-425-2666
Alternatives to Domestic Violence	201- 336-7575
Carrier Clinic	1-800-933-3579
CP&P (Child Abuse)	1-800-792-8610
Crisis Intervention	210-336-7360
Crisis (Suicide, Depression) Hotline	1-800-999-9999
Division of Family Guidance	201-336-7350
Drug Helpline: Phoenix House	1-800-262-2463
Eating Disorders Assoc. of NJ	1-800-522-2230
Eva's Kitchen and Shelter	973-523-6220
GLBTQ Youth Hotline (Suicide Prevention)	1-800-850-8078
GLBTQ National Hotline	1-888-843-4564
Healthnet-Hawthorne	973-423-1364
Life Advocates (Pregnancy Res. Ctr.)	201 - 934-0886
Narcotics Anonymous	1-800-992-0401
National Child Abuse Hotline	1-800-422-4453)
PESP (Psychiatric Emerg. Screening Prog.	262-HELP(4357)
Planned Parenthood	201-489-1140
Rape Crisis	201-487-2227
Runaway Hotline	1-800-448-4663
	1-800-621-4000
	1-800-RUNAWAY (786-2929)
Shelter Our Sisters	201 - 944-9600
Suicide Screening	262-HELP(4357)
The Source	201-670-HOPE(4673)
Valley Hospital	201-447-8000
Youth Haven (shelter) Runaways	973-881-1611
West Bergen Mental Health Center	201 - 444-3550

WEB SITES

Adolescent Sub. Abuse & Recovery Res.

<http://njsams.rutgers.edu/dastxdirectory/txdirmain.htm>

Ntl. Clearinghouse for Alc./Drug Inf. www.samhsa.gov

Ntl. Council on Alc./Drug Dependence www.ncadd.org

DRESS CODE

- Students should not wear to school tops that expose a bare midriff, bare back, or have spaghetti straps.
- Shirts, blouses and tops should not be immodest or revealing.
- Tops should at least reach below the waistband of pants, shorts, and skirts.
- Students should wear pants at waist level. Underwear should not be visible.
- Shorts should reach a finger tip length when the arm is fully extended along the side of the body.
- Students are not permitted to wear sun glasses in school.
- Undergarments MAY NOT be visible.

Students who are not in compliance with the dress code will be asked to obtain appropriate clothing at once. If this is not available, the administration will supply appropriate “cover up”. Further infractions will result in student being sent home to change and/or disciplinary action

NOTES