

BOARD

#1B

RESOLUTION NO. 26789

APPROVE PRIVATE EXECUTIVE SESSION

WHEREAS, the Open Public Meetings Act and the Fort Lee Board of Education reserve the right within the constraints of State Law to sit in Private Session; and

WHEREAS, there now exists a need for this Board of Education to meet in Private Session for the following purposes:

- a. Discuss Superintendent Candidates
- b. HIB Report Review
- c. Board Attorney – Status Report on Litigation
- d. FLEA Negotiations
- e. Personnel Matters as needed

NOW, THEREFORE, BE IT RESOLVED, that the Fort Lee Board of Education conduct a Private Executive Session immediately to discuss exempt matters listed above and any such matters that may come before the Board; and

BE IT FURTHER RESOLVED that the public will be informed regarding the topics discussed in Private as follow:

- a. Upon appointment of a Superintendent
- b. As legally allowed
- c. Upon conclusion of litigation issues
- d. Upon conclusion of negotiations
- e. If and when legally allowed

DATED: January 12, 2015

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO	X			
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

ATTENDANCE AND TRAVEL FOR BOARD MEMBERS
MR. DAVID SARNOFF, MRS. HOLLY MORELL AND MR. MICHAEL OSSO

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves **Board Members Mr. David Sarnoff, Mrs. Holly Morell and Mr. Michael Osso to attend the Leadership Training Program at the Princeton Marriott Hotel and Conference Center in Princeton, New Jersey**, on February 7, 2015 in the amount of \$200 per person and approves reimbursement per the GSA rate for round trip mileage and tolls with a maximum of \$50.

DATED: January 12, 2015

*Please note that Mr. David Sarnoff, Mrs. Holly Morell and Mr. Michael Osso abstained from themselves.

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

APPROVE PRIVATE EXECUTIVE SESSION FOR INITIAL FIRST ROUND OF SUPERINTENDENT CANDIDATE INTERVIEWS

WHEREAS, the Open Public Meetings Act (OPMA) authorizes Boards of Education to meet in executive session under certain circumstances; and

WHEREAS, the OPMA requires the Board to adopt a resolution at a public meeting to go into executive session; and

NOW THEREFORE BE IT RESOLVED, by the Fort Lee Board of Education that it is necessary to meet in executive session on January 21, 2015 at 6:00 p.m. and January 22, 2015 at 6:00 p.m. to discuss certain items involving matters of personal confidentiality rights, including but not limited to personnel; and

BE IT FURTHER RESOLVED, that any discussion held by the Board during the aforementioned executive session(s) will be made public as soon as feasible. The minutes of the executive session(s) will not be disclosed until the need for confidentiality no longer exists; and

BE IT FURTHER RESOLVED, that the Board will not convene or return to open session on the aforementioned dates at the conclusion of executive session(s). No public action will therefore be taken.

DATED: January 12, 2015

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

CURRICULUM & INSTRUCTION COMMITTEE

#1CUR

RESOLUTION NO. 26792

APPROVAL OF CLASS TRIPS
AT A TOTAL COST TO THE DISTRICT OF \$585.00

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **class trips** listed on the attached summary.

DATED: January 12, 2015
Attachment

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**CLASS TRIPS
BOARD AGENDA OF 1/12/2015**

Teacher Name	District Location	Grade/Dept	Destination/Purpose	City/State	Trip Date	Number of Pupils	Cost to District	Total Cost To Pupil
Healy, Giordano, Lembo	S 1	K-5	California Pizza (Garden State Mall)	Paramus, NJ	2/15/2015	13	0	\$10.00
Healy, Giordano, Lembo	S 2	K-5	Screamin Parties	Paramus, NJ	3/6/2015	13	\$0.00	\$15.00
Horton & Oliver	HS	12	Fort Lee Recreation Center (Teen PEP)	Fort Lee, NJ	2/13/2015	18	\$0.00	\$0.00
Angus, J	HS	9-12	Science League, Cliffside High School	Cliffside, NJ	1/15, 2/12, 4/9/2015	38	\$585.00	\$0.00
TOTAL							\$585.00	\$25.00

**APPROVAL OF PROGRAM OF STUDIES FOR FORT LEE HIGH SCHOOL
FOR THE 2015-2016 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **Program of Studies for Fort Lee High School for the 2015-2016 school year**, as per the attached.

DATED: January 12, 2015
Attachment

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

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PROGRAM *of* Studies

FORT LEE HIGH SCHOOL

Fort Lee, New Jersey



3000 Lemoine Avenue · Fort Lee, NJ 07024 · 201.585.4675 · www.FLBOE.com

2CUR

FORT LEE PUBLIC SCHOOLS

BOARD OF EDUCATION BOROUGH OF FORT LEE

BOARD MEMBERS

David Sarnoff, President
Holly Morell, Vice President
Michael D. Osso
Yusang Park
Ammad Quraishi
Candace Romba
Esther Han Silver
Joseph J. Surace
Jeffrey Weinberg

Superintendent of Schools
Paul J. Saxton

Executive Director of Curriculum, Instruction and Operations
Sharon Amato, Ed. D.

Business Administrator/Board Secretary
David L. Rinderknecht

Director of Special Projects
Alex Guzman

Assistant Business Administrator
Ana M. Flores

Director of Special Services
Priscilla Church

Director of School Counseling Services K-12
Lauren Carrubba

FORT LEE HIGH SCHOOL **ADMINISTRATION AND SUPERVISORS OF INSTRUCTION**

Not announced, Principal
Lauren Glynn, Assistant Principal
Joseph Finizio, Assistant Principal
Michael Raftery, Director of Athletics and Supervisor of
Health & Physical Education
Diane Baker, Supervisor
William Diaz II, Supervisor
Irene Min, Supervisor

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The Fort Lee Public Schools provide a level of course rigor and student achievement leading to successful 21st century education and career choices for our pupils.

The Fort Lee Public Schools provide bias-free, barrier-free access for all students to facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Dear Students,

Fort Lee High School provides an outstanding learning environment whereby all students are not only challenged academically, but are also inspired to seek knowledge and become active, positive members of our community and society. Thus, it is important that students plan and select courses that will provide optimum preparation for a successful future. It is important that students maintain a strong collaboration with their parents, teachers, and school counselors to ensure that courses and programs are suitable to meet individual student needs, as well as, State and Fort Lee graduation requirements.

Students are asked to carefully examine the courses described in this booklet and consider not only short-term needs, but long term goals as well. Be sure to select a program that is challenging but realistic, one that enables you to experience the diverse and rigorous courses available at our high school.

Please know that all the members of the Fort Lee High School family look forward to helping you have a memorable and rewarding experience.

Sincerely,

The High School Administrative Team

Lauren Glynn
Assistant Principal

Joseph Finizio
Assistant Principal

Lauren Carrubba
Director of School Counseling Services K-12

Michael Raftery
Director of Athletics and Supervisor of Health & Physical Education

GUIDELINES FOR PROGRAM SELECTION

This Program of Study describes Fort Lee High School's course offerings and the levels available within each academic discipline. We are proud to present to you a diverse Program of Studies that will support the academic, personal/social and post-secondary goals of every student.

Students and parents are asked to review this Program of Studies prior to completing the course selection process. The student's school counselor will assist students and parents in the selection of courses that reflect each student's individual interests, aptitudes, and goals. This collaboration will lead to the successful completion of graduation and post-secondary program requirements.

Students who desire to enroll in advanced courses must receive an appropriate teacher recommendation and are advised to discuss with their school counselor a desire to pursue an accelerated, Honors, Advanced Placement, International Baccalaureate or Academic Program of Study. Students are encouraged to pursue a program of studies that is challenging and stimulating.

Students and parents are reminded that the course selection process may require some difficult decisions; students may have to select a course or program based on its availability, or students may not be able to enroll in a course that is removed from the master schedule due to low enrollment, limited staff availability or budgetary restrictions. Parents and students are also advised that scheduling conflicts will exist each year, especially for students that enroll in specialized programs including Honors, Advanced Placement, International Baccalaureate or the Academies of Theatre Arts and Finance. It is with this caveat in mind that parents and students are encouraged to work closely with the school counseling department throughout the course and program selection process. Students that request a program change for any reason must adhere to Fort Lee High School's Procedures for Program Changes as outlined in this publication. Requests to change a student's schedule, program, or course level may be denied, or may result in the loss of course credit and a grade of WD or WF if the request is not submitted by the student in accordance with the procedures outlined in Fort Lee High School's Procedures for Program Changes.

Students and parents are also reminded that all students must register for at least 30 credits per year and must be registered in Health/Physical Education for each year enrolled in school. Students may not register for more than 35 credits per year unless the student is a member of an Academy Program, the IB Program or requires credit recovery. Regardless of the program type, students are reminded to maintain satisfactory attendance in all courses and to put forth their best effort at all times. Teachers, counselors, and administrators are always willing to provide assistance to those students in need. Students are encouraged to seek the assistance of a teacher, counselor, or an administrator when confronted with a difficult decision or situation.

201-585-4675

Fort Lee High School		Lewis F. Cole Middle School	
Mrs. Diana Acosta	ext 6516	Mrs. Kristin Kim-Martin	ext 4505
Ms. Debra Brigida	ext 6514	Mrs. Angela Waack	ext 5505
Ms. Laura Caddell	ext 6518	Student Assistance Coordinator Mr. Dave Cuzzo ext 6621	
Mrs. Tara Lawlor	ext 6513	Director of School Counseling Services K-12	
Ms. Andria Magliozzi-Fusco	ext 6515	Mrs. Lauren Carrubba	ext 6511

PLEASE BE ADVISED THAT THE ADMINISTRATION RESERVES THE RIGHT TO CANCEL ANY COURSE OFFERING WHEN LIMITED STAFF AVAILABILITY, BUDGETARY RESTRICTIONS, OR INSUFFICIENT ENROLLMENT WARRANTS.

GRADUATION REQUIREMENTS

Diplomas will be granted only to pupils who have completed the requirements for graduation established in the curriculum approved by the Fort Lee Board of Education. There shall be no endorsements or indications on diplomas of programs of study. Each pupil must earn a minimum of one hundred twenty credits. These credits must include:

	<u>CREDITS</u>
ENGLISH (Four years, including only core English courses may be used to complete the requirement)	20
MATH (Three years, including Algebra I and Geometry or the content equivalent)	15
SOCIAL STUDIES (World History and 2 years of US History)	15
SCIENCE (Three years, including Biology, a lab, and an inquiry based course)	15
PHYSICAL EDUCATION/HEALTH (One year of physical education/health for each year of enrollment) *Students that participate in a six-credit science course will earn four Physical Education/Health credits in order to accommodate the laboratory period.	20
21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION (Practical Arts)	5
WORLD LANGUAGE (2 or more years recommended, 1 year required)	5
VISUAL AND PERFORMING ARTS	5
FINANCIAL LITERACY (1 semester) (Economics, Business, Entrepreneurial Literacy)	2.5
CREATIVE WRITING (1 semester) Pre IB, IB, and AOF students are exempt	2.5
SCHOOL & COMMUNITY SERVICE (1 school year/50 hours)	2.5
ELECTIVES (A minimum of 12.5 credits in any Elective course)	12.5
TOTAL CREDITS REQUIRED FOR GRADUATION	120

PROCEDURES FOR PROGRAM CHANGES

SCHEDULE CHANGE, COURSE LEVEL CHANGE, AND COURSE WITHDRAWAL

Each spring, Fort Lee High School's educational team convenes to develop a master schedule that is shaped by the individual interests, needs and desires of each student. A pivotal part of this process is the student-counselor course selection conference. It is during this conference that counselors guide students through the course selection process, keeping in mind the course requirements for graduation and the student's post-secondary goals. Fort Lee High School's educational team strives to develop balanced, diverse, and challenging programs of study that provide each student with the opportunity to pursue his or her post-secondary goals.

With this in mind, it is necessary to have procedures in place to provide students with the opportunity to modify their schedule within a period of time that will maintain the integrity of their academic record.

Schedule Change

Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and a parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline.

Schedule changes will be permitted only if one or more of the following criteria are met:

- Student is scheduled in the wrong course
- Student is missing a required subject/course
- Student went to summer school (and passed) for a scheduled course
- Student already took a scheduled course
- Student was notified in writing by a college that a specific course is necessary for admission (must produce college letter)

The following schedule change requests will not be permitted

- Teacher preference
- Lunch preference
- Elective preference
- An interest in joining friends in a particular class
- Any combination of the above

Course Level Change

A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level no later than the last school day in September. The request must be accompanied by a Schedule Change Request form that is completed and signed by the student, parent/guardian, both teachers, department supervisor, and guidance counselor. A Schedule Change Request form for a Semester Course must be submitted within the first fifteen days of the class start date. All requests are subject to administrative approval and course availability. Requests may not be approved if the request requires multiple course changes in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.

Course Withdrawal

A student may request to withdraw from a course. The request must be accompanied by a Schedule Change Request form that is completed and signed by the student, parent/guardian, the teacher, department supervisor, and guidance counselor and after a parent/guardian conference with the counselor (telephone conferences are acceptable). Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. A course withdrawal may not be accompanied by a request to conduct a schedule change. The student's schedule will remain intact and the

withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct course withdrawals are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course. In the event that a non-credit bearing assignment is not available during the same period of the withdrawn course, then the student may be required to stay in the course. It is also strongly recommended students do not take more than one study hall.

Withdrawal from a Full Year Course

A student may request to withdraw from a full year course by the last school day in September. Withdrawal from a full year course after this day will result in no record of the course on the student's transcript. Withdrawal from a full year course after the deadline will be recorded as a WD on the student's transcript. Withdrawal from a full year course after the posting of the second marking period grades will be recorded as a WF on the student's transcript.

Withdrawal from a Semester Course

A student may request to withdraw from a semester course within fifteen days from the start of the semester. Withdrawal from a semester course within this timeline will result in no record of the course on the student's transcript. Withdrawal from a semester course after day fifteen, and up to and including day twenty nine, will result in a WD on the transcript. Withdrawal from a semester course by day thirty and beyond, will result in a WF on the student's transcript.

Grading

Incomplete as a Grade

A grade of incomplete may not be carried for more than three weeks after it is issued.

PROGRAMS OF STUDY

The **COLLEGE PREPARATORY PROGRAM** is available to every student who has an interest in entering college and has the necessary aptitude for college preparatory work. Since the subjects required for entrance vary for different colleges, a student should decide as early as possible which college he or she desires to enter. (Grades 9-12)

The **ACADEMY OF FINANCE** is one of five academies founded under the National Academy Foundation. The Academy of Finance is a competitive program that instills 21st century skills for 9th, 10th, 11th, and 12th grade students and prepares students for post-secondary education and careers through academic learning and hands-on work experiences. Students hear local business professionals discuss careers and are assigned a mentor from the business community to serve as an information resource. The AOF goes on trips to the financial district to see things such as the New York Federal Reserve Bank, the Museum of American Finance, and the New York Stock Exchange. Students are exposed to broad career opportunities in the financial services industry through their academic learning. Each student must complete a six to eight week summer internship between junior and senior year. Upon completion of the Academy of Finance Program, the student will receive a National Academy Foundation Certificate at a special graduation ceremony. (Grades 9-12)

The **INTERNATIONAL BACCALAUREATE (IB) PROGRAM** aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities. (Grades 11 & 12) Students in all IB course are required to take and pay for the corresponding IB Exams in May.

The **ACADEMY OF THEATRE ARTS** is an intensive training program that offers exciting opportunities for students. Some students enter The Academy of Theatre Arts because they enjoy acting and want to develop concentration skills, collaboration skills, critical/creative thinking skills and problem solving skills. Other students join The Academy of Theatre Arts because they are interested in majoring in the performing arts in college, or, they are considering a career in the arts. It is a small learning community that offers students the opportunity to receive intensive instruction and support in acting in an authentic work environment. The Academy of Theatre Arts provides opportunities for students to interact with artists from the surrounding areas and to attend field trips and theatrical events. All Theatre Arts students are offered leadership opportunities and a "voice" in decision-making. Students enter the academy with a declared major in acting and, graduate with an Academy of Theatre Arts Diploma or Certificate upon completion of the program. (Grades 9-12)

VISUAL AND PERFORMING ARTS offers a wide choice of electives to meet the needs and plans of individual students interested in art, music, and theatre. Students with these interests are urged to speak with their guidance counselors and fine arts teachers. (Grades 9-12)

ADVANCED PLACEMENT (AP) courses enable academically prepared students to pursue college-level studies and earn college credit, advanced placement or both while still in high school. By making the decision to take one of the many AP courses offered across the curriculum, students demonstrate to admissions offices that they have the will and skill to challenge themselves with the most rigorous course work available and to master the critical thinking, problem solving, language immersion and/or effective writing necessary to succeed at the college level. In fact, university faculty members play a vital role in ensuring that AP courses align with higher education standards. Each course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP exam scores. In addition, more than 60 countries recognize AP exam scores in the admission process and/or award credit and placement for qualifying scores. Research consistently supports the assertion that performing well on AP exams is a pathway to success in college. Students in all AP courses are required to take and pay for the corresponding AP exams in May.

The **HONORS PROGRAM** is an opportunity to pursue accelerated and challenging courses. (Grades 9-12) Honors courses are designed to challenge highly motivated and academically skilled students. These courses often include an “in-depth” study of a particular subject accompanied by rigorous demand upon students in terms of study skills, homework and independent projects.

TEEN PEP is a full-year senior health course (taken in place of 12th grade Physical Education/Family Life), that focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community, addressing topics such as STIs, HIV/AIDS, pregnancy, homophobia, and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors. Students will be selected based on their applications, performance in the interviews, and faculty evaluations. (Grade 12)

PLEASE BE ADVISED THAT THE ADMINISTRATION RESERVES THE RIGHT TO CANCEL ANY COURSE OFFERING WHEN LIMITED STAFF AVAILABILITY, BUDGETARY RESTRICTIONS, AND INSUFFICIENT ENROLLMENT WARRANTS.

PREPARATION FOR COLLEGE ADMISSION

It is recommended that students who are planning to attend college complete a schedule of academic courses including the following:

English	4 years
Mathematics	3 years; 4 years for admission to math, science and engineering programs
World Language	2-4 years; a concentration in one language is recommended
Science	3 years; 4 years for admission to science and engineering programs
Social Studies	3-4 years
Electives	2 years; chosen from any academic discipline

Students are advised to obtain the individual admission requirements of their school of interest.

STANDARDIZED TESTING TIMELINE

SAT*	spring of junior year and throughout senior year**
ACT*	spring of junior year and throughout senior year**
SAT II Subject Tests*	June of the year that subject is completed**
Advanced Placement Examinations*	spring of the year that subject is completed**
PSAT	fall of sophomore and junior year**
TOEFL Exam	ELL and international students are encouraged to take the TOEFL

*Check individual college/university admission requirements for standardized testing requirements.

**Accelerated students should consult their guidance counselor for an adjusted timeline.

SCHOOL CODES

Fort Lee High School College Board Code is **310395**

Test Center for SAT is **31-301**

Test Center for ACT is **196800**

COLLEGE SCHOLARSHIPS

Applications for college scholarships should be submitted to the college at the time of submitting the application for admission or very soon thereafter. Most colleges require a student applying for a scholarship to file the Free Application for Federal Student Aid (FAFSA). These forms are available on the official website, www.fafsa.ed.gov. Please note: The FAFSA cannot be filed until after January 1 of the student's senior year. Students should also check the Guidance Department bulletin boards and the Naviance Family Connection website for scholarship information.

HIGH SCHOOL PROFICIENCY REQUIREMENTS

PARCC

The new PARCC assessments will be administered twice each school year, once during the month of March and again during the month of May in the following subjects: Algebra I, Geometry, Algebra II, and English 9, 10, & 11. The PARCC assessment system will be much different, from the previous NJASK and HSPA in design, delivery and substance. All PARCC assessments are computer delivered.

These new grade 9-11 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal, and provide teachers with timely information to tailor instruction and provide student support.

The State of New Jersey will not solely use PARCC scores as a graduation requirement until the class of 2019. Until then, a concordant of cut off scores will be used to measure high school proficiency.

English Language Arts	Mathematics
Passing score on a PARCC ELA Grade 9 <i>or</i>	Passing score on a PARCC Algebra I <i>or</i>
Passing score on a PARCC ELA Grade 10 <i>or</i>	Passing score on a PARCC Geometry <i>or</i>
Passing score on a PARCC ELA Grade 11 <i>or</i>	Passing score on a PARCC Algebra II <i>or</i>
SAT \geq 400 <i>or</i>	SAT \geq 400 <i>or</i>
ACT \geq 16 <i>or</i>	ACT \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 <i>or</i>	Accuplacer Elementary Algebra \geq 76 <i>or</i>
PSAT \geq 40 <i>or</i>	PSAT \geq 40 <i>or</i>
ACT Aspire \geq 422 <i>or</i>	ACT Aspire \geq 422 <i>or</i>
ASVAB-AFQT \geq 31 <i>or</i>	ASVAB-AFQT \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

*Passing scores on the PARCC will be determined by the State of New Jersey at a later date.

SPECIAL OPPORTUNITIES

COLLEGE CREDIT

Fort Lee High School is involved in an innovative program, allowing juniors and seniors to take courses yielding college credits. Fort Lee has entered into an agreement with Fairleigh Dickinson University, whereby this institutions grants credits to students upon completion of selected Fort Lee High School courses deemed compatible by the college. Those courses which have been approved are the following: **Accounting II, Anatomy and Physiology of the Human Body, AP Biology, AP Calculus, AP Chemistry, Art History, Human Genetics, Italian 4, Social Attitudes, Spanish 4, and Spanish AP.** The teachers of these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which he/she may submit to the college of his/her choice for transfer credit approval. In order to earn credit through Fairleigh Dickinson University, the student must register and pay for the course in the guidance office by September of the year he/she is enrolled in the class.

BCC Prep-A half day college program for high school seniors

Students who take BCC Prep courses will "Race to the Top" by earning up to 18 highly transferrable credits in 100 level courses. BCC Prep students will be able to complete the equivalent of one semester of college by the time they graduate from high school. BCC Prep students attend classes along with full-and part time Bergen students and they have the opportunity to join college clubs and activities, along with their college student peers. BCC Prep students will attend classes in their own high schools in the morning and return in the afternoon in time for extra-curricular activities. There are no minimum SAT scores or GPA requirements for BCC Prep classes. Students will take the Accuplacer college entrance exam in their high school at the end of their junior year. Accuplacer scores will automatically be transmitted to Bergen Community College. BCC Prep students are eligible for college entrance exam testing review sessions and related remediation as part of the program. Any interested student should see his/her school counselor for registration information. (This information was provided by Bergen Community College.)

OPTION OF AUDITING CLASSES

The audit option permits a student to visit a class in which they have an interest. Prior written approval by the teacher of the class to be visited is always required. Students should keep their counselors informed of any request to audit classes.

Students wishing to audit a class should realize that essentially they will be accepted as a "listener." Auditing provides a student with an opportunity to find out more about a course. See your counselor for further information.

SCHOOL AND COMMUNITY SERVICE PROGRAM

The School and Community Service Program offers volunteer opportunities to all students. Student volunteers choose when and where they wish to volunteer, and have a choice of more than 50 service opportunities such as: a coach of community sports teams, teachers' aides, hospital candy strippers, and aides within other local human service agencies. Students may also serve as clerical assistants during the school day. All students must complete fifty (50) hours/ 2.5 credits in any given school year, as a requirement to graduate. Extensions will only be granted by the building principal. Students may elect to participate in community service (50 hours) multiple times to earn additional credits. More information could be found at <http://scs.flhs.flboe.com>

GRADING

The school computes grade point averages by using official school records beginning in the ninth grade. The following areas are taken into account:

- Type of program (i.e., AP, IB, Honors, Regular)
- Grades earned
- Number of credits attempted

Marking Period Calculations

All teachers will utilize the following criteria to calculate quarterly averages:

Formative Assessments=40%

Summative Assessments=60%

As of September 2014, Fort Lee High School **will no longer administer** midterm and final exams.

Quarterly Exams

The Fort Lee Public Schools will institute quarterly assessments starting in the 2014-2015 school year. The purpose of this is to monitor the learning of each student relative to the NJ Common Core State Standards and PARCC Readiness. Students will be required to take teacher-designed common assessments towards the end of each marking period. These exams will be given during regular class time, and will be independent of the marking period grade. **The weight of the quarterly exam will be worth 5% and the quarterly grade will be 20% for each marking period.**

<u>Numerical Range</u>	<u>AP/HL</u>	<u>GPA Value HON/SL</u>	<u>REG</u>	<u>Letter Grade</u>
97-100	4.9	4.65	4.40	A+
93-96	4.5	4.25	4.00	A
90-92	4.1	3.85	3.60	A-
87-89	3.9	3.65	3.40	B+
83-86	3.5	3.25	3.00	B
80-82	3.1	2.85	2.60	B-
77-79	2.9	2.65	2.40	C+
73-76	2.5	2.25	2.00	C
70-72	2.1	1.85	1.60	C-
67-69	1.9	1.65	1.40	D+
63-66	1.5	1.25	1.00	D
60-66	1.1	.88	.60	D-

KEY

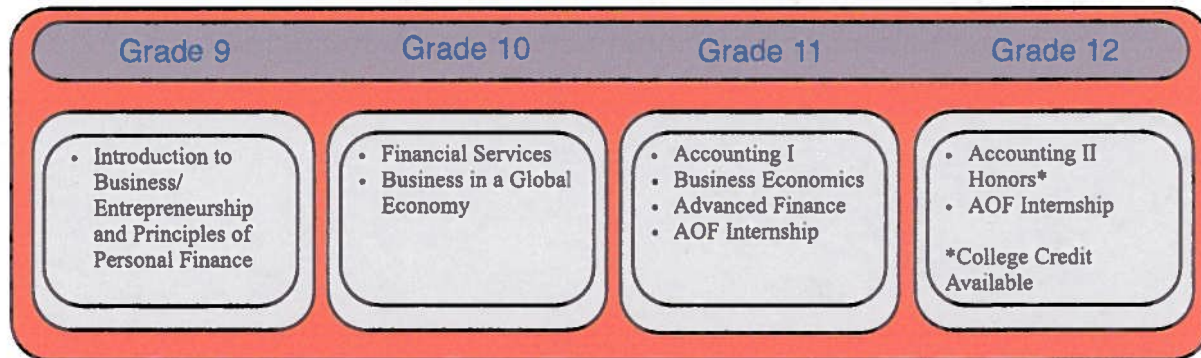
AP =Advanced Placement
 HL =IB (International Baccalaureate) High Level
 HON =Honors
 SL =IB (International Baccalaureate) Standard Level
 REG =College Prep and Essentials

As of September 2014, the high school transcripts and report card will reflect only numerical grades.

- All marking periods, quarterly exams, semester and final averages of 0-50 will be assigned the minimum grade of 50.
- All marking periods, quarterly exams, semester and final averages of 51 or higher will be assigned the actual numerical value.

THE ACADEMY PROGRAMS AT FORT LEE HIGH SCHOOL

ACADEMY OF FINANCE (AOF)



Introduction to Business/ Entrepreneurship and Principles of Personal Finance

Credits 5.00, Grade 9

Prerequisite: Admission to the AOF Program

This course covers the basics of business and entrepreneurship. The objective of this course is for students to learn what is necessary to start and run a business including developing a business plan for any type of business-producers, intermediaries, and service businesses. Students will also learn about the scope and nature of careers in fields such as insurance, real estate, marketing, management, finance and accounting, and securities. Opportunities will be presented for developing skills for effective teamwork. Leadership skills are given a high priority. The course also fulfills the state requirement for financial literacy by focusing on money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.

Financial Services

Credits 2.50, Grade 10

Prerequisite: Introduction to Business and Personal Finance

This is a one-semester course that presents a survey of the principles and practices of banking and credit in the United States. Students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection.

Business in a Global Economy

Credits 2.50, Grade 10

Prerequisite: Introduction to Business and Personal Finance

This one-semester course provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing business firms conducting business internationally, and to the potential opportunities available to those businesses. Business in a Global Economy broadens students' understanding of how

businesses operate, grow, and thrive in our ever-changing world.

Business Economics

Credits 2.50, Grade 11

Prerequisite: Financial Services and Business in a Global Economy

This is a one-semester course that introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

Advanced Finance

Credits 2.50, Grade 11

Prerequisite: Financial Services and Business in a Global Economy

This is a one-semester course that delves into financial concepts such as saving, investing, and budgeting. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. Emphasis is placed on the skills necessary for success in business and college.

AOF Internship

Grades 11-12

Prerequisite: Business Economics and Advanced Finance

A mandatory component of the Academy of Finance, the 6-8 week, 200-hour minimum internship is usually paid and takes place preferably during the summer between junior and senior year. Students intern at a worksite based on their future career choice. The internship provides students with real-world working experience before they leave high school along

with other important 21st century skills needed to compete in a global economy. Please see Academy of Finance Internship Agreement for further details.

Accounting I

Credits 5.00, Grade 11

Prerequisite: Introduction to Business and Personal Finance, Financial Services, Business in a Global Economy

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupation of accountant and includes the complete accounting cycle with hands on applications in Excel and Power Point. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions.

Accounting II Honors

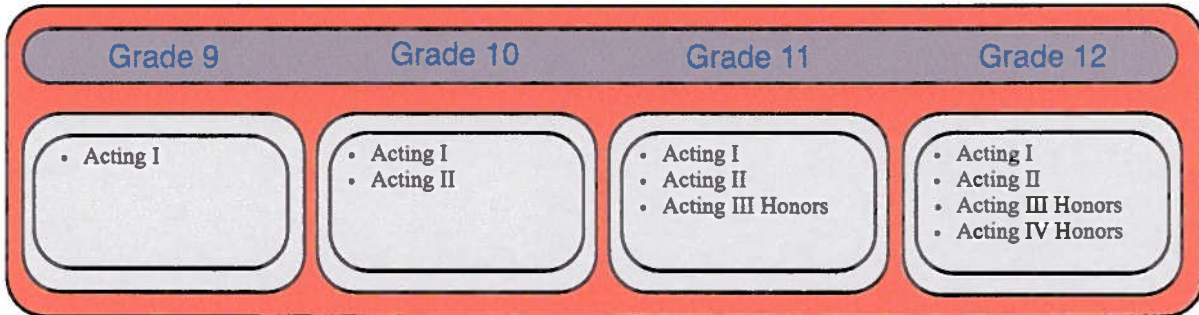
Credits 5.00 Grade 12

Prerequisite: Successful completion of Accounting I

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting I and incorporates advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting. The second semester will concentrate on analytical and interpretive accounting. College credit is available.



ACADEMY OF THEATRE ARTS



The Academy of Theatre Arts is a “small learning community” of performing arts students who receive intensive training in acting and all other related areas of performing arts. Students who are interested in this rigorous program must audition and interview for acceptance. Special classes include: Acting I, II, III, and IV. Upon completion of the program, students will receive a Theatre Arts Diploma or certificate in addition to the high school diploma. The Academy of Theatre Arts offers students the chance to explore, create, and use their imagination in a safe and supportive environment. If your talent and interest resides in the performing arts you can receive an excellent comprehensive education by participating in this program. The Academy of Theatre Arts offers the talented and seriously committed performing arts student the opportunity to receive in-depth training by professionals in the field. Some students enter The Academy of Theatre Arts because they enjoy acting and want to develop concentration skills, collaboration skills, and critical/creative thinking skills. Other students decide to join the Theatre Arts Program because they are interested in majoring in the arts in college, or they intend to enter the theatre arts as a career.

Acting I

Credits 5.00, Grades 9-12

Introduction to acting focuses on theatre games, movement, relaxation and vocal techniques, character creation, pantomime and improvisation.

Acting II

Credits 5.00, Grades 10-12

Prerequisite: Must have completed Acting I

The second year of acting extends the student’s knowledge of acting and adds playwriting and more performance from plays. Students are also introduced to the masters of the craft.

Acting III Honors

Credits 5.00, Grades 11-12

Prerequisite: Must have completed Acting I and II

Scene studies of theatre repertoire: from Greek tragedy/comedy through the Elizabethan period of theatre. Students study the history of theatre and take on the role of director.

Acting IV Honors

Credits 5.00, Grades 11-12

Prerequisite: Must have completed Acting I, II, III

Scene studies of the theatre repertoire: the Reformation tragedy/comedy plays to present day 21st century theatre.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IB)

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • English 9 • US History I • Geometry • Spanish II • Biology <p>* Honors is highly recommended</p>	<ul style="list-style-type: none"> • Pre-IB Literature and Performance SL • US History II • Algebra II • Spanish III • Chemistry • IB Economics SL • Creative Writing • IB or Economics <p>* Honors/AP is highly recommended</p>	<ul style="list-style-type: none"> • IB English HL I • IB World History HL I • IB Film HL I • IB Spanish SL I • IB Math SL I • IB Theory of Knowledge HL • IB Physics SL • Calculus BC/IB Math HL 	<ul style="list-style-type: none"> • IB English HL II • IB World History HL II • IB Business & Management HL II • IB Film HL II • IB Spanish SL II • IB Math SL II • IB Theory of Knowledge HL • IB Physics SL • Calculus BC/IB Math HL

*HL classes are weighed as AP classes and SL classes are weighed as honors classes.

The Academy of International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The Academy of International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 18. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). Each student will be assessed both internally by the subject teacher and externally by IB examiners.

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program. Information is provided by *The International Baccalaureate*. For additional information please visit www.ibo.org. To qualify for this program, students must meet eligibility criteria, take an entrance exam and interview for the limited number of spots available.

Pre-IB Literature and Performance SL

Credits 5.00, Grade 10

Prerequisite: English 9/English 9 Honors

GPA Weight: Equivalent to Honors

The literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literacy skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance.

The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in a performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the context of production and perception shape meaning.

IB English HL I & HLII

Credits 5.00, Grades 11&12

Prerequisite: Recommendation for IB/AP level work

GPA Weight: Equivalent to AP

The IB English HL course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied.

The aims of the IB English HL course are to encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Additionally, to develop the students' powers of expression, both in oral and written communication, and provide the opportunity to practice and develop the skills involved in writing and speaking in a variety of styles and situations. Students will also be introduced to a range of literary works of different periods, genres, styles and contexts. The students' perspective will be broadened through the study of works from other cultures and languages. In addition to the IB assessments,

students will have the opportunity to take the AP Literature exam.

IB Spanish SL I & SL II

Credits 5.00, Grades 11&12

Prerequisite: Spanish 3

GPA Weight: Equivalent to Honors, 2 Years

At the end of the IB Spanish SL course students are expected to communicate clearly, fluently and effectively in a wide range of situations. Additionally, they are expected to understand and use oral and written forms of the language appropriately in a range of styles and situations. They should also understand and use a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way, and support them with relevant examples.

IB Math SL I & SL II

Credits 5.00, Grades 11&12

Prerequisite: Algebra II

GPA Weight: Equivalent Honors, 2 Years

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should be able to apply the mathematical knowledge they have acquired to solve realistic problems.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a

written examination, and to develop the skills they need for communicating mathematical ideas.

- Topic 1—Algebra
- Topic 2—Functions and equations
- Topic 3—Circular functions and trigonometry
- Topic 4—Matrices
- Topic 5—Vectors
- Topic 6—Statistics and probability
- Topic 7—Calculus

Calculus BC/IB Math HL 2nd year

Credits: 5.00, Grades 11&12

Prerequisite: Meet AP and IB entry criteria; completion of Precalculus Honors or IB Math SL first year. Students who are taking this course as the second year of IB Math HL must complete IB Math SL/HL first year.

This course caters to students with strong advanced mathematical skills who want to experience a comprehensive and rigorous course equivalent to two semesters' worth of college-level calculus. Topics will include those in the AP calculus AB course description, but they will be covered at a faster pace. Additional topics covered in this course will include: calculus treatment for parametric, polar, and vector functions, improper integrals, Infinite series and sequence, Taylor and Maclaurin series and polynomial approximation. Students will be able to work with various functions graphically, numerically, analytically, and verbally, and should understand the connections between these representations. Students should also be able to model problem situations with functions, differential equations, and integrals. Students who are taking this course as the second year of IB Math HL will have additional IB specific work to complete. For example, IB students will prepare and submit their work for IB Internal assessment.

IB Theory of Knowledge HL

Credit 5.00, Grades 11&12

GPA Weight: Equivalent to AP, 1 Year

Prerequisite: IB Program Entrance Criteria

It is a commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signaled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts

is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by “renaissance man”. Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialized, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it are impossible for us to know or predict.

The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content are questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the centre of the course is the student as knower. Students entering the Diploma Program typically have sixteen years of life experience and more than ten years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines, and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how?]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances, and outlooks in planning the course.

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to, and learn from, what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

IB Business and Management HL II

Credit 5.00, Grade 12

GPA Weight: AP, 2 Years

Prerequisite: Recommendation for IB/AP level work

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. The Diploma Program business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The IB Business and Management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing and human resource management.

The ideals of international cooperation and responsible citizenship are at the heart of The Diploma Program business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course will contribute to students' development as critical and effective participants in local and world affairs.

IB World History HL I/IB World History HL II

Credit 5.00, Grades 11-12

GPA Weight: AP, 2 Years

Prerequisite: Recommendation for IB/AP level work

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources, and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The IB History HL course encompasses the main developments in 20th century world history, as well as an in-depth study of Asian history from 1500 to the present.

This Diploma Program history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

IB Physics SL

Credits 5.00, Grade 12

Prerequisite: Geometry, 1 Year

GPA Weight: Honors

This is an Honors level, algebra based laboratory science course addressing the explanation of the workings of the universe from the smallest

particles to entire galaxies. There is a focus on problem solving, lab experiments and communication skills.

IB Film HL I

Credits 5.00, Grade 11

GPA Weight: Equivalent AP

This course can be counted as a Fine or Practical Art

IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly, will be expected to watch and experience films actively and analytically.

IB Film HL II

Credits 5.00, Grade 12

GPA Weight: Equivalent AP

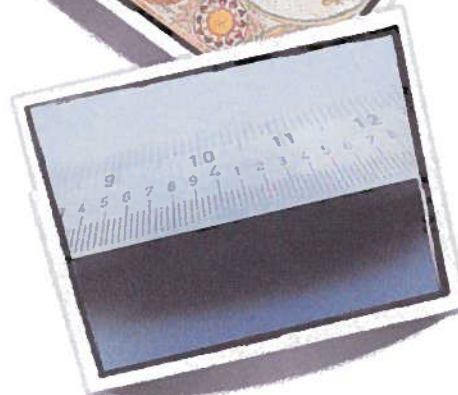
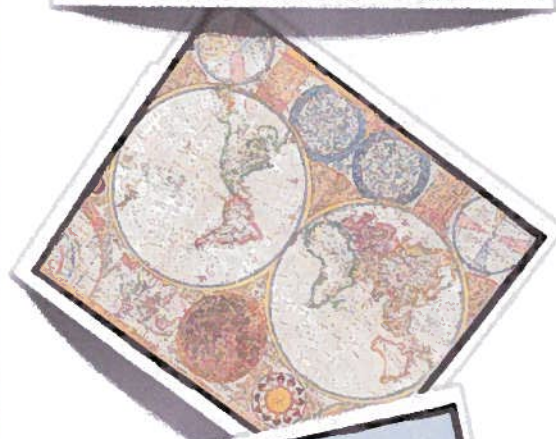
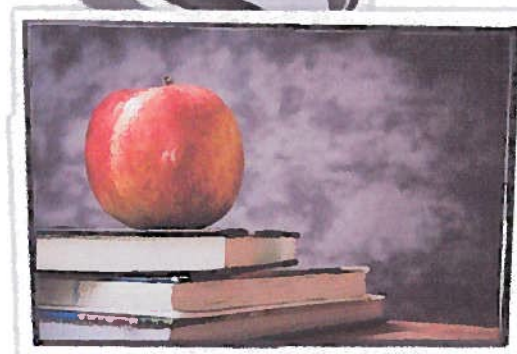
Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessment will include textual analysis of films, essays pertaining to film theory and history of film, and an individual, creative film production.

IB Economics SL

Credits 5.00, Grade 10

Prerequisite: Teacher Recommendation

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. This economics course encourages students to develop international perspectives and to foster a concern for global issues and raises students' awareness of their own responsibilities at a local, national and International level.



ENGLISH

	Grade 9	Grade 10	Grade 11	Grade 12
College Preparatory	<ul style="list-style-type: none"> English 9 	<ul style="list-style-type: none"> English 10 Creative Writing 	<ul style="list-style-type: none"> English 11 	<ul style="list-style-type: none"> English 12
Honors	<ul style="list-style-type: none"> English 9 Honors 	<ul style="list-style-type: none"> English 10 Honors Creative Writing 	<ul style="list-style-type: none"> English 11 Honors 	<ul style="list-style-type: none"> English 12 Honors
AP	<ul style="list-style-type: none"> English 9 Honors 	<ul style="list-style-type: none"> English 10 Honors Creative Writing Pre-IB Literature & Performance SL 	<ul style="list-style-type: none"> AP English Language & Composition AP English Literature (exam only through IB) 	<ul style="list-style-type: none"> AP English Literature & Composition AP Language & Composition
IB	<ul style="list-style-type: none"> English 9 Honors 	<ul style="list-style-type: none"> English 10 Honors Creative Writing* Pre-IB Literature & Performance SL 	<ul style="list-style-type: none"> IB English HL I 	<ul style="list-style-type: none"> IB English HL II

English 9/English 9 Honors

Credits 5.00, Grade 9

Honors Prerequisite: Students must meet the Honors entry criteria.

English 9 focuses on grammar, composition, vocabulary, research, reading strategies, and academic writing. Students study five genres in-depth: short story, novel, drama, poetry and nonfiction. Additionally, students will explore rich literary themes in varied works from different time periods. Core readings include: *Night*, *Romeo and Juliet*, *Of Mice and Men*, and *Lord of the Flies*. This course teaches students how to write a unified and coherent five-paragraph academic essay and a research paper. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 9 Honors read *A Raisin in the Sun* in addition to the above titles, and challenge themselves with a more rigorous course.

English 10/English 10 Honors

Credits 5.00, Grade 10

Honors Prerequisite: Students must meet the Honors entry criteria.

In addition to enhancing reading and writing standards established in ninth grade, English 10 provides a literary perspective based on intercultural connections and global influences. Students examine literature from various eras and cultures, which includes core readings: *Interpreter of Maladies*, *Things Fall Apart*, and *When I Was Puerto Rican*. Additionally, students participate in comprehensive book clubs; among the authors studied are Julia Alvarez, Khaled Hosseini and Yann Martel. This course further refines the multi-paragraph composition, with emphasis on the development of compare/contrast and argumentative essays. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Those enrolled in English 10 Honors read *Othello* in

addition to the above titles, and challenge themselves with a more rigorous course.

Creative Writing

Credits 2.50, Grade 10

This is a mandatory course required for graduation designed to reinforce good writing and editing skills through narrative, argumentative, and descriptive essay assignments.

Comprehensive editing, peer review, and teacher conferences will help students develop a clear understanding of effective writing. This course also provides students with an outlet for creative expression, concluding with the writing of an original short story.

Pre-IB Literature & Performance SL

Credits 5.00, Grade 10 (English 10 Honors alternative)

Prerequisite: Student must meet the Honors entry criteria

This Honors course explores the relationship between literature and theatre. Students focus on close reading, critical writing, and perceptive discourse, while understanding the practical, aesthetic, and symbolic elements of performance. This course is organized into three parts, each of which is focused on a different aspect of literature and performance. Together, these three parts cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students explore a wide variety of textual genres and analyze the concepts of transformation and the ways production and perception shape meaning.

English 11/English 11 Honors

Credits 5.00, Grade 11

Honors Prerequisite: Students must meet the Honors entry criteria

Utilizing skills and knowledge gained in prior grades, Students in English 11 analyze the role(s) of a non-conformist in society. This curriculum examines our nation's ever-changing voice from early settlers to contemporary Americans. In addition to exploring an array of literary genres, students read three core texts: *One Flew Over the Cuckoo's Nest*, *Travels with Charley*, and *The Crucible*. Students also participate in

comprehensive book clubs that include texts from various authors, such as Mark Twain, James McBride, J.D. Salinger, and Tennessee Williams. Students write varied compositions that include an autobiography, an argumentative essay, and an expository essay. To reinforce SAT preparedness, students learn advanced vocabulary and augment critical reading skills. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 11 Honors read *The Invisible Man* in addition to the above titles and challenge themselves with a more rigorous course.

IB English HL I

Credits 5.00, Grade 11

Prerequisite: Students must meet the AP entry criteria

This course provides students with extensive experience and training in the study, interpretation, and analysis of literary works. Students enrolled in this course complete the first year of the two-year IB English HL course (see IB English HL II). Students are required to take the oral and written IB English exams. In the first year of the course, the content parallels the AP Literature and Composition curriculum and prepares students to take the AP examination in the spring. Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

Advanced Placement (AP) English Language & Composition

Credits 5.00, Grades 11-12

Prerequisite: Student must meet the AP entry criteria

Note: Students are required to take the AP exam in May

This course requires mature & skillful writing, for a variety of purposes and analytical reading of complex and varied texts from a wide range of time periods. Nonfiction is the primary genre, which includes essays, letters, memoir, political discourse, and speeches. Students write in all four primary modes (exposition, narration, description and argumentation) and learn to develop their writing through such strategies as compare/contrast, cause/effect, division or analysis and example. Students are encouraged to read a text

from a writer's as well as a reader's point of view, an approach that puts students in touch with the importance of craft and helps them develop their own distinct style. Writing is taught as a process that proceeds through several drafts to the final paper. Throughout the year students take timed AP practice exams and write timed AP essays to prepare for the required College Board exam in May. Students must complete assigned summer work prior to the start of the school year.

English 12/English 12 Honors

Credits 5.00, Grade 12

Honors Prerequisite: Students must meet the Honors entry criteria.

Building on proficiencies emphasized in previous grades, students in English 12 explore how social institutions shape identity. This final year of high school English focuses on rigorous literature, exemplified in the core readings: *Brave New World*, *Robinson Crusoe*, *White Teeth*, and *Hamlet*. In addition to extensive reading analysis, this course incorporates an expansive research project followed by a research paper. Students are also taught to write effective college essays in their own style and voice. These writing requirements are specifically designed to enrich college and career readiness for seniors. All units integrate skills in reading, writing, speaking, listening, and working cooperatively. Students enrolled in English 12 Honors read *Emma* in addition to the above titles, and challenge themselves with a more rigorous course.

IB English HL II

Credits 5.00, Grade 12

Prerequisite: Students must meet the AP entry criteria.

This course continues at the conclusion of IB English HL I. This second year of the two-year course focuses more on literary commentary, where students examine a wide range of literary pieces. Additionally, students choose a literary genre and explore representative writers' works in depth. Students are required to take the oral and written IB English exams.

Advanced Placement (AP) English Literature & Composition

Credits 5.00, Grades 11-12

Prerequisite: Student must meet the AP entry criteria.

Note: Students are required to take the AP exam in May.

This course requires critical analysis through the close reading of fictional narratives. Literary styles, structures, themes, and other literary elements are studied. Students examine representative works of recognized literary merit from the sixteenth century to the twenty-first century, which include: *Pride and Prejudice*, *Heart of Darkness*, *A Doll's House*, *The Color Purple*, and *White Tiger*. Advanced writing includes literary analysis, critical commentary, and poetry explication. Students must complete assigned summer work prior to the start of the school year.

Journalism

Credits 5.00, Grades 9-12

Note: This course meets the requirement for 21st Century Life and Careers.

This is an elective course designed for students interested in further enhancing their skills as writers. It focuses on contemporary media literacy and the ethical responsibilities of journalists implicit in today's global press. Students learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style, and editing are emphasized. Students create numerous original stories using varied structures and writing techniques, while learning to create computer generated layouts and graphics.

English as a Second Language

Credits: 5.00, Grades 9-12

This course is designed to create an effective and supportive environment for ELL students. Courses for beginner, intermediate, and advanced non-native speakers are designed to support the use of English in four areas of communication: listening, speaking, reading, and writing. Additionally, students will learn how to analyze and write narrative, persuasive, expository, and

descriptive essays. Students will read biographies, current event articles, editorials, essays, poetry, dramas, and more. Upon successful completion of this course, students will attain the fluency required to perform proficiently in their mainstream classes. Preparedness for standardized tests such as ACCESS, PARCC, SAT and TOEFL is further supported.

ESL Language Arts Literacy

Credits: 5.00, Grades 9-12

This course is designed specifically for ELL students to further develop their understanding of English and prepare them for standardized tests, such as PARCC. Students learn to write expository and argumentative essays as a process that proceeds from pre-writing to draft, revision and final copy. They use assignment specific rubrics to guide them towards unified and coherent compositions. The intensive study of vocabulary and grammar ensures that students learn to write standard English. Novels, short stories, current event articles, and PARCC-like passages/excerpts highlight the reading portion. Students are expected to identify such components as main ideas, supporting details, context clues, and literary devices.

Korean Bilingual

Credits: 5.00, Grades 9-12

This course is designed to create a supportive and effective learning environment for Korean speaking students, who are in the process of learning the English language. The students' native language is used when necessary to ensure understanding of the mainstream curriculum. Upon successful completion of this course, students will better speak, listen, write, and read the English language. This will enhance their understanding of the content in their science, history, and math classes. Additionally, preparedness for standardized tests such as ACCESS, PARCC, SAT and TOEFL is further supported.



SOCIAL STUDIES

	Grade 9	Grade 10	Grade 11	Grade 12
College Preparatory	<ul style="list-style-type: none"> • US History I 	<ul style="list-style-type: none"> • US History II 	<ul style="list-style-type: none"> • World History 	<ul style="list-style-type: none"> • Optional Electives: See Below
Honors	<ul style="list-style-type: none"> • US History I Honors 	<ul style="list-style-type: none"> • US History II Honors 	<ul style="list-style-type: none"> • World History Honors • US History II Honors 	<ul style="list-style-type: none"> • US History II Honors • Optional Electives: See Below
AP	<ul style="list-style-type: none"> • US History I Honors 	<ul style="list-style-type: none"> • AP US History II 	<ul style="list-style-type: none"> • AP World History • AP US History II 	<ul style="list-style-type: none"> • AP US History II • Optional Electives: See Below
IB	<ul style="list-style-type: none"> • US History I Honors 	<ul style="list-style-type: none"> • AP US History II • IB Economics SL 	<ul style="list-style-type: none"> • IB World History HL II 	<ul style="list-style-type: none"> • IB World History HL II

United States History I

Credits 5.00, Grade 9

This course examines the American experience from the beginnings of the Atlantic World, through reconstruction of the south after the Civil War. Emphasis is placed upon the various social, political, economic, and geographic forces which have shaped our nation's multi-faceted growth. The ultimate goal of this course is for students to develop the ability to apply their insights into the past to their understanding of and involvement in present and future issues of national concern.

United States History I Honors

Credits 5.00, Grade 9

Prerequisite: *Meets Honors Entry Criteria*

The Honors course in United States History parallels the content of the United States History I

course. However due to the extra reading assignments, analytical essay writing, and research papers, a student should read with facility and be capable of working with a minimum of supervision.

United States History II

Credits 5.00, Grade 10

Prerequisite: *US History I*

United States History II, a full year course offered following the completion of United States History I, studies the development of the United States from the end of Reconstruction to the present. Major areas of study include industrialization, social legislation, 20th Century Wars, the New Deal, United States foreign policy, and trends of the 21st Century.

United States History II Honors

Credits 5.00, Grades 10-12

Prerequisite: Meets Honors Entry Criteria

The content of the Honors course in United States History II parallels the content of the United States History II course. Since the process of inquiry, investigation, and study are always stressed rather than just the acquisition of predetermined factual information, instruction in the use of critical analysis and its applicability to social, economic, political, and geographic questions, both past and present, is of equal importance to content. At the honors level students will be required to demonstrate a greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary source documents.

Advanced Placement US History II

Credits 5.00, Grades 10-12

Prerequisite: Meets AP Entry Criteria

This course in United States History deals with the period from the Post-Reconstruction Era through to the present. This course parallels United States History II. Students will be expected to make use of the content learned in United States I, both in class and in preparation for the AP Exam in the spring. Due to the extra reading assignments, monthly papers, and the intensity of student centered class discussions, a student should read with facility and be capable of working with a minimum amount of supervision.

World History

Credits 5.00, Grade 11

World History focuses on the evolution of modern political, economic, and social institutions throughout the world. Major emphasis is placed on the development of new political forms such as mass democracy and totalitarianism and the competing economic systems of capitalism, socialism, and communism. In addition, the processes of imperialism and decolonization will be explored in the context of the Industrial Revolution and the two World Wars.

World History Honors

Credits 5.00, Grade 11

Prerequisite: Meets Honors Entry Criteria

World History Honors focuses on the same content as the World History course. At the honors level, students will be required to demonstrate greater proficiency in creating written and oral arguments as well as conducting and completing independent research projects that incorporate primary and secondary sources.

Advanced Placement World History

Credits 5.00 Grades 11-12

Prerequisite: Meets AP Entry Criteria

AP World History is the equivalent of a college-level introductory world history course. The content of the course includes all of human history from the Neolithic Revolution to the present, emphasizing global processes and interactions. Human societies are studied at the macro-level, focusing not on detailed information regarding specific rulers and regimes but rather on events and processes of global significance. Topics covered include the shared organizational characteristics of ancient civilizations, divergent approaches to imperial administration in the classical world, the origin and transmission of religious ideas and technological developments, and the shifting landscape of trade and commercial networks. Students will be prepared for the AP examination in the spring.

IB World History HL I/World History

Credits 5.00, Grade 11

GPA Weight: Equivalent to AP level course

Prerequisite: Recommendation for IB/AP level work

IB History HL I is the first year of the two year IB History sequence. IB History emphasizes the understanding of not only content but also how the discipline works. In other words, history in the IB program is an exploratory subject that poses questions without providing definitive answers. Primary sources and the arguments of historians are critically evaluated in both analytical essays and class discussions. In the first year of the course, the content parallels the AP World History curriculum and prepares students to take the AP examination in the spring.

Students who are not IB Diploma candidates and do not wish to continue into the second year of the course are not required to do so.

IB World History HL II

Credits 5.00, Grade 12

GPA Weight: Equivalent to AP level course

Prerequisite: Recommendation for IB/AP level work

IB History HL II is the second year of the IB History sequence. The second year of the course is a detailed study of Asian history from 1700 to the present, emphasizing the divergent reactions of India, China, and Japan to Western expansion. In addition, students will study the Cold War, the rise and fall of communism, and the decolonization and independence movements in Africa, Asia, and Eastern Europe. In preparation for the IB examinations in the spring, students will write analytical essays incorporating specific historical evidence while challenging existing historical interpretations. Finally, the analysis of the value and limitations of primary sources will be a major focus of study.

ENGLISH LANGUAGE LEARNERS COURSES (ELL)

ESL US History I

Credits 5.00, Grades 9-12

This course will follow the standard curriculum for US History I, starting with North American interactions and ending with Civil War reconstruction. It will be modified for ELL students of all levels by employing differentiated instruction, assessment, and materials.

ESL US History II

Credits 5.00, Grades 10-12

This course will follow the standard curriculum for US History II, starting with Westward Expansion and ending with the Vietnam War. It will be modified for ELL students of all levels by employing differentiated instruction, assessment, and materials.

ESL US History II

Credits 5.00, Grades 11-12

This course will follow the standard curriculum for first year US History students, starting with the Agricultural Revolution and ending with The Enlightenment. It will be modified for ELL students of all levels by employing differentiated instruction, assessment, and materials.

SOCIAL STUDIES ELECTIVES FULL YEAR COURSES

Sociology

Credits 5.00, Grades 11-12

Sociology is a full year survey course that provides students with the opportunity to understand human behavior and sociological research methods. Through study and self-reflection students will gain a better understanding of collective human behavior and interaction.

Advanced Placement U.S. Government and Politics

Credits 5.00, Grades 11-12

Prerequisite: Meets AP Entry Criteria

The purpose of the Advanced Placement course in U.S. Government and Politics is to examine the institutions, participants and processes that characterize political activity in this country. The contemporary nature and function of the American political system will be stressed. Additionally students will be prepared for the AP exam in the spring. By the completion of the course it is hoped that students will have an interest in public issues, appreciate their responsibilities to the political system and internalize a healthy set of political values which will help shape their role as future citizens.

Psychology Honors

Credits 5.00, Grades 11-12

Prerequisite: Meets Honors Entry Criteria

Psychology Honors is a challenging course that closely follows material presented in an introductory psychology college course. The topics covered include research methods, biological bases of behavior, personality, child and adolescent development, social psychology, sensation and perception, cognition, learning and abnormal psychology.

IB Theory of Knowledge HL

Credit 3.00 or 5.00, Grades 11&12

Prerequisite: IB Program Entrance Criteria

GPA Weight: Equivalent to AP, 1 Year

The TOK course is the central element of the IB Diploma Program. It encourages critical thinking about the nature of knowledge and helps students assess the knowledge claims they encounter in their classes and their lives. Its core content includes questions like: What counts as knowledge? How does it grow? What are its limits? Are there objective standards in art? Is mathematics discovered or invented? How reliable are our senses at representing the external world? Can there be a science of ethics? Do humans have free will? Success in the course requires extensive reading of often difficult texts, the writing of many analytical essays, and participation in classroom debates and presentations.

IB Economics SL

Credits 5.00, Grade 10

Prerequisite: Teacher Recommendation

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. This economics course encourages students to develop international perspectives, to foster a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level.

SOCIAL STUDIES SEMESTER ELECTIVES

Social Attitudes

Credits 2.50, Grades 11&12

Social Attitudes provides a basic introduction to psychological concepts. The main goal is to investigate the motives of human behavior and how they inform our social experiences. Topics that will be investigated include rival theories of learning, theories of human aggression, the psychology of groups and alienation.

Facing History & Ourselves

Credits 2.50, Grades 11&12

This course is based on the belief that education in a democracy must be what Alexis de Tocqueville called "an apprenticeship in liberty". Facing History seeks to help students find meaning in the past and recognize the need for participation and responsible decision making.

Facing History will engage students in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students will make the essential connection between history and the moral choices they confront in their own lives. This course also seeks to help students develop practical models for civic engagement that are linked to the study of movements for human rights, such as the African-American Civil Rights Movement.



MATHEMATICS

	Grade 9	Grade 10	Grade 11	Grade 12
IB	<ul style="list-style-type: none"> • Geometry • Geometry Honors • Algebra I 	<ul style="list-style-type: none"> • Algebra II • Algebra II Honors • Geometry or Geometry Honors 	<ul style="list-style-type: none"> • IB Mathematics SL I 	<ul style="list-style-type: none"> • IB Mathematics SL II
Honors	<ul style="list-style-type: none"> • Geometry Honors 	<ul style="list-style-type: none"> • Algebra II Honors • Geometry Honors 	<ul style="list-style-type: none"> • Pre-Calculus AB/BC Honor • Algebra II Honors • Calculus Honors • AP Calculus AB • AP Calculus BC 	<ul style="list-style-type: none"> • AP Calculus AB • AP Calculus BC • Pre-Calculus AB/BC Honor • Calculus Honors
College Prep	<ul style="list-style-type: none"> • Algebra I • Geometry 	<ul style="list-style-type: none"> • Geometry • Algebra II 	<ul style="list-style-type: none"> • Algebra II • Pre-Calculus • Finite Math 	<ul style="list-style-type: none"> • Pre-Calculus • Calculus • Finite Math
Essentials	<ul style="list-style-type: none"> • Pre Algebra* <p>*Students participating in the Essentials track must complete 4 years of math courses.</p>	<ul style="list-style-type: none"> • Essentials of Algebra I • Essentials of Geometry 	<ul style="list-style-type: none"> • Essentials of Geometry • Essentials of Algebra II • Practical Math and Financial Literacy 	<ul style="list-style-type: none"> • Essentials of Algebra II* • Practical Math and Financial Literacy <p>Mandatory 4th year math course for this track for class of 2017 and beyond.</p>

In an effort to ensure student success, many of the courses listed below have recommended prerequisites. Besides successful completion of the prior course in the math sequence, the teacher's recommendation is very important for each course because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, and intrinsic motivation, etc. Other considerations when placing students, especially those interested in Honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment.

Pre-Algebra

Credits: 5.00, Grade 9

This course covers topics that will help students be more successful in algebra. Some of the topics covered are operations with real numbers, variables and expressions, solving equations and

inequalities, functions, linear functions, exponents, and percents.

*This course will not fulfill the NJDOE math requirement. Therefore, three years of math courses are required after successful completion of this course. This course will count as a general education elective.

Essentials of Algebra I

Credits: 5.00, Grades 9-10

The Essentials of Algebra I course provides students with strategies to strengthen and reinforce the mathematical foundational skills necessary for success in algebra. Students will further develop their number sense and will perform standard numerical operations and estimations with real numbers. They will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts. They will also develop the mathematical process skills of communication, making connections, reasoning and using available technologies to solve problems.

Algebra I

Credits: 5.00, Grades 9-10

Students will further develop their number sense and will perform standard numerical operations and estimations with real numbers. They will represent and analyze linear and non-linear relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts. They will develop the mathematical process skills of communication, making connections, reasoning, representations and using available technologies to solve problems. Data analysis and probability are also integrated into this course.

Essentials of Geometry

Credits: 5.00, Grades 10-11

Prerequisite: Essentials of Algebra I

The Essentials of Geometry course provides students with strategies to strengthen and reinforce the mathematical skills necessary for success in geometry. Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas and volumes.

Geometry

Credits: 5.00, Grades 10-11

Prerequisite: Algebra I

Euclidean geometry is used as a model to develop an understanding of logical methods of thinking and deductive reasoning. Concepts of spatial and coordinate geometry are reinforced. The course also focuses on a study of lines, triangles, quadrilaterals and other polygons, similarity, right triangle trigonometry, circles, surface areas and volumes.

Geometry Honors

Credits: 5.00, Grades 9-10

Prerequisite: Algebra I and meets Honors Entry Criteria

A comprehensive coverage of geometry is enhanced by an emphasis on logic, formal proofs, solid geometry, and geometric applications. Trigonometric concepts are also introduced and developed.

Essentials of Algebra II

Credits: 5.00, Grades 11-12

Prerequisite: Essentials of Algebra I and Essentials of Geometry

This course provides students with strategies to strengthen and reinforce the mathematical skills necessary for success in Algebra II. Using their competency in Algebra I and geometry, students will further develop their understanding and analytical skills with various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations.

Algebra II

Credits: 5.00, Grades 10-11

Prerequisite: Algebra I and Geometry

Using their competency in Algebra I and geometry, students will further develop their understanding and analytical skills in various functions and their graphs and expand their ability to make connections between

mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations.

Algebra II Honors

Credits: 5.00, Grades 10-11

Prerequisite: Algebra I and Geometry Honors and meets Honors Entry Criteria

Using their competency in Algebra I and Geometry, students will further develop their understanding and analytical skills in various functions and their graphs and expand their ability to make connections between mathematical concepts. New topics such as matrices, probability and statistics, conic sections, sequences and series, and trigonometry are also introduced or reinforced to enhance the scope of the course and demonstrate relationships with real-life situations. Students are also introduced to topics in Pre-Calculus.

Finite Math

Credits: 5.00, Grades 11-12

Prerequisite: Algebra II or Essentials of Algebra II

This course is one of the options for a third or fourth year of mathematics. Utilizing numerical investigations, algebra, statistics, geometry, graphing and business application problems, this course helps prepare students for many college math courses and careers.

Practical Math and Financial Literacy

Credits: 5.00, Grades 11-12

Prerequisite: Algebra I and Geometry or Essentials Geometry

This course will provide students with strategies to strengthen and reinforce the mathematical skills necessary for success in some college math courses, future careers, and/or managing household budgets and personal finances. The components dealing with personal financial literacy will be aligned to the 2009 NJCCC Standard, *Personal Financial Literacy* (Standard 9.2), which includes “the application of knowledge, skills, and ethical values when making consumer and financial decisions that

impact self, the family, and local and global communities. Topical strands address money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.”

Pre-Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Algebra II Honors

In this course, students will demonstrate a level of proficiency in solving linear and quadratic equations, systems of equations and inequalities. They will also use graphing calculators to visualize, verify, and explore graphing functions; understand the concept of polynomial, rational, exponential and logarithmic functions and models; evaluate and graph trigonometric functions and solve application problems; use matrices to solve equations and be introduced to the concept of limits. Pre-Calculus will further develop student understanding of these and other higher order mathematical concepts and skills, and help prepare them for future college math courses and careers in business, applied mathematics and the sciences.

Pre-Calculus – AB/BC Honors

Credits: 5.00, Grades 11-12

Prerequisite: Algebra II Honors and meets the Honors Entry Criteria

This is an advanced mathematics course designed to prepare students for AP Calculus. In addition to the topics listed above in regular Pre-Calculus, students will develop a high level of proficiency working with vectors, parametric and polar equations, discrete mathematics, limits and continuity. This course is strongly recommended for students that plan to take the AP Calculus AB or BC exam.

IB Math SL I & SL II

Credits 5.00, Grades 11-12

Prerequisite: Algebra II

GPA Weight: Equivalent Honors, 2 Years

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will need

a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should apply the mathematical knowledge they have acquired to solve realistic problems.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

- Topic 1—Algebra
- Topic 2—Functions and equations
- Topic 3—Circular functions and trigonometry
- Topic 4—Matrices
- Topic 5—Vectors
- Topic 6—Statistics and probability
- Topic 7—Calculus

Calculus

Credits: 5.00, Grades 11-12

Prerequisite: Pre-Calculus or Pre-Calculus Honors

This course is meant for students who want to challenge themselves with a fourth year of higher level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration. This course is not intended to be equivalent to one of the AP Calculus courses, as it will not provide the same level of preparation for the AP exams.

Calculus Honors

Credits: 5.00, Grades 11-12

Prerequisite: Pre-Calculus or Pre-Calculus Honors

This course is meant for students who want to challenge themselves with a fourth year of higher level mathematics, and who may take a calculus course in college. Topics of study will include limits, continuity, derivatives, the calculus of transcendental functions (exponential, logarithmic and trigonometric), and some integration including 3D volume calculation. This course is not intended to be equivalent to one of the AP Calculus courses, as it will not provide the same level of preparation for the AP exams.

Advanced Placement (AP) Calculus-AB

Credits: 5.00, Grades 11-12

Prerequisite: Honors Pre-Calculus and meets the AP Entry Criteria

AP Calculus AB is for students with strong mathematical skills who want to experience a comprehensive and rigorous course equivalent to one semester's worth of college-level calculus. Using their competency in Algebra II and Pre Calculus, students will apply their skills to model the dynamic nature of the real world. Building from the concept of limits, students will examine average/instantaneous velocity of moving objects, optimization, and related rate; i.e. differential calculus which will later lead into integral calculus for studies on distance traveled, and area/volume of irregular objects. New topics such as continuity, derivatives, differentiability, Intermediate Value Theorem, Mean Value Theorem, anti-derivatives, integrals and areas between curves are also introduced with real-life applications.

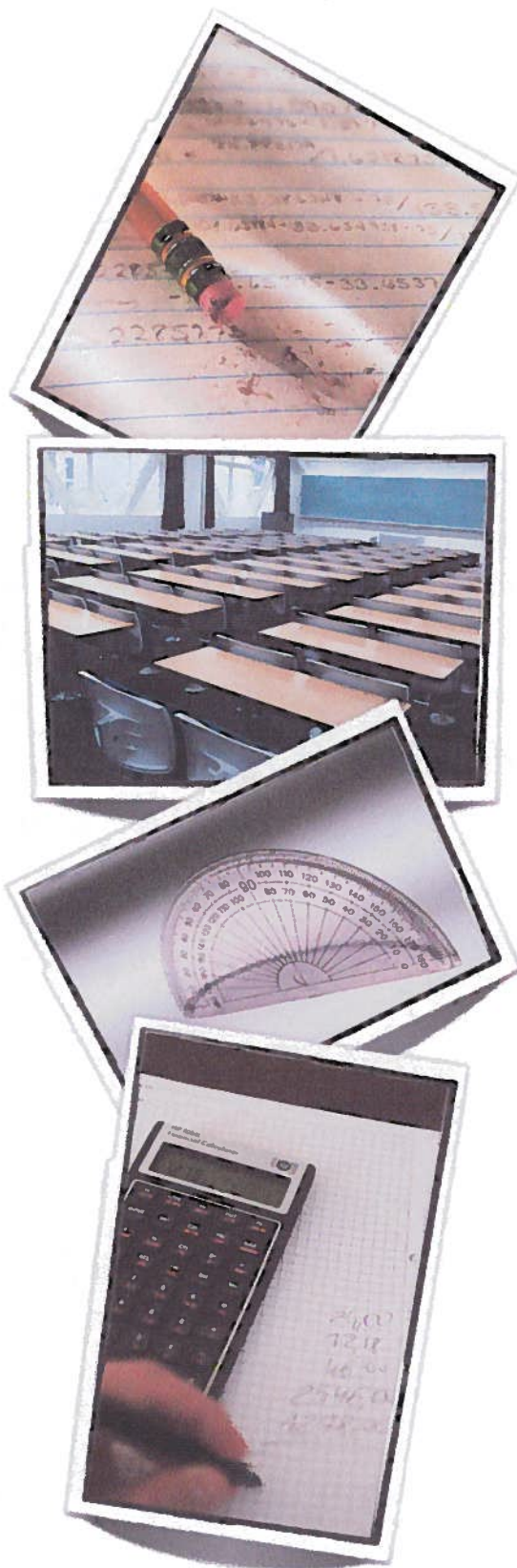
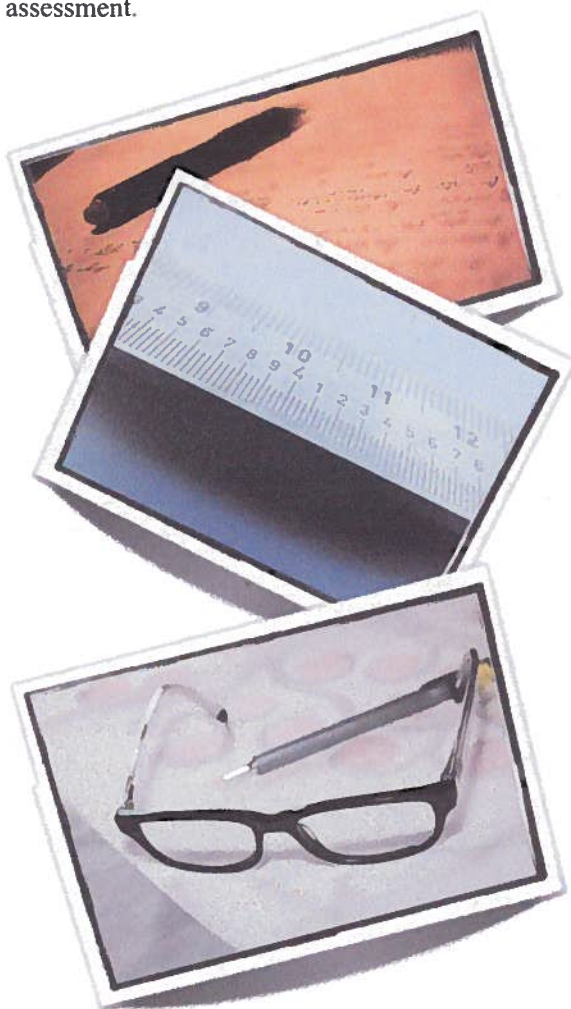
Calculus BC/IB Math HL 2nd year

Credits: 5.00, Grades 11-12

Prerequisite: Meet AP and IB entry criteria; completion of Precalculus Honors or IB Math SL/HL first year. Students who are taking this course as the second year of IB Math HL must complete IB Math SL/HL first year.

This course caters to students with strong advanced math skills who want to experience a comprehensive and rigorous course equivalent to

two semesters' worth of college-level calculus. Topics will include those in the AP calculus AB course description, but they will be covered at a faster pace. Additional topics covered in this course will include: calculus treatment for parametric, polar, and vector functions, improper integrals, Infinite series and sequence, Taylor and Maclaurin series and polynomial approximation. Students will be able to work with various functions graphically, numerically, analytically, and verbally, and should understand the connections between these representations. Students should also be able to model problem situations with functions, differential equations, and integrals. Students who are taking this course as the second year of IB Math HL will have additional IB specific work to complete. For example, IB students will prepare and submit their work for the IB Internal assessment.



SCIENCE

		Grade 9	Grade 10	Grade 11	Grade 12
IB		<ul style="list-style-type: none"> • Biology • Biology Honors <p>*Honors Level Preferred</p>	<ul style="list-style-type: none"> • Biology Honors • Chemistry Honors • Science Research Honors • Biology • Chemistry <p>*Honors Level Preferred</p>	<ul style="list-style-type: none"> • IB Physics SL 	<ul style="list-style-type: none"> • IB Physics SL
Honors		<ul style="list-style-type: none"> • Biology Honors 	<ul style="list-style-type: none"> • Biology Honors • Chemistry • Chemistry Honors • Science Research Honors 	<ul style="list-style-type: none"> • Science Research Honors • Chemistry Honors • Physics Honors • AP Chemistry • AP Biology • AP Physics 	<ul style="list-style-type: none"> • AP Chemistry • AP Biology • AP Physics • Physics Honors • Science Research Honors
College Prep		<ul style="list-style-type: none"> • Environmental Science 	<ul style="list-style-type: none"> • Environmental Science • Biology • Chemistry 	<ul style="list-style-type: none"> • Chemistry • Physics • Human Genetics • Anatomy and Physiology of the Human Body 	<ul style="list-style-type: none"> • Chemistry • Physics • Human Genetics • Anatomy and Physiology of the Human Body • AP Science courses
Essentials		<ul style="list-style-type: none"> • Essentials of Environmental Science 	<ul style="list-style-type: none"> • Biology • Essentials of Environmental Science 	<ul style="list-style-type: none"> • Concepts of Chemistry • Biology 	<ul style="list-style-type: none"> • Concepts of Chemistry • Science electives, or no additional science

* All non-lab science courses are inquiry based

In an effort to ensure student success, many of the courses listed below have recommended pre-requisites and/or co-requisites. Besides successful completion of the prior course in the science sequence, courses that integrate mathematics on a regular basis have math pre-requisites and/or co-requisites. The teacher's recommendation is also very important for each course because it reflects observations by the teacher of each student's demonstrated ability, consistent effort, intrinsic motivation, etc. Other considerations when placing students, especially those interested in honors or AP courses, may include standardized test scores, performance on qualifying assessments, and satisfactory completion of a summer assignment. Science electives include Science Research Honors (3 full years), Genetics (one semester), and/or Anatomy (one semester). An AP science course is also an option for students that complete Chemistry with a grade of A or better, have their teacher's recommendation, and meet other departmental criteria.

Essentials of Environmental Science

Credits 5.00, Grades 9-10

The Essentials of Environmental Science course provides students with strategies to strengthen and reinforce the scientific foundational skills necessary for success in Environmental Science. Using their knowledge from middle school life, earth and physical science, students learn how the different spheres of the Earth interact (e.g. the biosphere, hydrosphere, atmosphere and lithosphere). They will investigate basic principles of ecology and the role of living things in Earth's cycles. They will learn about the human impact on the environment, and how it is related to the demand for energy and use of natural resources in developed and developing countries. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the ramifications of the major environmental challenges that we face in the 21st Century, as well as the role we play as individuals in addressing those challenges. Many aspects of this course will also prepare students for Grade 10 Biology, and the New Jersey Biology End-of-Course Assessment.

Environmental Science

Credits 5.00, Grades 9-10

Building on their knowledge from middle school life, Earth and physical science, students will learn how the different spheres of the Earth interact (e.g. the biosphere, hydrosphere, atmosphere and lithosphere). They will investigate the principles of ecology and the role of organisms in the matter and energy cycles of the Earth. They will learn about the human impact on the environment, and how it is related to the demand for energy and use of natural resources in developed and developing countries. Students will analyze environmental problems and the benefits/drawbacks of proposed solutions. By the end of this course, students will understand the ramifications of the major environmental challenges that we face in the 21st Century, as well as the role we play as individuals in addressing those challenges. Students will be called upon to become more thoughtful consumers, independent thinkers, and responsible

global citizens. Many aspects of this course will also prepare students for Grade 10 Biology, and the New Jersey Biology End-of-Course Assessment.

Biology

Credits 6.00, Grade 10

The Biology Course helps students develop a conceptual framework for modern biology and gain an appreciation of science as a process. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. Emphasis is placed on the inter-relationships of living things, and their interaction with the environment. Biology is a laboratory-based science offering a cooperative learning environment. All students taking Biology will be required to take the New Jersey End of Course Assessment.

Biology Honors

Credits 6.00, Grades 9-10

Prerequisite: Students must meet Honors level criteria.

The Honors Biology Course prepares students to understand their natural environment as well as current scientific issues affecting the world and their lives. Students will learn the art of the scientific process while investigating topics that include atomic and organic chemistry, ecology, cell structure and function, genetics, evolution, and classification. With a focus on molecular biology, this course will be the foundation for future college level study. Honors Biology is a laboratory-based science offering a cooperative learning environment. All students taking Honors Biology will be required to take the New Jersey End-of Course Assessment.

Science Research Honors

Credits 5.00, Grades 10-12

Prerequisite: Students must meet the following criteria of an Overall GPA of 3.9 or higher, an average of at least A- in Honors Level Mathematics and Science, a recommendation from a science teacher, and completion of the application process.

Science Research Honors is an Honors level elective course. This course provides an opportunity for students to develop a research interest and become well versed in that field of study. Students are expected to find an internship position at a research facility. This experience provides the opportunity for students to conduct their own original research, which will be detailed in a formal research paper. These papers will be submitted to various competitions including the Siemens Competition and the Intel Science Search Competition. Students must be prepared to make a 3 year commitment to the program.

Concepts of Chemistry

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Biology

The Concepts of Chemistry course provides students with an opportunity to see how chemical principles and concepts are developed from observations and data. The student will use the scientific method as a logical problem-solving tool to understand major chemistry concepts including atomic theory, matter, chemical reactions, and energy changes. Students are asked to apply these new concepts to the scientific phenomena they encounter in their everyday lives.

Chemistry

Credits 6.00, Grades 11-12

Prerequisite: Successful completion of Biology

The Chemistry course challenges students to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience and problem solving while investigating topics that include atomic theory, matter, chemical reactions, energy

changes, kinetics and equilibrium. Chemistry is a laboratory-based science offering a cooperative learning environment.

Chemistry Honors

Credits 6.00, Grades 10-11

Prerequisite: Student must successfully complete Biology and meet Honors level criteria.

The Chemistry Honors course gives students the opportunity to develop an understanding of the structure and composition of matter and the changes it undergoes. Students will explore the principles of chemistry through critical thinking, lab experience and problem solving while investigating topics that include atomic theory, matter, chemical reactions, energy changes, kinetics and equilibrium. Chemistry Honors is a laboratory-based science offering a cooperative learning environment. This course is similar in content to the regular Chemistry course listed above, but there are higher level applications and a greater emphasis on the mathematics associated with the subject.

Physics

Credits 6.00, Grades 11-12

Prerequisite: Successful completion of Chemistry and Algebra 2

Physics Honors is designed to give students a broad based understanding of the laws that govern the universe around them. Students will be exposed to real world problems and be actively involved in experimentation relating to kinematics, mechanics, waves, energy, sound, and light. Students also study higher level algebra, trigonometry and scientific reasoning. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized.

Physics Honors

Credits 6.00, Grades 11-12

Prerequisites: Students must successfully complete Chemistry and Algebra II as well as meet Honors level criteria.

Physics is designed to give students a broad based understanding of the laws that govern the universe. Students will be exposed to real world problems and be actively involved in experimentation

relating to kinematics, mechanics, waves, energy, sound, and light. Students will be exposed to higher level algebra, trigonometry and scientific reasoning. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized. This course is similar in content to the regular physics course listed above, but there are higher level applications and a greater emphasis on the mathematics associated with the subject.

ENGLISH LANGUAGE LEARNERS COURSES (ELL)

ESL Environmental Science

Credits 5.00, Grades 9-12

The primary focus of this class is to enhance ELL students' skills needed for scientific literacy, while introducing major ecological and environmental concepts. Students will learn how societies directly affect their environments. The curriculum will focus on real-life issues, while promoting an awareness and understanding of global, environmental concerns.

ESL Biology

Credits 5.00, Grades 9-12

This course offers an inquiry-based approach to discovering biological themes for ELL students. Topics studied will include units on cell structure, cellular processes, genetics, evolution, ecology, microbes, fungi, animals, plants, and human biology. Instructional methods include laboratory investigations, lectures, group activities, research, presentation projects, and textbook readings.

SCIENCE ELECTIVES

Human Genetics

Credits 2.50, Grades 11-12

Prerequisite: Successful completion of Biology

The Human Genetics course provides students the opportunity to explore the science behind

recombinant DNA. Recombinant DNA is investigated for commercial and non-profit purposes. Genetically modified organisms are investigated and compared with their naturally occurring counterpart. Some related topics are in-vitro fertilization, cloning, and gene therapy. After completing this course, students will be more aware of the current and future impact of DNA technology in our lives.

Anatomy and Physiology of the Human Body

Credits 2.50, Grades 11-12

Prerequisite: Successful completion of Biology

The Anatomy and Physiology of the Human Body Course is designed for the student who plans on pursuing a career in the medical, dental health or biological sciences. The topics covered include the Skeletal System, Muscular System, Integumentary System, The Cardiovascular System, and the Gastrointestinal System. After completing this course, students will have a more thorough understanding of the individual components and the how each individual body system operates alone and with other systems.

Advanced Placement (AP) Biology

Credits 7.00, Grades 11-12

Prerequisite: Students must successfully complete Biology and Chemistry as well as meet AP level criteria.

This course helps students develop a deeper understanding of biological concepts, while also stressing unifying themes that connect those concepts in order to foster the application of knowledge and critical thinking. It also addresses environmental and social concerns, as well as ways to improve the quality of our own lives. The course is designed to be similar in content to an introductory college-level biology course that includes biochemistry, organic chemistry, cellular biology, basic genetics, molecular genetics, evolution, taxonomy, biodiversity, animal and plant form and function, ethology, and ecology. Laboratory experiments are an important component of this course.

Advanced Placement (AP) Chemistry

Credits 7.00, Grades 11-12

Prerequisite: Students must successfully complete Biology and Chemistry as well as meet AP level criteria.

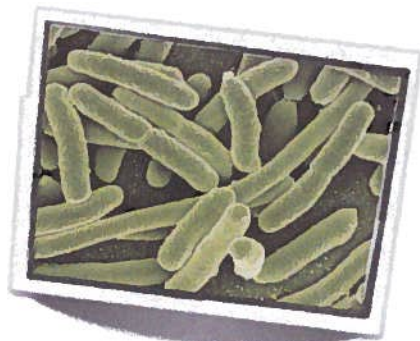
This course is designed to be equivalent to a college-level general chemistry course. Topics of study include a review of scientific measurement and computation, a review and further development of first-year chemistry concepts, including atomic structure and periodicity, chemical bonding, reactions and stoichiometry, states of matter, gas laws, solutions, thermodynamics, nuclear chemistry, chemical kinetics, acids and bases, electrochemistry and a possible introduction to organic chemistry. Laboratory work includes experiments of an analytical nature.

Advanced Placement (AP) Physics

Credits 7.00, Grades 11-12

Prerequisite: Students must successfully complete Physics as well as meet AP level criteria.

This course is designed to prepare students for the AP Physics B exam. AP Physics B builds on the conceptual understanding attained in a first-year, high school physics course, and is designed primarily for students planning college programs of study in the life sciences, pre-medicine, and some applied sciences. This is not equivalent to an AP Physics C course, which is more common for students pursuing college programs in physics and engineering. Topics of study in this course include mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics. Laboratory experiments are an important component of this course.



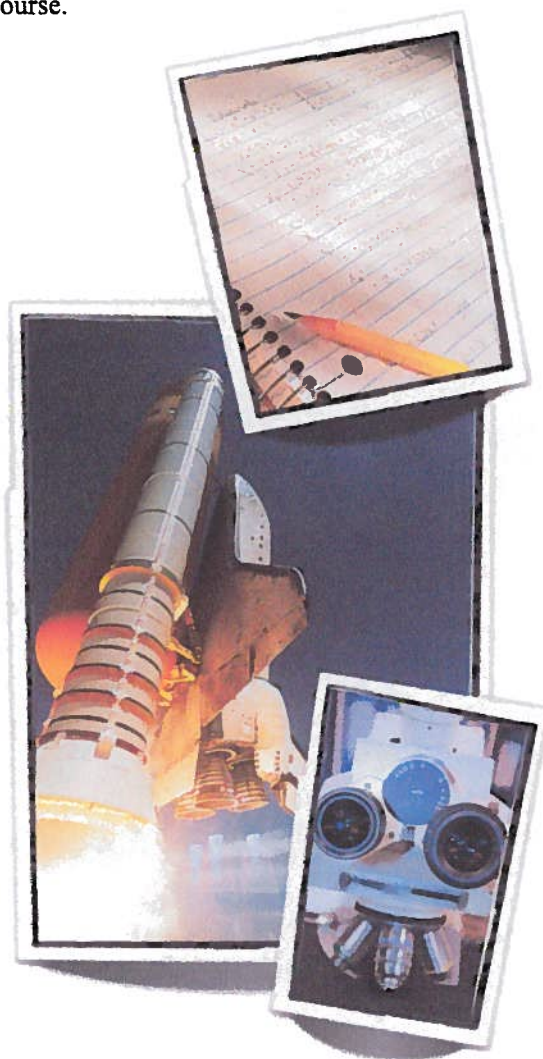
IB Physics SL

Credits 7.00, Grades 11-12

GPA Weight: Honors

Prerequisite: Students must successfully complete Biology as well as meet AP level criteria.

The IB Physics SL course helps students develop practical skills and techniques while expanding their knowledge of physics concepts. The course also provides students the opportunity to enhance mathematical, interpersonal, and communication technology skills, which are essential in the modern world. Topics to be studied include mechanics, thermal physics, waves, electric currents, fields and forces, atomic and nuclear physics, as well as energy, power, and climate change. There is a laboratory component to this course.



BUSINESS DEPARTMENT

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Introduction to Business/ Entrepreneurship 	<ul style="list-style-type: none"> • Accounting I • Introduction to Business/ Entrepreneurship • Principles of Personal Finance 	<ul style="list-style-type: none"> • Accounting I • Accounting II Honors • Introduction to Business and Personal Finance • International Business • IB Business and Management HL I 	<ul style="list-style-type: none"> • Accounting I • Accounting II Honors • Introduction to Business and Personal Finance • Introduction to Business and Personal Finance • International Business • IB Business and Management HL II

Accounting I

Credits 5.00, Grades 10-12

Accounting I trains the student for the formal keeping of business records and the preparation of business reports and financial statements. It is the introductory basis for the occupations of bookkeeper and accountant and includes the complete accounting cycle with hands on application in Excel and PowerPoint. It is a valuable preparation for later college accounting courses and a necessary asset in most business positions.

Accounting II Honors

Credits 5.00, Grades 11-12

Prerequisite: Successful completion of Accounting I

Accounting II Honors provides the capable student with further skills in applying the principles learned in Accounting 1 and will incorporate advanced computer applications. It provides a strong foundation for those contemplating college degrees in accounting.

The second semester will concentrate on analytical and interpretive accounting. College credit is available.

Introduction to Business/ Entrepreneurship

Credits 5.00, Grade 9

This course covers the basics of business and entrepreneurship. The objective of this course is for students to learn what is necessary to start and run a business including developing a business plan for any type of business - produces, intermediaries, and service businesses. Students will also learn about the scope and nature of careers in fields such as insurance, real estate, marketing, management, finance and accounting, and securities. Opportunities will be presented for developing skills for effective teamwork. Leadership skills are given a high priority. The course also fulfills the state requirement for financial literacy by focusing on money management; credit and debt management; planning, saving and investing; becoming a critical consumer; risk management and insurance; and civic financial responsibility.

International Business

Credits 5.00, Grades 11-12

Students will acquire knowledge of the basic principles of management, marketing, and the economics of international business. The course includes the following: ownership and management, legal issues, finance, the global business environment, treaties and trade agreements, human resource management, marketing, taxes, government regulations, currency exchange, and communication (including culture and language). College credit is available.

IB Business and Management HL II

Credit 5.00, Grade 11, 12

GPA Weight: AP, 2 Years

Prerequisite: Recommendation for IB/AP level work

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on, and are affected by, internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. The Diploma Program business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business, and to promote their appreciation of cultural diversity through the study of topics like

international marketing, human resource management, growth and business strategy.

The ideals of international cooperation and responsible citizenship are the heart of Diploma Program business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course will contribute to students' development as critical and effective participants in local and world affairs.

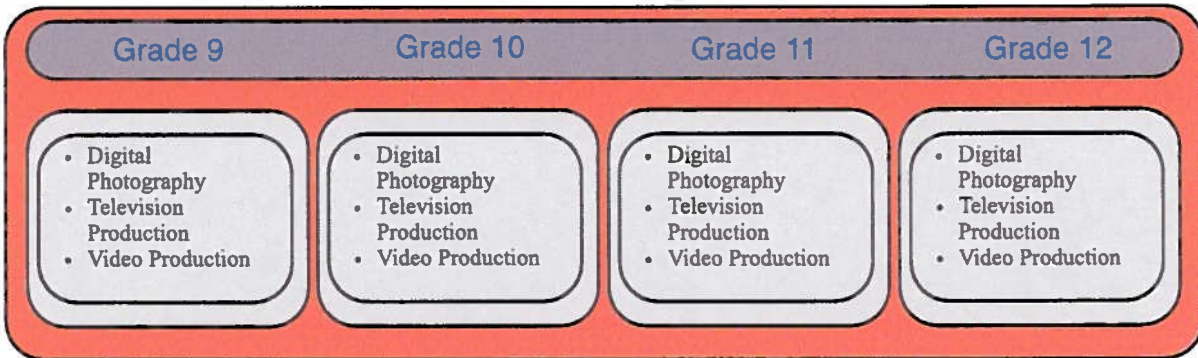
Principles of Personal Finance

Credits 2.50, Grade 10

This course is intended to provide a framework for successful life skills through awareness of how our economy works so students can make sound financial decisions when living on their own after high school. Students will understand the importance of taking responsibility for personal finance decisions and the need for consumer awareness. Information about financial services contracts, and credit and debt provides a foundation for effective financial decision making and a stable financial future.



DIGITAL MEDIA ARTS



The Digital Media Arts program is a technology-based series of Practical Arts courses. It enhances students' visual literacy, while providing them with an understanding of how technology is used to influence meaning and purpose in media artworks. It teaches students to respond to images created with media arts technology, and to create their own works. In this program, media arts technology will include: digital photography, film, TV and video, computer technologies, and electronic and digital recording.

Digital Photography

Credits 5.00, Grades 9-12

This course in Digital Photography and Photoshop 7.0 provides opportunities for students to develop their "eye" and observation skills as photographers. Students' creative expression will be expanded through the use of Photoshop 7.0 and the Basic Elements of Design. Students will be introduced to professional photographers and digital artists from the past and present who are involved with a variety of concepts and styles. Portfolio preparation and advanced composition techniques are an integral part of Digital Photography.

Television Production

Credits 5.00, Grades 9-12

This course teaches the basics of television theory and production. Students will be introduced to the history and development of Television Production. Use of proper techniques involved in lighting, sound, cameras, and recorders will be emphasized. Students will be given the opportunity to put theoretical concepts into

practice by planning and producing original ideas.

The class will work as a team to create group projects. Students practice all crew positions, including floor director, camera operator, lighting technician, audio technician, technical director, and program director.

Video Production

Credits 5.00 Grades 9-12

This course presents production techniques for a variety of video applications, including theatrical, news gathering, informational, and documentary-style productions. Students focus on pre-production planning and combining studio and field production into a final presentation. Students get hands-on practice working in multimedia, web, and digital video environments.

21st CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Architectural Drawing • Business Technology in a Global Economy • Journalism • Computer Programming I • Computer Programming II • Business Technology in a Global Economy 	<ul style="list-style-type: none"> • Architectural Drawing • Advanced Architectural Drawing • Advanced Mechanical Drawing • Journalism • Computer Programming I • Computer Programming II • C++ Computer Programing Honors 	<ul style="list-style-type: none"> • Architectural Drawing • Advanced Architectural Drawing • Advanced Mechanical Drawing • Business Technology in a Global Economy • Journalism • Computer Programming I • Computer Programming II • C++ Computer Programing Honors • IB Film HL II 	<ul style="list-style-type: none"> • Architectural Drawing • Advanced Architectural Drawing • Advanced Mechanical Drawing • Business Technology in a Global Economy • Journalism • Computer Programming I • Computer Programming II • C++ Computer Programing Honors • IB Film HL II

Architectural Drawing

Credits 5.00, Grades 9-12

This is the basic course in architectural design and drawing. Drafting and design aesthetics and fundamentals are taught. Each student works individually and designs his or her own private residence. The student draws a full set of plans including a floor plan, basement and foundation plan, plot plan, building or foundation section, interior elevation, exterior elevations and a presentation drawing. The various techniques of building an architectural model are explored and developed. Interior and exterior architectural design principles, social and cultural influences, and standard house construction methods and materials are explored.

Advanced Architectural Drawing

Credits 5.00, Grades 10-12
Prerequisite: Architectural Drawing

Several commercial, educational, or public building design problems are presented to the student. Each student must solve each problem individually and creatively. For each problem students will submit a selection of plans, which may include floor plans, plot plans, interior or exterior elevations (views), sections, or presentation drawings. They then make an architectural model of this design. Use of computer aided design software enhances student understanding. Aesthetics, historical influences, building materials, design and construction are explored.

Advanced Mechanical Drawing

Credits 5.00, Grades 10-12

Prerequisite: Mechanical Drawing

The course begins specialization in machine and engineering drawing. Instruction concentrates on fastening devices, orthographic projection, pictorial drawing, and detail working drawings for machine parts made from various manufacturing processes. Students have the opportunity to fully utilize the computer (specifically the CAD system) as a tool to design products and structures.

IB Film HL I

Credits: 5.00, Grade 11

GPA Weight: Equivalent AP

***This course can be counted as a Fine or Practical Art**

IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have previously encountered, and most importantly will be expected to watch and experience films actively and analytically.

IB Film HL II

Credits: 5.00, Grade 11

GPA Weight: Equivalent AP

***This course can be counted as a Fine or Practical Art**

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history of films, and an individual, creative film production.

Business Technology for a Global Economy

Credits: 5.00, Grades 9-12

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, and public relations promotion. Emphasis is on using computer technology and multimedia while studying and developing 21st century skills. Simulations, projects and teamwork provide opportunities for application. This course contributes to the development of a career development plan.

Computer Programming I

Credits: 2.50, Grades 9-12

*** This course meets the 21st Century Life and Careers requirements**

Computer Programming I is a one semester course for students who are interested in learning how a computer works and how to create programs using Microsoft Visual Basic. The course provides an excellent foundation in fundamental programming concepts and enhances students' problem solving skills. When combined with Computer Programming II, students can earn college credit.

Computer Programming II

Credits: 2.50, Grades 9-12

Prerequisite: Successful completion of Computer Programming I

*** This course meets the 21st Century Life and Careers requirements**

Computer Programming II is a continuation of Computer Programming I. Students build on the concepts of sequence, decision and repetition to create structured programs. They also learn how to create computer graphics, animations and sounds. The practical and "hands on" approach used in the class allows students to further develop and enhance their problem solving skills. For the final project, students conceive, design and code their own program. At this stage, students have mastered enough programming

skills to create a video game, which is what many of them choose for their final project. This course may be taken for college credit when combined with Computer Programming I.

C++ Programming Honors

Credits: 5.00, Grades 10-12

Prerequisite: Successful completion of *Computer Programming II*, or demonstrated knowledge of a programming language.

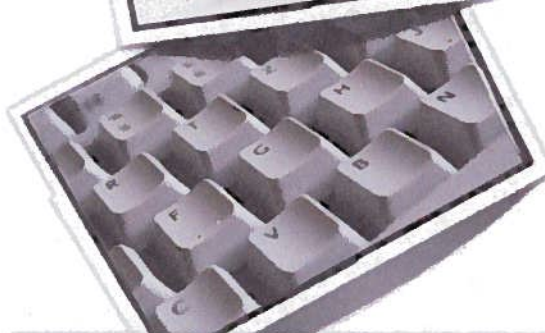
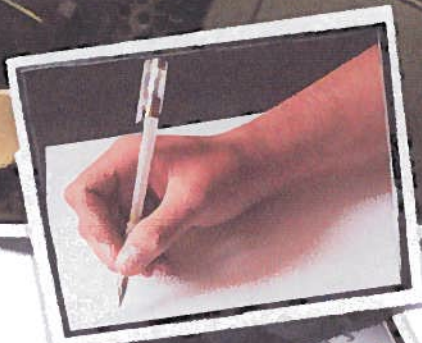
*** This course meets the 21st Century Life and Careers requirement**

This course is for those students who wish to enhance their programming skills and study advanced programming techniques using the C++ Programming Language. C++ provides an excellent foundation for future study of Computer Science as a college major. Students will learn about data structures, arrays, searching and sorting techniques and graphics. This course is an excellent stepping stone to learn the Java programming language in either the Advanced Placement Computer Science class or in college.

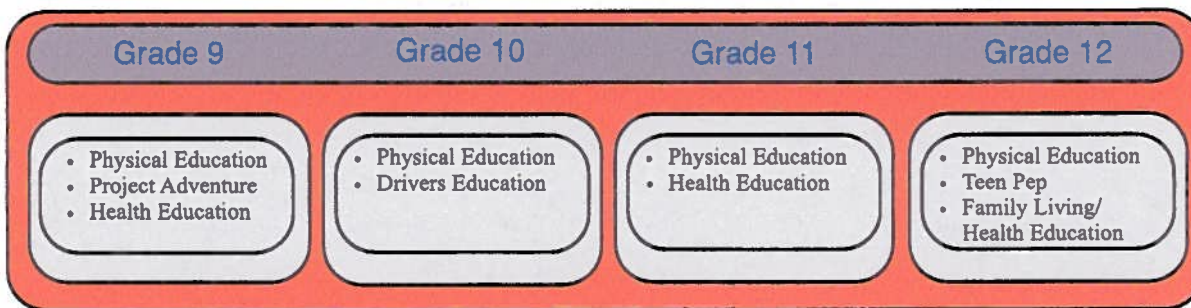
Journalism

Credits 5.00, Grades 9-12

This course is designed for students interested in newspaper journalism and developing their skills as writers. Journalism encompasses the contemporary media and ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques and learn to create computer generated layouts and graphics.



PHYSICAL EDUCATION & HEALTH



Physical Education

Credits 5.00, Grades 9-12

The Physical Education curriculum was designed to improve each student's fitness level as well as instill the knowledge of the importance of lifetime fitness. The activities used to attain this level of fitness are flexibility exercises, distance running, weight training, aerobic exercises and team games. Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness. Physical Education focuses on involving multi-dimensional qualities of movement as they relate to the dynamics of mental and physical growth. The program provides for continuous development of the participant within the context of perceptual, cognitive, psychomotor, and affective learning experiences. The curriculum is organized in terms of individual activities and team sports.

Project Adventure

Grade 9

This is a required course for all freshmen. Students are assigned to Project Adventure for one marking period. Students are physically and mentally challenged with several tasks include cooperation, teamwork, leadership, communication and problem solving.

Health Education

Grade 9

Freshmen health is a mandatory course taken in lieu of physical education for one marking period. Students will be expected to learn and explore emotional health, disease prevention and the importance of making the right decisions to ensure a healthy lifestyle. The program includes an overview of alcohol and drug use and abuse, smoking, teenage suicide, nutrition/eating disorders, physical, emotional, and social needs of children, bullying, HIV/AIDS, STI's, and sexual attitudes and values.

Driver Education

Grade 10

Driver Education (Safety Education), which is mandated by the State of New Jersey, is offered for one marking period sophomore year. The course covers licensing; registration of vehicles; insurance requirements; rules of the road; driving techniques and driver attitudes. As a part of the recently passed requirement, organ donation is discussed and how it can be designated on a driver's license. The final exam is the New Jersey Motor Vehicle Commission test. A grade of 80 is necessary to pass the state exam. An 80 average for the course is required to receive credit toward a safe-driving insurance discount. If a passing grade is achieved, the student will receive a blue card which will exempt him/her from the written portion of the licensing test. Also, upon passing the course, students receive a card stating that they have successfully completed thirty hours of

classroom instruction. This card is required to earn a premium reduction from most insurance companies.

Health Education

Grade 11

Junior health curriculum consists of the American Red Cross CPR & First Aid Course. This includes instruction on life-saving skills including CPR, obstructed airways, and using an AED. There is also a nutrition portion of the curriculum in which students learn to track daily food intake and identify calories, fat, carbohydrates along with portion control.

Teen Pep

Credits 5.00, Grade 12

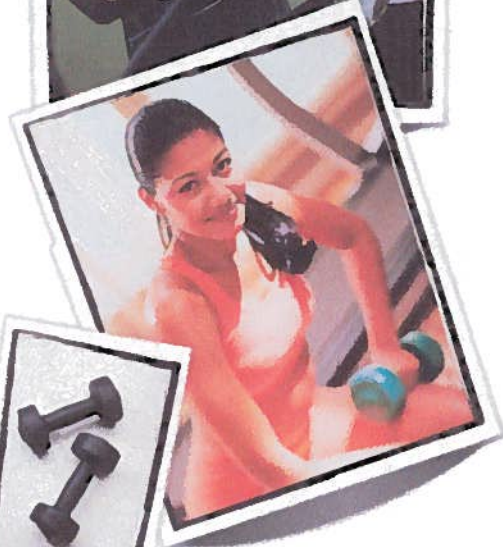
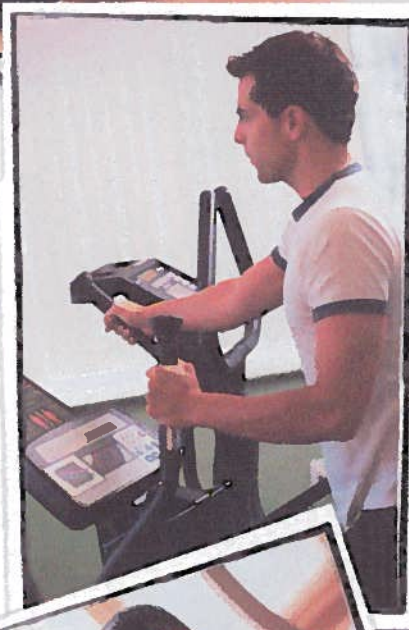
Prerequisite: Students will be selected based on their applications, performance in the interviews, as well as faculty evaluations.

Teen PEP is a full-year senior health course (taken in place of 12th grade PE/Family Life) which focuses on teen sexual health issues. Students are trained as peer educators and conduct outreach workshops for the school and the community addressing topics such as STIs, HIV/AIDS, pregnancy, homophobia and dating violence. Students interested in taking this course must submit an application (early in the 3rd marking period) following a Teen PEP assembly presented to juniors. They will then participate in two interviews with the Teen PEP advisors.

Family Living/Health Education

Grade 12

Family Living Education is taught at the twelfth grade level. It focuses on adolescent concerns regarding growth and sexual development; gender rolls and society; developing mature, healthy relationships; pregnancy and sexually transmitted infections; the family in today's society; relationships in young adults; pregnancy and birth and parenting.



VISUAL & PERFORMING ARTS

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Art History • Art I • Crafts • Beginning Chorus • Chorus • Honors Chorus • Chorus/Lunch • Honors Choir • Beginning Band • Band • Honors Wind Ensemble • Orchestra • Honors Chamber Ensemble • Piano Lab • Music Theory • AP Music Theory 	<ul style="list-style-type: none"> • Art History • Art I • Art II • Art III • Crafts • Animation • Beginning Chorus • Chorus • Honors Choir • Chorus/Lunch • Beginning Band • Band • Honors Wind Ensemble • Orchestra • Honors Chamber Ensemble • Piano Lab • Music Theory • AP Music Theory 	<ul style="list-style-type: none"> • Art History • Art I • Art II • Art III • Art IV • Animation • Crafts • Crafts Independent • Beginning Chorus • Chorus • Honors Choir • Chorus/Lunch • Beginning Band • Band • Honors Wind Ensemble • Orchestra • Honors Chamber Ensemble • Piano Lab • Music Theory • AP Music Theory • IB Film HL II 	<ul style="list-style-type: none"> • Art History • Art I • Art II • Art III • Art IV • Animation • Crafts • Crafts Independent • Beginning Chorus • Chorus • Honors Choir • Chorus/Lunch • Beginning Band • Band • Honors Wind Ensemble • Orchestra • Honors Chamber Ensemble • Piano Lab • Music Theory • AP Music Theory • IB Film HL II

* Level I and II courses are available for grades 11 and 12 to offer a rich variety of electives to juniors and seniors who may choose to experience a visual/performing art prior to graduation.

FINE ARTS

Art History

Credits 5.00, Grades 9-12

This full year course explores traditional art history, along with the history of cartooning, comics, illustration, performance art, film, and animation. It is an in-class project-based course that includes art history games, films on each subject, and imaginative and creative thinking.

Art I

Credits 5.00, Grades 9-12

Art I is a basic art course stressing fundamentals of design and organization. This is an introductory and exploratory course providing an opportunity for students to increase aesthetic awareness, work with different materials, and acquire knowledge of artistic styles and creative thinking. The areas covered in Art I include 2 point perspective, drawing, shading and pencil rendering, pen and ink techniques, paper mosaic, watercolor, and colored pencil.

Art II

Credits 5.00, Grades 10-12

Prerequisite: Art I

This is a continuation of Art I with an emphasis on exploration of various media and techniques. Design and composition are key in working with acrylic paint, drawing, and collage. There is an introduction to life drawing along with observational drawing and continued focus on creative thinking.

Art III

Credits 5.00, Grades 10-12

Prerequisite: Art II

This is an advanced art course for those students who intend to pursue a career in the art field or those interested in art as an avocation. Student will be taught with an emphasis on design principles, drawing, painting, drawing the human head, creative thinking and portfolio preparation.

Art IV

Credits 5.00, Grades 11-12

Prerequisite: Art III

This course is designed for advanced students who desire more intensive work and more class time in art. Art IV students may double up and take Art III and Art IV in the same school year. Using their previous foundation, students will explore more complex projects involving large self portraits, creative illustrations, free thinking sketches and portfolio preparation.

Crafts

Credits 5.00, Grades 9-12

The course is designed to expand students' knowledge in the history and practice of several craft areas (bookbinding, paper arts, ceramics, and three-dimensional design) on a non-vocational level. It is also designed for art majors who might elect the course along with Art III and Art IV so they may gain some experience in areas not included in other art courses.

Crafts Independent

Credits 5.00, Grades 11-12

Prerequisite: Completion of Crafts I with at least an A average.

This class permits the student to continue his or her experiences in crafts. The student will work on a contract basis with the teacher during the regular crafts classes. Students will be encouraged to work in greater depth in any of the disciplines they have learned and/or investigate new areas by themselves.

Animation

Credits 5.00, Grades 10-12

The first semester of this full year course introduces the elements of Flash Software and Flash Animations. The foundational concepts of Flash Software, basic drawing and animation tools, provide students with the ability to create animated characters and design. These skills are extended with the principle of animation. Students will use squash and stretch, anticipation, and staging. These skills are employed by students to create their own unique animation. The development of storytelling, character design and background design is integrated throughout the course, providing students with the tools to tell their own animated stories in Advanced Animation.

The second semester of this full year course provides students the vehicle to hone and develop advanced animation and storytelling skills. Integration of storytelling and animation is the focus. Students, working with the instructor, create a unique animated story beginning with character designs, scripts, and storyboards then culminating with a 1 to 3 minute animated story.

IB Film HL I

Credits 5.00, Grade 11

GPA Weight: Equivalent AP

This course can be counted as a Fine or Practical Art

IB film students will watch cinematic masterpieces from around the world and develop the ability to understand film as a complex art form, craft, and institution. They will be challenged to experience a broader and more diverse range of movies than they have

previously encountered, and most importantly will be expected to watch and experience films actively and analytically.

IB Film HL II

Credits 5.00, Grade 12

GPA Weight: Equivalent AP

This course can be counted as a Fine or Practical Art

Students will learn to recognize and interpret the most important elements of film language and analyze the way filmmakers convey story and meaning. Film styles and movements are explored, and the central critical approaches to the study and appreciation of film as a genre. Final assessments will include textual analysis of films, essays pertaining to film theory and history film, and an individual, creative film production.

MUSIC

Beginning Chorus

Credits 5.00, Grades 9-12

This is a vocal course for students who cannot read music or who have no prior choral experience. Students will learn the basics of music reading and vocal technique.

Chorus

Credits 5.00, Grades 9-12

Prerequisite: Prior experience in chorus or experience in playing a musical instrument

The large ensemble class will explore a variety of vocal literature. The students will expand and develop their individual technique and musical knowledge as well as their creative and aesthetic awareness in a choral ensemble setting. The chorus performs year-round both within and outside the school.

Chorus/Lunch

Credits: 2.50, Grades 9-12

Prerequisite: The ability to read music and prior experience in chorus or in playing a musical instrument

Chorus/Lunch is specifically designed for the experienced vocal and/or instrumental musician

desiring a choral experience but unable to include either honors choir or chorus in their daily schedule. Students will split this period with their scheduled lunch. The instructor will determine the daily schedule.

Honors Choir

Credits 5.00, Grades 9-12

Prerequisite: Teacher recommendation or audition

Students in Honors Choir will study many different styles and periods of music in an ensemble setting. In addition, sight-singing, dictation and solgege skills will also be developed. Multiple performances will be scheduled throughout the year. This is a weighted honors course.

Beginning Band

Credits 5.00, Grades 9-12

This is a course for students who cannot read music or have no prior band experience. Students will learn the basics of music reading and brass or woodwind instrumental technique.

Band

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a musical instrument

This large ensemble class will explore a variety of wind/percussion literature. The students will expand and develop their individual technique and musical knowledge. Students in band will receive additional instruction during homogenous small-group instruction (lessons) provided on a rotating basis. Participation in marching band is required as per the director.

Orchestra

Credits 5.00, Grades 9-12

Prerequisite: Prior experience playing a musical instrument

Membership in the orchestra provides students with an opportunity to study works by baroque, romantic, classical, and contemporary composers. Students will expand and develop their individual technique and musical knowledge within an ensemble setting.

Honors Wind Ensemble

Credits 5.00, Grades 9-12

Prerequisite: *Teacher recommendation or audition*

The Honors Wind Ensemble is for our most experienced and/or advanced wind and percussion musicians. This large ensemble course will explore a wide variety of band literature and will primarily focus on repertoire at grade levels of 4 and above. Students in Honors Wind Ensemble will receive additional instruction during homogenous small-group instruction (lessons) provided on a rotating basis. Participation in marching band is required as per the director. This is a weighted honors course.

Honors Chamber Ensemble

Credits 5.00, Grades 9-12

Prerequisite: *Teacher recommendation or audition*

The string curriculum at Fort Lee High School develops the musician's ability to play and perform in an individual and ensemble setting. This setting can include but is not limited to string, full and small chamber ensemble. Method and etude literature will focus on key and time signatures, rhythm, tone, intonation, dynamics, articulation and phrasing. Performances will take place throughout the school year. This is a weighted honors course.

Piano Lab

Credits 5.00, Grades 9-12

This course provides students with a piano curriculum that reflects the goals consistent with those of the NJ Core Curriculum. It encourages the individual student to develop the skills necessary to increase his/her technical awareness of piano music; provides the opportunity to produce artistic performances; develop the ability of the student to critique artistic performances and develop an aesthetic awareness to recognize the relevance of music in society. Piano II, III & IV will continue to develop those skills begun in Piano I. Placement in Piano II, III & IV will be based on prior experience or level completed.

Music Theory

Credits: 5.00, Grades 9-12

Prerequisite: *The ability to read music and/or prior experience in a musical ensemble suggested*

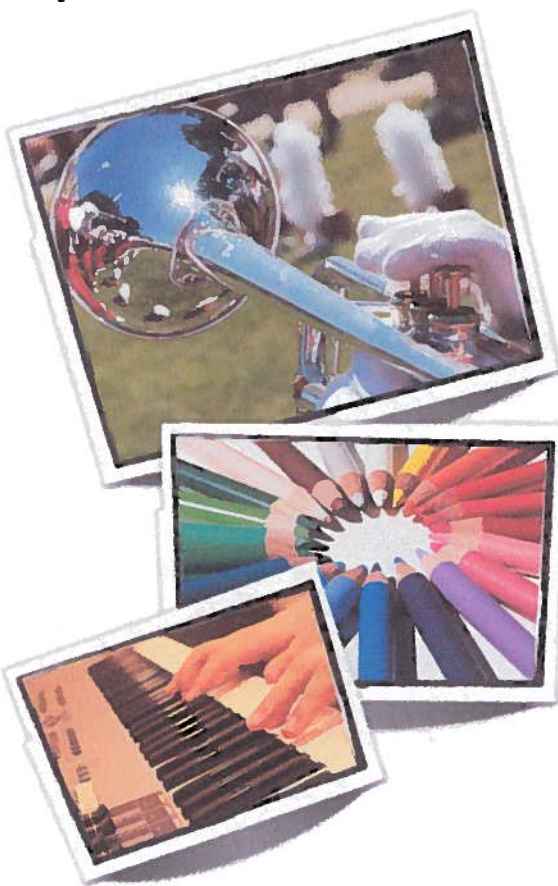
In this course, students will explore the structure of music beginning with basic vocabulary, music notation and introduction to harmony. Introduction to ear-training and simple dictation are included in the curriculum.

AP Music Theory

Credits 5.00, Grades 9-12

Prerequisite: *Completion of Music Theory or teacher recommendation*

From Bach to Rock! AP Music Theory covers how music is structured and heard, from the time of Bach to modern-day rock-and-roll. The course includes listening and analyzing music (oral and written) and sight-singing. Students also have the opportunity to write their own music compositions.



WORLD LANGUAGE

	Grade 9	Grade 10	Grade 11	Grade 12
College Prep	<ul style="list-style-type: none"> • Spanish I • Spanish II • Italian I 	<ul style="list-style-type: none"> • Spanish II • Spanish III • Spanish III Honors • Italian II 	<ul style="list-style-type: none"> • Spanish III • Spanish IV • Spanish IV Honors • Italian III 	<ul style="list-style-type: none"> • Spanish IV • Spanish IV Honors • Italian IV
Honors	<ul style="list-style-type: none"> • Spanish II Honors 	<ul style="list-style-type: none"> • Spanish III Honors 	<ul style="list-style-type: none"> • Spanish IV Honors 	<ul style="list-style-type: none"> • AP Spanish
AP	<ul style="list-style-type: none"> • Spanish II Honors 	<ul style="list-style-type: none"> • Spanish III Honors 	<ul style="list-style-type: none"> • Spanish IV Honors 	<ul style="list-style-type: none"> • AP Spanish
IB	<ul style="list-style-type: none"> • Spanish II • Spanish II Honors 	<ul style="list-style-type: none"> • Spanish III • Spanish III Honors 	<ul style="list-style-type: none"> • IB Spanish SL I 	<ul style="list-style-type: none"> • IB Spanish SL II

The aim of instruction in the World Language department is to develop the skills of listening, speaking, reading, and writing as a means of effective communication. Also, it is intended to develop, in our students, a global understanding of people, countries, and cultures. Most colleges require at least two years of a world language. Thus, students should plan on a three to four-year high school sequence in Spanish or Italian. The ultimate length of the sequence in languages will depend upon future registration.

Honors and AP courses for Spanish and Italian are contingent upon enrollment. Placement will be determined by the World Language faculty with the concurrence of the school guidance counselor and in accordance with grouping criteria.

Spanish I

Credits 5.00, Grade 9

This course fosters the development of interpersonal and academic skills in a supportive environment. Students in their first year of Spanish are exposed to a combination of

vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The

orientation toward communication and cultural awareness is the primary focus of planning and instruction. Some instruction will be presented in the target language.

Spanish II

Credits 5.00, Grades 9-10

This course is a continuation of Level I. The grammatical structures learned in Spanish I are reviewed and refined. Students will improve their abilities in the target language (TL) in the four areas of communication: listening, speaking, reading, and writing. Reading skills are strengthened by the introduction of level-appropriate and authentic reading materials. Students will acquire a greater understanding of cultural contexts within a global society. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction. This course is conducted mostly in the target language.

Spanish III

Credits 5.00, Grades 10-11

The Level III course continues to pursue the same objectives as Level I and II. There is a thematic approach requiring students to communicate in authentic activities using appropriate phrases and structures. Expectations of student performance increase as linguistic skills become more challenging. The course increases awareness of the Hispanic culture and civilization and this awareness is enhanced by exposure to selected literary works by noteworthy authors as well as by authentic materials. The class is conducted primarily in the target language. Students considering more competitive colleges are strongly urged to enroll in the third level of language study.

Spanish II Honors/Spanish III Honors

Credits 5.00, Grades 9-10

Prerequisite: Students must meet the Honor's entry criteria

Honors classes for Levels II and III in Spanish are offered to students who meet grouping criteria.

Expectations of student performance increase as linguistic skills become more challenging. An expanded version of the regular curriculum is presented. The course is accelerated, allowing for more intensive proficiency-based activities. Students in the Honors level classes are expected to comprehend Spanish at a higher level and express themselves with greater independence in diversified oral, reading and writing assessments. The course also develops students' awareness of the Hispanic culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy authors and authentic materials. Classes are conducted primarily in the target language.

Spanish IV

Credits 5.00, Grades 11-12

At this advanced level of language study, emphasis is placed on using and strengthening the skills learned in previous courses. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing and reading comprehension practice. Knowledge and appreciation of historical and cultural events continue to be fostered and developed. This awareness is enhanced through exposure to select literary works by noteworthy authors, as well as authentic media. Expectations of student performance increase as linguistic skills become more challenging. The classes are conducted entirely in the target language.

Spanish IV Honors

Credits 5.00, Grades 11-12

Prerequisite: Students must meet the Honor's entry criteria

Level IV Honors continues to further advance the skills of listening, reading, writing, and speaking with emphasis placed on their communicative aspects. The grammatical structures learned in Levels I, II and III are reviewed and refined. Students in their fourth year of language study are exposed to a combination of vocabulary building, advanced grammar, conversation writing practice, and reading comprehension practice. The course also develops students' awareness of culture and civilization. This awareness is enhanced through exposure to select literary works by noteworthy

authors as well as authentic media. Students at the fourth level strengthen performance as linguistic skills become more challenging. The purpose of the fourth year Honors course is to begin preparation for A. P. testing. Spanish 4 Honors is designed to parallel the skill development of an intermediate college level course in Spanish composition and conversation. Spanish IV Honors provides the student with the opportunity to improve oral proficiency and listening comprehensions skills, increase vocabulary, and enhance knowledge of Hispanic culture and civilization through exposure to select literary works by noteworthy authors. A variety of resources and technologies will be used to help develop language skills.

Advanced Placement Spanish

Credits 5.00, Grade 12

Prerequisite: Students must meet the AP entry Criteria

The AP Spanish Language and Culture course is a rigorous course conducted exclusively in Spanish that provides students with opportunities to improve their proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Language and Culture course. Students must complete assigned summer work prior to the start of the school year. All students are required to take the AP Language and Culture exam in May.

IB Spanish SL I & SL II

Credits 5.00, Grades 11-12

Prerequisite: Spanish III

GPA Weight: Equivalent to Honors, 2 Years

At the end of the IB Spanish SL course, students are expected to communicate clearly, fluently, and

effectively in a wide range of situations. Additionally, they should understand and use oral and written forms of the language appropriately in a range of styles and situations. Students will be required to demonstrate an understanding and use of a broad range of vocabulary and idioms, express ideas with clarity and fluency, structure arguments in a focused and coherent way and support them with relevant examples.

Italian I

Credits 5.00, Grade 9

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their first year of Italian are exposed to a combination of vocabulary building, basic grammar, conversation, and writing practice. Language instruction at this level focuses on proficiency, delivered by way of authentic, challenging tasks that provide meaningful learning experiences. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian II

Credits 5.00, Grades 9-10

This course is designed to help students learn interpersonal and academic Italian in a comfortable and supportive environment. The grammatical structures learned in Italian I are reviewed and refined. Students improve their abilities in the target language (TL) in the four areas of communication: listening, speaking, reading, and writing and acquire a greater understanding of cultural contexts within a global society. The course increases awareness of the Italian culture and civilization and this awareness is enhanced by exposure to selected literary passages as well as by authentic materials. These experiences lead students to understand broad concepts and to develop strategies for analyzing these concepts across disciplines. The orientation toward communication and cultural awareness is the primary focus of planning and instruction.

Italian III
Credits 5.00, Grade 11

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their third year of Italian are exposed to a combination of vocabulary building, advanced grammar, conversation, and writing practice. Focus is placed on communication skills.

Italian IV
Credits 5.00, Grades 11-12

This course is designed to help students learn interpersonal and academic skills in a comfortable and supportive environment. Students in their fourth year of Italian are expected to communicate solely in the target language. Advanced grammatical topics are reviewed. Students are exposed to a number of readings, listening activities, and films which will be analyzed and discussed in the target language in both oral and written work.



SPECIAL PROGRAMS

GROUP GUIDANCE AND CAREER PROGRAMS

In addition to individual counseling, counselors visit classes and work with various groups of students (Grades 9-12) to give them information and guidance in the following areas:

- Orientation for incoming 9th grade students
- Standardized tests - PSAT, SAT, ACT, PARCC, Biology Competency
- Career planning
- The high school curriculum
- Information on colleges & universities
- Information on career and technical schools
- Career opportunities relating to school subjects
- Use of Naviance Family Connection

These group sessions with counselors are available to all students at the appropriate stages of their academic and career development. Counselors invite guest speakers from various careers, colleges and financial aid offices to participate in these group sessions.

All 9th & 10th grade students are introduced to career exploration and given current information on careers of their choice. All 11th and 12th grade students are helped with career and college search procedures.

SPECIAL EDUCATION

Scheduling for special education students is a collaborative process between the student's guidance counselor and child study team case manager. Fort Lee High school has a full child study team which consists of a school psychologist, learning disabilities teacher consultant and school social worker. The child study team assists in the educational planning and programs for the special education students.

Special education students are awarded a variety of supports based upon their individual needs as stated in their Individualized Education Plan (IEP). The Fort Lee Board of Education is responsible for utilizing the least restrictive environment for the student who requires special education support placements.

COLLABORATIVE CLASSES

A collaborative class is a general education class having two teachers (one general education teacher and one special education teacher). Both teachers are responsible for teaching the course content. It is the special education teacher who ensures the special education student fully understands the material by making the necessary accommodations and modifications as stated in their Individual Education Plan.

A resource center class has a smaller number of students and is taught by a special education teacher. Course content remains the same as the general education curriculum. However, specialized strategies and techniques are provided as learning is geared toward the student's individualized learning style.

BERGEN COUNTY VOCATIONAL & TECHNICAL SCHOOL A.M. & P.M. SATELLITE PROGRAMS

Vocational programs are offered at the Bergen County Satellite School located in Paramus and or Ho-Ho-Kus. Students may apply for either the shared time or full day program. Students enrolled in the shared time program will attend the satellite school for approximately two and a half hours a day and complete their studies at Fort Lee High School the rest of the day.

Fort Lee High School students enrolled in the satellite school program remain official students of Fort Lee High School and may take part in clubs and athletics, receive credits from Fort Lee High School as well as from the satellite school, and then graduate from Fort Lee High School. Students interested should discuss the advantages of the satellite program with their counselor. More information about specific programs, Open House events, the application process, etc. may be found at <http://bcts.bergen.org>

ADVANCED PLACEMENT (AP), HONORS, AND INTERNATIONAL BACCALAUREATE ENTRY CRITERIA

Placement in **Advanced Placement, Honors and International Baccalaureate (non diploma)** courses will be based on all three criteria below:

1. **Standardized test results or overall current cumulative GPA***
2. **Present academic achievement**
3. **Teacher recommendation**

* Minimum GPA to enter Honors courses must be at least 3.0 and minimum GPA to enter AP courses must be at least 3.5.

Students who would like to take Advanced Placement, Honors, or International Baccalaureate courses, yet do not meet the three criteria above, may choose to participate in the Appeal Process. Students will not be able to sign a waiver and be conditionally admitted.

Students who do not complete the Advanced Placement or International Baccalaureate summer assignment(s), will be removed from the course.

STANDARDIZED TEST RESULTS

ENGLISH AND SOCIAL STUDIES

Incoming 9th grade:

A minimum score of 240 on NJASK 7 LAL.

-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

Incoming 10th grade:

A minimum score of 240 on NJASK 8 LAL.

-An Advanced Proficient score from another standardized test may be considered if NJASK, NJPASS was not taken.

Incoming 11th-12th grades:

NJPASS 9 or 10 LAL score of Advanced Proficient.

-An Advanced Proficient score from another standardized test may be considered if NJPASS was not taken.

OR

Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.

SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement.

OR

ACT Reading score of 22 for Honors.

ACT Reading score of 27 for Advanced Placement.

WORLD LANGUAGE

Incoming 9th grade:

A minimum score for 240 on NJASK 7 LAL.

-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

Incoming 10th grade:

A minimum score for 240 on NJASK 8 LAL.

-An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

Incoming 11th-12th grades:

NJPASS 9 or 10 LAL score of Advanced Proficient.

OR

-Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Critical Reading score of 520 and above and Writing score of 520 and above for Honors.
SAT Critical Reading score of 600 and above and Writing score of 590 and above for Advanced Placement.

OR

ACT score of 22 for Honors.
ACT score of 27 for Advanced Placement.

MATH

Incoming 9th grade:

A minimum score of 240 on NJASK 7 Math.

-An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

Incoming 10th grade:

A minimum score of 240 on NJASK 8 Math.

* An advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

Incoming 11th-12th grades:

NJPASS 9 or 10 Math score of Advanced Proficient or HSPA Math score of Advanced Proficient.

-An Advanced Proficient score from another standardized test may be considered if NJPASS or HSPA was not taken.

OR

Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 and above or ACT Math score of 22 for Honors.
SAT Math score of 610 and above or ACT Math score of 24 for Advanced Placement.

SCIENCE

Incoming 9th grade:

A minimum score of 240 on NJASK 7 Math.

*An Advanced Proficient score from another standardized test may be considered if NJASK was not taken.

Incoming 10th grade:

A minimum score of 240 on NJASK 8 Science.

*An Advanced Proficient score from another standardized test may be considered if NJASK or NJPASS was not taken.

Incoming 11th-12th grades:

NJPASS 9 or 10 Math score of Advanced Proficient.

OR

-Meets the criteria from PSAT/Advanced Placement Potential Reports.

OR

SAT Math score of 560 or ACT Math score of 22 for Honors.

SAT Math score of 610 or ACT Math score of 24 for Advanced Placement.

PRESENT ACHIEVEMENT

Current Course Level	Desired Course Level	Grade
Regular	Honors	93 average and above
Regular	Advanced Placement	97 average and above
Honors	Honors	83 average and above
Honors	Advanced Placement	87 average and above
Advanced Placement	Advanced Placement	83 average and above

*The first and second marking period and quarterly exam 1 and 2 will be used to calculate this average.

APPEAL PROCESS

Students who do not meet the 3 required criteria for Advanced Placement, Honor and International Baccalaureate courses may choose to go through the Appeal Process.

The deadline to submit appeal paperwork will be announced.

ADVANCED PLACEMENT (AP), HONORS, AND INTERNATIONAL BACCALAUREATE

APPEAL FORM

Name _____ Grade _____ Counselor _____ Date _____

A separate form needs to be submitted for each course.

Current Course	Requested Course	Current Teacher's Name

Present Academic Achievement

A student who did not initially meet the present academic achievement average and has chosen to appeal must achieve the present average(s) below in his/her current course by the end of the 3rd Marking Period.

Current Course Level	Desired Course Level	Grade
Regular	Honors	93 average and above
Regular	Advanced Placement	97 average and above
Honors	Honors	83 average and above
Honors	Advanced Placement	87 average and above
Advanced Placement	Advanced Placement	83 average and above

The final 1st and 2nd marking period grade plus quarterly exam 1&2 will be used to calculate the average.
Average= _____

Teacher Recommendation

Students received initial teacher recommendation Yes or No
 Those who did not, will be re-evaluated by teacher by the end of Marking Period 3.
 Teacher's signature below acknowledge recommendation for requested course (s).

 Teacher's Name Date

Cumulative GPA or Standardized Test Score

A student who did not meet the the required standardized test score of the cumulative GPA (minimum of 3.0 for Honors and a minimum for 3.5 for Advance Placement) will have his/her GPA re-evaluated at the end of the Marking Period 3. (GPA: _____)

Parent's Signature _____
 Student's Signature _____
 Counselor's Signature _____

St. Test Score _____
 Date _____
 Date _____



Fort Lee Public Schools

School Counseling Services

Schedule Change Request Form

Student _____

Grade _____

School Counselor _____

Date _____

(One Request Per Form)

Course Name & Teacher	Type of Request (Circle Below)		
	Withdraw	Course Change	Level Change
<p>Schedule Change Counselors will be available prior to the first day of school and during the first 10 days of school to process schedule change requests. All schedule change requests must be accompanied by a Schedule Change Request form that is completed and signed by the student and a parent/guardian. The Schedule Change Request form must be submitted to the student's counselor prior to the deadline. Schedule changes will be permitted only if one or more of the following criteria are met:</p> <ul style="list-style-type: none"> • Student is scheduled in the wrong course, student is missing a required subject/course, student went to summer school (and passed) for a scheduled course, student already took a scheduled course, student was notified in writing by a college that a specific course is necessary for admission (must produce college letter) <p>The following schedule change requests will not be permitted:</p> <ul style="list-style-type: none"> • Teacher preference, lunch preference, elective preference, an interest in joining friends in a particular class <p>Course Level Change A student may request to change course levels (drop a level) within the same course, e.g., AP/Honors to College Preparatory Level or College Preparatory Level to Essentials Level no later than the last school day in September. All course level change requests are subject to administrative approval and course availability. Course level change requests may not be approved if the request requires multiple course changes in the student's schedule. Course level change requests will not be accepted after the aforementioned Full Year and Semester deadlines.</p> <p>Course Withdrawal A student may request to withdraw from a course. Withdrawal from a course will result in the loss of credit for the course. The course may not be replaced by a credit bearing course. The student's schedule will remain intact and the withdrawn course will be replaced by a non-credit bearing assignment. Requests to conduct a course withdrawals are subject to the availability of a non-credit bearing assignment the same period as the withdrawn course.</p> <p>Withdrawal from a Full Year Course A student may request to withdraw from a Full Year course by the last school day in September. Withdrawal from a Full Year course after this day will result in no record of the course on the student's transcript. Withdrawal from a Full Year course after the deadline will be recorded as a WD on the student's transcript. Withdrawal from a Full Year course after the posting of the Second Marking Period grades will be recorded as a WF on the student's transcript.</p> <p>Withdrawal from a Semester Course A student may request to withdraw from a Semester course within fifteen days from the start of the semester. Withdrawal from a Semester course within this timeline will result in no record of the course on the student's transcript. Withdrawal from a Semester course after day fifteen and up to and including day twenty nine will result in a WD on the transcript. Withdrawal from a semester course day thirty and beyond will result in a WF on the student's transcript.</p>			

Parent Signature _____

Student Signature _____

Date _____

Counselor Signature _____

Administrator Signature _____

Date _____

Approved	Denied	Reason

This area is for use by the Guidance Department

Date form received:	New Class (if applicable)
---------------------	---------------------------

cc: Student's Guidance File

FORT LEE HIGH SCHOOL GRADUATION PLANNER

Student: _____ Graduation Year: _____

Subjects	120 Credits Required	Grade 9	Grade 10	Grade 11	Grade 12	Credits Earned
Language Arts	20	English 9	English 10	English 11	English 12	
Health & Physical Education	20	Health & Physical Education 9	Driver Education & Physical Education 10	Health & Physical Education 11	Family Living/Health Education Physical Education 12 or Teen Pep	
Mathematics	15	Algebra I	Geometry	Algebra II	Math or Elective	
Social Studies	15	US History I	US History II	World History	Social Studies or Elective	
Science	15	Environmental Science	Biology	Chemistry	Science or Elective	
World Language	5	World Language Level I	World Language Level II	World Language Level III or Elective	World Language Level IV or Elective	
Visual/Performing Art	5	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	Visual/Performing Art, Practical Art or General Elective	
Practical Art	5					
General Electives	12.5					
Community Service	2.5	Community Service - 1 school year/50 hours minimum required for graduation. Students may take multiple years of Community Service if so desired.				
Financial Literacy	2.5		Financial Literacy			
Creative Writing	2.5		Creative Writing Pre IB, IB and AOF students are exempt			
Total Credits Earned						

English Language Arts	Mathematics
Passing score on a PARCC ELA Grade 9 <i>or</i> Passing score on a PARCC ELA Grade 10 <i>or</i> Passing score on a PARCC ELA Grade 11 <i>or</i> SAT \geq 400 <i>or</i> ACT \geq 16 <i>or</i> Accuplacer Write Placer \geq 6 <i>or</i> PSAT \geq 40 <i>or</i> ACT Aspire \geq 422 <i>or</i> ASVAB-AFQT \geq 31 <i>or</i>	Passing score on a PARCC Algebra I <i>or</i> Passing score on a PARCC Geometry <i>or</i> Passing score on a PARCC Algebra II <i>or</i> SAT \geq 400 <i>or</i> ACT \geq 16 <i>or</i> Accuplacer Elementary Algebra \geq 76 <i>or</i> PSAT \geq 40 <i>or</i> ACT Aspire \geq 422 <i>or</i> ASVAB-AFQT \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

CONTINUANCE OF APPOINTMENT OF DR. JOHN CAMPION AS PROFESSIONAL DEVELOPMENT ADVISOR FOR THE 2014-2015 SCHOOL YEAR

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **continuance of the appointment of Dr. John Campion as Professional Development Advisor** during the 2014-2015 school year, at the rate of \$90 per hour, for a total payment not to exceed \$15,000 without further Board approval.

DATED: January 12, 2015

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**APPROVAL OF EARLY INTERVENTION PROGRAM (EIS) PROPOSAL
FOR THE 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the attached **proposal for the Early Intervention Program (EIS) for the 2014-2015 school year**, not to exceed \$52,000, to be paid by EIS grant funds.

DATED: January 12, 2015
Attachment

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

	4	165				
	5	183				
	5	183				
	5	183				
	5	192				
	5	186				
	5	195				
	5	186				
	5	173				
	6	192				
	6	192				
	6	181				
	6	--				
	6	184				
School 3			Brad Deitsch Gabrielle Anconetoni	1 hour four times per teacher x 13 weeks	\$180.00 per week per teacher x 2 teachers	\$4680.00
School 4			Alison Artinger Kristen Brown Carrie Hodge Alisha Stailey	1 hour three times per teacher x 13 weeks	\$135.00 per week per teacher x 5 teachers	\$8775.00
MS			Gene Fusco Katherine McArdle Christina Murphy Priscilla Yoon	1 hour three times per teacher x 13 weeks	\$135.00 per week per teacher x 3 teachers	\$ 8775.00

Total: \$ 50,310.00

Please place on the January 12, 2015 Board of Education Agenda.

FINANCE COMMITTEE

#1F

RESOLUTION NO. 26796

APPROVAL – CURRENT BILLS LIST TOTALING \$4,218,899.80

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the payment of the claims on the **current bills list** in the amount of **\$4,218,899.80** for January 2015 (computer checks) and December 2014 (manuals/wires).

DATED: January 12, 2015
Attachment

Motion by: Mr. Joseph Surace

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

1/12/15

va_bill5.10272014
12/23/2014

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
A & C PLUMBING & HEATING, INC./ 5081	1415-1429	11-000-261-420-40-060/ CLEAN,REPAIR,MAINT-MS		CF	INV 9275		2,600.00
ACCUSCAN/ALPINE CONSLTING INC/ 5342	1415-0670	11-000-230-340-10-000/ PURCH TECH SERV		CP	INV 2707		1,170.00
AT&T LONG DISTANCE/ 1004	1415-0101	11-000-230-530-10-722/ TELEPHONE		CP	ACCT# 030-369-7878-001-DEC14		92.12
B C C A/ 5915	1415-1507	11-402-100-800-08-000/ OTHER OBJECTS		CF	ENTRY FEE - BOYS BOWLING		180.00
BAYADA HOME HEALTH, INC./ 8420	1415-0940	11-000-217-320-60-000/ PUR PROF -ONE TO ONE		CP	INV 10016937		962.50
		11-000-217-320-60-000/ PUR PROF -ONE TO ONE		CP	INV 10036952		1,800.00
		11-000-217-320-60-000/ PUR PROF -ONE TO ONE		CP	INV 10056901		1,712.50
Total for BAYADA HOME HEALTHCARE, INC./ 8420							\$4,475.00
BERGEN COUNTY SCD/ 4786	1415-1499	11-000-216-320-60-000/ RELATED SERVICES		CP	NOV 14		8,939.00
		11-000-216-320-60-000/ RELATED SERVICES		CP	OCT 14		9,256.00
		11-000-216-320-60-000/ RELATED SERVICES		CP	SEPT 14		5,511.00
		11-150-100-320-60-000/ HOME INST-PURCH PROF		CP	OCT 14		500.00
		20-252-200-320-60-000/ IDEA-BASIC-N/P-PUR SRV		CP	NOV 14		1,602.72
		20-252-200-320-60-000/ IDEA-BASIC-N/P-PUR SRV		CP	OCT 14		2,213.28
		20-252-200-320-60-000/ IDEA-BASIC-N/P-PUR SRV		CP	SEPT 14		1,908.00
Total for BERGEN COUNTY SCD/ 4786							\$29,930.00
BERGEN COUNTY WOMENS COACHES ASSOC/ 7449	1415-1506	11-402-100-800-08-000/ OTHER OBJECTS		CF	ENTRY FEE - GIRLS BOWLING		130.00
CALAIS SCHOOL/ 8784	1415-1433	11-000-100-566-60-000/ TUITION PRIV. W/ STATE		CP	NOV 14		2,205.00
		11-000-217-320-60-000/ PUR PROF -ONE TO ONE		CP	NOV 14		966.00
Total for CALAIS SCHOOL/ 8784							\$3,171.00
CATAPULT LEARNING,LLC/ 6117	1415-1343	20-509-200-320-30-000/ N/P NURSING		CP	INV CL058282-NOV14		2,247.95
CHILDREN'S INSTITUTE/ 4892	1415-0490	11-000-100-566-60-000/ TUITION PRIV. W/ STATE		CP	DEC 14		5,204.55

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Pending Payments							
CHILDREN'S INSTITUTE/ 4892		11-000-217-320-60-000/ PUR PROF -ONE TO ONE		CP	DEC 14		2,125.00
Total for CHILDREN'S INSTITUTE/ 4892							\$7,329.55
CHURCH OF THE GOOD SHEPARD/ 7663	1415-0116	11-000-262-441-10-000/ RENTAL OF LAND & BLDG. O		CP	FEB 2015-RENT		4,917.00
		11-000-262-441-10-000/ RENTAL OF LAND & BLDG. O		CP	FEB 2015-TRIPLE NET		3,500.00
Total for CHURCH OF THE GOOD SHEPARD/ 7663							\$8,417.00
COLEND, DR. MARYANN/ 6073	1415-0648	11-000-213-300-10-000/ SCHOOL PHYSICIANS		CP	JAN 2015		1,797.00
COMPUTER LOGIC GROUP, INC./ 7969	1415-1355	11-000-211-300-50-000/ STUDENT MGMT		CF	INV 6895		200.00
DEER PARK SPRING WATER, INC./ 1907	1415-0113	11-000-230-610-20-000/ CENTRAL OFF-SUPPLIES		CP	ACCT# 0418747747-NOV14		185.78
DELTA DENTAL OF N J, INC./ 1448	1415-0748	11-000-291-270-10-256/ DENTAL BENEFITS		CP	JAN 2015		44,254.08
		11-000-291-270-10-256/ DENTAL BENEFITS		CP	DEC 2014		45,688.24
Total for DELTA DENTAL OF N J, INC./ 1448							\$89,942.32
DIDAX, INC./ 4121	1415-1365	11-190-100-610-04-037/ GIFTED & TALENTED		CF	INV SI-047710		73.86
EDUCATION, INC./ 6231	1415-1347	11-150-100-320-60-000/ HOME INST-PURCH PROF		CP	INV 248018		195.51
		11-150-100-320-60-000/ HOME INST-PURCH PROF		CF	INV 245680		195.51
Total for EDUCATION, INC./ 6231							\$391.02
EDUCATIONAL DEVELOPMENT SOFTWARE, LLC/ 8942	1415-1509	11-000-230-610-20-000/ CENTRAL OFF-SUPPLIES		CF	INV 125		2,000.00
ENABLEMART/MRN, INC./ 6935	1415-1339	11-000-219-600-60-000/ CST SUPPLIES		CF	INV 2923778		300.45
ENGLEWOOD ON THE PALISADES CHARTER SCHOO/ 8939	1415-1486	10-000-100-560-10-000/ TRANSFER OF FUNDS TO CHA		CP	DEC 14		1,383.00
		10-000-100-560-10-000/ TRANSFER OF FUNDS TO CHA		CP	JAN 15		1,383.00
Total for ENGLEWOOD ON THE PALISADES CHARTER SCHOO/ 8939							\$2,766.00

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Pending Payments							
FEDERAL EXPRESS CORP/ 1723	1415-1478	11-000-230-530-10-721/ POSTAGE-CENTRAL OFFICE		CP	INV 2-883-50712		74.45
	1415-1237	11-000-219-600-60-000/ CST SUPPLIES		CF	INV 2-832-37012		42.24
					Total for FEDEX/ 1723		\$116.69
FITZSIMMONS, CHRISTINA M./ 5546	1415-1412	11-000-219-580-60-000/ CST-TRAVEL		CF	NOV 2014-TRAVEL		9.61
FRANKS TRUCK CENTER INC./ 7715	1415-1516	11-000-270-420-10-000/ CLEANING, REPAIR, & MAIN		CP	INV 210494		771.87
		11-000-270-420-10-000/ CLEANING, REPAIR, & MAIN		CP	INV 210301		211.71
		11-000-270-420-10-000/ CLEANING, REPAIR, & MAIN		CP	INV 210045		865.87
					Total for FRANKS TRUCK CENTER INC./ 7715		\$1,849.45
GLENCOE/MCGRAW HILL CO., INC/ 2455	1415-1107	11-190-100-610-07-017/ WRKBKS MATH		CF	INV 83973331001		1,965.66
HIGH POINT SOLUTIONS, INC./ 8669	1415-1143	11-190-100-400-50-021/ PURCHASED TECHNICAL SERV		CF	INV 68376		5,000.00
LEARNING CNTR EXCEPT. INC/ 2296	1415-0741	11-000-270-514-10-000/ TRANSP-SP ED		CP	JAN 2015		4,483.11
LEE, DR. JEN FEI/ 5697	1415-0647	11-000-213-300-10-000/ SCHOOL PHYSICIANS		CP	JAN 2015		1,658.70
LEGACY CONSTRUCTION MANAGEMENT, INC./ 8589	1415-0510	30-000-403-390-07-000/ ALT FLHS-OTHER PROF FEE		CP	INV 608		15,300.00
LEXISNEXIS RISK SOL FL, INC/ 8263	1415-0763	11-000-211-600-10-000/ SUPPLIES		CP	INV 1560485-20141231		145.00
LINDABURY,MCCORMICK/ 4395	1415-0759	11-000-230-331-20-704/ LEGAL-BOARD ATTORNEY		CP	INV 2285371		1,337.33
		11-000-230-331-20-704/ LEGAL-BOARD ATTORNEY		CP	INV 2285350		10,432.00
		11-000-230-331-20-704/ LEGAL-BOARD ATTORNEY		CP	INV 2285349		5,304.42
					Total for LINDABURY,MCCORMICK/ 4395		\$17,073.75
LITLIFE WEST HUDSON INC./ 7852	1415-0952	11-000-221-320-30-000/ PRCH PROF & EDUC SVC		CP	INV FLPS12192014		2,400.00
MGL FORMS SYSTEMS, LLC/ 2374	1415-1453	11-000-251-600-10-000/ SUPPLIES		CF	INV 125510		1,096.40
MORGRAN NJ HOLDINGS, LLC/ 8333	1415-0115	11-000-262-441-10-000/ RENTAL OF LAND & BLDG. O		CP	FEB 2015		13,487.00

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Pending Payments							
MORRIS-UNION JOINTURE COMMISS// 5000	1415-0946	11-000-216-320-60-000/ RELATED SERVICES		CP	INV 13493-NOV 14		556.50
NATIONAL EDUCATIONAL MUSIC CO./ 8456	1415-0853	11-190-100-610-06-008/ MUSIC SUPL		CP	INV 4387		7.20
		11-190-100-610-06-008/ MUSIC SUPL		CP	INV 4562		14.40
		11-190-100-610-06-008/ MUSIC SUPL		CF	INV 3951		221.40
	1415-1545	11-190-100-400-06-026/ PURCH TECH SERV-MUSIC		CF	INV 510012		195.00
Total for NEMC/ 8456							\$438.00
NJSIAA, INC/ 2890	1415-1553	11-402-100-800-08-000/ OTHER OBJECTS		CF	ENTRY FEE - BOYS BOWLING		80.00
OFFICE TEAM/ 6794	1415-0120	11-000-230-339-10-100/ OTHER PURCH-OFFICE		CP	INV 41911142		172.95
		11-000-230-339-10-100/ OTHER PURCH-OFFICE		CP	INV 41925901		826.47
		11-000-230-339-10-100/ OTHER PURCH-OFFICE		CP	INV 42048899		260.12
Total for OFFICE TEAM/ 6794							\$1,259.54
PARAMUS BUILDING SUPPLY.CO. INC./ 7414	1415-1445	11-401-100-600-07-000/ STDNT ACT HS-SUPPLIES		CF	INV 123324		703.00
PITNEY/BOWES (LEASE), LLC/ 2887	1415-0112	11-000-230-530-10-996/ POSTAGE-MS MAINT/RENT		CP	INV 9374209-DC14		198.00
		11-000-230-530-10-997/ POSTAGE-HS MAINT/RENT		CP	INV 9374183-DC14		198.00
		11-000-230-530-10-998/ POSTAGE-CO MAINT/RENT		CP	INV 9372633-DC14		472.00
Total for PITNEY BOWES, LLC/ 2887							\$868.00
PRITCHARD INDUSTRIES INC/ 7813	1415-0746	11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009657-OT		224.00
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009658-OT		840.00
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009640-PLUMB		1,249.54
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009642-PLUMB		2,630.61
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009659-PLUMB		2,104.49
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009682-OT		1,120.00
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 2009675-OT		140.00
		11-000-262-420-40-400/ PRITCHARD-CLEAN/ MAINT		CP	INV 20009681-PLUMB		2,170.25
Total for Pritchard Industries, Inc./ 7813							\$10,478.89

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Pending Payments							
PROFESSIONAL ED SERV, INC./ 4450	1415-1455	11-150-100-320-60-000/ HOME INST-PURCH PROF		CF	INV PM-935		1,170.00
SCHEIN, HENRY/ 5797	1415-1459	11-000-213-600-07-000/ HEALTH SUP HS		CF	INV 15560839		108.21
SCHOOL SPECIALTY INC./ 1323	1415-1036	11-000-240-600-06-000/ MS GENERAL SUPPLIES		CF	INV 208113754150		496.26
SPEECH & HEARING ASSO., LLC/ 4923	1415-1496	11-000-216-320-60-000/ RELATED SERVICES		CP	JULY 14		765.00
		11-000-216-320-60-000/ RELATED SERVICES		CP	AUG 14		637.50
		11-000-216-320-60-000/ RELATED SERVICES		CP	SEPT 14		1,147.50
Total for SPEECH & HEARING ASSO., LLC/ 4923							\$2,550.00
SSP ARCHITECTURAL GROUP/ 7060	1415-1344	11-000-230-334-10-714/ ARCHITECT-REFERENDUM		CP	PROJ 8187-INV 5		1,100.00
	1415-0787	12-000-400-334-10-007/ ARCHITECT-HS SHOP		CP	PROJ 8137-INV 9		1,176.69
Total for SSP ARCHITECTURAL GROUP/ 7060							\$2,276.69
STAPLES ADVANTAGE(BIDS)/ 7804	1415-1523	11-000-230-610-20-000/ CENTRAL OFF-SUPPLIES		CF	INV 3251738728		1,082.51
STAPLES ADVANTAGE(STATE CONTRACT)/ 7817	1415-1375	11-190-100-610-07-000/ GENERAL SUPPLIES		CF	INV 3252079946		323.55
	1415-1522	11-000-251-600-10-000/ SUPPLIES		CF	INV 3251882483		126.01
Total for STAPLES BUSINESS ADVANT, INC./ 7817							\$449.56
STEPHENSON, MARY/ 7976	1415-1546	11-190-100-580-06-000/ INTRADISTRICT TRAVEL		CF	NOV 14-TRAVEL		7.42
STEWART BUSINESS SYSTEMS, LLC/ 5920	1415-0117	11-000-230-440-10-000/ RENTAL-COPIERS		CP	INV 1BC532		164.95
SUGARMAN DR ALAN/ 1494	1415-0114	11-000-291-270-10-255/ BENEFITS-OVER 70		CP	JAN 15		525.24
SYSTEMS 3000, INC./ 3324	1415-0592	11-000-251-330-10-290/ PURCH PROF-SYSTEMS 3000		CF	INV S-0538101		10,632.00
TEACHERS PENSION & ANNUITY/ 3754	1415-1597	11-000-291-270-10-255/ BENEFITS-OVER 70		CF	LOC# 02041		1,452.80
UFS PERSONNEL CORP./ 8454	1415-1580	11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 111214-1975		309.68
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CF	INV 111314-1905		2,618.13

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Pending Payments							
UFS PERSONNEL CORP./ 8454	1415-1222	11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2054		354.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2055		354.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2056		354.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2057		354.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2053		752.25
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 122514-2052		1,947.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121214-2029		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121114-2032		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121114-2034		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121114-2035		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121214-2027		1,281.88
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121114-2003		649.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2026		3,245.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2030		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2031		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2033		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2036		590.00
		11-000-266-300-10-000/ SECURITY-PROF/TECH		CP	INV 121814-2028		1,281.88
		Total for UFS PERSONNEL CORP./ 8454					
UNITED FEDERATED SYST, INC./ 4579	1415-1503	11-000-261-420-40-060/ CLEAN,REPAIR,MAINT-MS		CF	INV 219263		75.00
	1415-1504	11-000-261-420-40-060/ CLEAN,REPAIR,MAINT-MS		CF	INV 219395		111.24
Total for UNITED FEDERATED SYST, INC./ 4579							\$186.24
W.B. MASON, CO, INC/ 5255	1415-1301	11-190-100-610-07-000/ GENERAL SUPPLIES		CF	INV I22011116		4,474.00
WORDMASTERS, LLC/ 8451	1415-1324	11-190-100-610-01-037/ GIFTED/TALENT		CF	INV 128FC0C7		95.00
XEROX CORP/ 3628	1415-0108	11-000-230-440-10-000/ RENTAL-COPIERS		CP	INV 800640381-NOV 14		1,375.90
		11-000-251-440-10-000/ RENTAL-COPIERS		CP	INV 800640381-NOV 14		564.76
		11-190-100-440-10-991/ COPIER RENTAL- SCH 1		CP	INV 800640381-NOV 14		193.39
		11-190-100-440-10-993/ COPIER RENTAL-SCH 3		CP	INV 800640381-NOV 14		194.92
		11-190-100-440-10-994/ COPIER RENTAL-SCH 4		CP	INV 800640381-NOV 14		1,062.93

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Pending Payments							
XEROX CORP/ 3628		11-190-100-440-10-996/ COPIER RENTAL-MS		CP	INV 800640381-NOV 14		894.10
		11-190-100-440-10-997/ COPIER RENTAL-HS		CP	INV 800640381-NOV 14		340.98
		Total for XEROX CORP/ 3628					\$4,626.98
Total for Pending Payments							\$284,887.03

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

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Fund Summary	Fund	Sub	Computer	Computer	Hand	Hand	Total
	Category	Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
	10	10	\$2,766.00				\$2,766.00
	10	11	\$257,672.39				\$257,672.39
	10	12	\$1,176.69				\$1,176.69
	Fund 10	TOTAL	\$261,615.08				\$261,615.08
	20	20	\$7,971.95				\$7,971.95
	30	30	\$15,300.00				\$15,300.00
	GRAND	TOTAL	\$284,887.03	\$0.00	\$0.00	\$0.00	\$284,887.03

Chairman Finance Committee

Member Finance Committee

Fort Lee Board of Education

Check Register By Check Number

va_chkr3.101405

12/23/2014

Posted Checks : Current Cycle : December

Check #	PO #	Invoice Number	Account Number	Vendor No./ Name	Ba-tch	Check Amount	Check Description	Check Date	Check Type
POSTED CHECKS									
Hand Checks									
*	20054	Non A/P Chk	DB10-402- , CR10-101-	3813/FORT LEE BOARD OF EDUCATION	50	69,596.79	SEPT/OCT 14 SUBSIDY	12/15/2014	H
*	999999	1415-0105	11-000-291-270-10-259	7834/NJ STATE HEALTH BENEFITS PROGRAM	50	672,345.96	DEC 14-ACTIVE	12/10/2014	H
		1415-0105	11-000-291-270-10-259	7834/NJ STATE HEALTH BENEFITS PROGRAM	50	3,325.92	DEC 14- RETIRED	12/10/2014	H
Total For Check Number 999999						\$675,671.88			
*	9120514	Non A/P Chk	DB10-141- , CR10-101-	1775/FORT LEE PAYROLL	0	83,802.61	STATE FICA 12/5/14	12/05/2014	H
		PRL1415	11-000-211-100-00-000	1775/FORT LEE PAYROLL	76	3,427.70	SAL ATTEND OFFICE	12/05/2014	H
		PRL1415	11-000-211-172-00-000	1775/FORT LEE PAYROLL	76	2,985.71	SAL OF FAMILY SUPPORT	12/05/2014	H
		PRL1415	11-000-213-100-00-000	1775/FORT LEE PAYROLL	76	23,661.65	SAL NURSES	12/05/2014	H
		PRL1415	11-000-216-100-00-000	1775/FORT LEE PAYROLL	76	28,912.02	SAL SPEECH/OTPT/REL SVC	12/05/2014	H
		PRL1415	11-000-217-100-00-000	1775/FORT LEE PAYROLL	76	33,509.72	SAL-ONE TO ONE AIDE	12/05/2014	H
		PRL1415	11-000-218-104-00-000	1775/FORT LEE PAYROLL	76	42,574.43	SAL GUIDANCE	12/05/2014	H
		PRL1415	11-000-218-105-00-000	1775/FORT LEE PAYROLL	76	3,812.61	SAL GUIDANCE-SEC	12/05/2014	H
		PRL1415	11-000-219-104-00-000	1775/FORT LEE PAYROLL	76	39,615.62	SAL C.S.T.	12/05/2014	H
		PRL1415	11-000-219-105-00-000	1775/FORT LEE PAYROLL	76	5,853.02	SAL CST SEC	12/05/2014	H
		PRL1415	11-000-221-102-00-000	1775/FORT LEE PAYROLL	76	12,430.95	SAL. SUPERVISORS	12/05/2014	H
		PRL1415	11-000-222-100-00-000	1775/FORT LEE PAYROLL	76	19,336.63	SAL LIBR/TECH	12/05/2014	H
		PRL1415	11-000-222-177-00-000	1775/FORT LEE PAYROLL	76	4,045.46	SAL TECH COOR	12/05/2014	H
		PRL1415	11-000-223-104-00-000	1775/FORT LEE PAYROLL	76	2,676.19	SALARIES OF OTHER PROFES	12/05/2014	H
		PRL1415	11-000-230-100-00-000	1775/FORT LEE PAYROLL	76	17,964.95	SAL-GENERAL ADMIN	12/05/2014	H
		PRL1415	11-000-230-100-00-100	1775/FORT LEE PAYROLL	76	4,653.30	SAL SEC-SUPT OFFICE	12/05/2014	H
		PRL1415	11-000-230-110-00-710	1775/FORT LEE PAYROLL	76	299.19	SAL TREASURER	12/05/2014	H
		PRL1415	11-000-240-103-00-000	1775/FORT LEE PAYROLL	76	44,424.00	SAL-PRIN/ASST PRIN	12/05/2014	H
		PRL1415	11-000-240-103-00-010	1775/FORT LEE PAYROLL	76	20,909.29	SAL-PROGR DIRECTORS	12/05/2014	H
		PRL1415	11-000-240-105-00-000	1775/FORT LEE PAYROLL	76	19,359.73	SAL-SECRETARY	12/05/2014	H
		PRL1415	11-000-240-105-00-010	1775/FORT LEE PAYROLL	76	2,854.83	SAL-CLERK/TYPISTS	12/05/2014	H
		PRL1415	11-000-251-100-00-000	1775/FORT LEE PAYROLL	76	18,239.05	SAL-CENTRAL OFFICE	12/05/2014	H
		PRL1415	11-000-251-100-00-100	1775/FORT LEE PAYROLL	76	3,971.76	SAL-CENTRAL OFF- SEC	12/05/2014	H
		PRL1415	11-000-252-100-00-000	1775/FORT LEE PAYROLL	76	5,219.61	SAL-TECHNOLOGY	12/05/2014	H
		PRL1415	11-000-261-100-00-010	1775/FORT LEE PAYROLL	76	634.83	SAL MAINT-SCH 1	12/05/2014	H
		PRL1415	11-000-261-100-00-020	1775/FORT LEE PAYROLL	76	544.14	SAL MAINT-SCH 2	12/05/2014	H
		PRL1415	11-000-261-100-00-030	1775/FORT LEE PAYROLL	76	453.45	SAL MAINT-SCH 3	12/05/2014	H
		PRL1415	11-000-261-100-00-040	1775/FORT LEE PAYROLL	76	544.14	SAL MAINT-SCH 4	12/05/2014	H

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POSTED CHECKS									
9120514	PRL1415		11-000-261-100-00-060	1775/FORT LEE PAYROLL	76	725.51	SAL MAINT-MS	12/05/2014	H
	PRL1415		11-000-261-100-00-070	1775/FORT LEE PAYROLL	76	1,632.41	SAL MAINT-HS	12/05/2014	H
	PRL1415		11-000-261-110-00-991	1775/FORT LEE PAYROLL	76	405.27	SAL MAINT OT-SCH 1	12/05/2014	H
	PRL1415		11-000-261-110-00-992	1775/FORT LEE PAYROLL	76	290.89	SAL MAINT OT-SCH 2	12/05/2014	H
	PRL1415		11-000-261-110-00-993	1775/FORT LEE PAYROLL	76	242.40	SAL MAINT OT-SCH 3	12/05/2014	H
	PRL1415		11-000-261-110-00-994	1775/FORT LEE PAYROLL	76	290.89	SAL MAINT OT-SCH 4	12/05/2014	H
	PRL1415		11-000-261-110-00-996	1775/FORT LEE PAYROLL	76	518.67	SAL MAINT OT-MS	12/05/2014	H
	PRL1415		11-000-261-110-00-997	1775/FORT LEE PAYROLL	76	1,788.47	SAL MAINT OT-HS	12/05/2014	H
	PRL1415		11-000-262-100-00-000	1775/FORT LEE PAYROLL	76	34,759.04	SAL B&G	12/05/2014	H
	PRL1415		11-000-262-100-00-090	1775/FORT LEE PAYROLL	76	8,661.75	SAL CUST OT	12/05/2014	H
	PRL1415		11-000-262-100-00-093	1775/FORT LEE PAYROLL	76	1,760.00	SAL CUST P/T & SUMMER	12/05/2014	H
	PRL1415		11-000-262-100-00-100	1775/FORT LEE PAYROLL	76	2,168.15	SAL SECRETARIAL-B&G	12/05/2014	H
	PRL1415		11-000-262-110-00-086	1775/FORT LEE PAYROLL	76	655.20	SAL COURIER	12/05/2014	H
	PRL1415		11-000-266-100-00-000	1775/FORT LEE PAYROLL	76	1,923.07	SALARIES SECURITY	12/05/2014	H
	PRL1415		11-000-270-161-00-000	1775/FORT LEE PAYROLL	76	10,585.34	SAL PUPIL TRANSP-SP ED	12/05/2014	H
	PRL1415		11-000-270-161-00-081	1775/FORT LEE PAYROLL	76	2,021.30	SAL PUPIL TRANSP-SUBS	12/05/2014	H
	PRL1415		11-000-270-161-00-090	1775/FORT LEE PAYROLL	76	154.13	SAL.PUPIL TRANSP-OT	12/05/2014	H
	1415-0714		11-000-291-220-10-000	1775/FORT LEE PAYROLL	0	21,350.14	SOCIAL SECURITY 12/5/14	12/05/2014	H
	PRL1415		11-000-291-290-10-254	1775/FORT LEE PAYROLL	76	729.33	DCRP-12/5/14	12/05/2014	H
	PRL1415		11-110-100-101-00-000	1775/FORT LEE PAYROLL	76	52,561.71	SAL.TCHRS.KDG.	12/05/2014	H
	PRL1415		11-110-100-101-00-081	1775/FORT LEE PAYROLL	76	950.00	SAL.SUBS.KDG.	12/05/2014	H
	PRL1415		11-110-100-101-00-082	1775/FORT LEE PAYROLL	76	25.00	\$25 TCHR SUBS K	12/05/2014	H
	PRL1415		11-120-100-101-00-000	1775/FORT LEE PAYROLL	76	327,043.52	SAL.TCHRS. 1-5	12/05/2014	H
	PRL1415		11-120-100-101-00-081	1775/FORT LEE PAYROLL	76	2,030.00	SAL.SUBS. 1-5	12/05/2014	H
	PRL1415		11-120-100-101-00-082	1775/FORT LEE PAYROLL	76	50.00	\$25 TCHR SUB 1-5	12/05/2014	H
	PRL1415		11-130-100-101-00-000	1775/FORT LEE PAYROLL	76	156,458.28	SAL.TCHRS. 6-8	12/05/2014	H
	PRL1415		11-130-100-101-00-081	1775/FORT LEE PAYROLL	76	3,135.00	SAL.SUBS. 6-8	12/05/2014	H
	PRL1415		11-130-100-101-00-082	1775/FORT LEE PAYROLL	76	25.00	\$25 TCHR SUB 6-8	12/05/2014	H
	PRL1415		11-140-100-101-00-000	1775/FORT LEE PAYROLL	76	202,738.39	SAL.TCHRS. 9-12	12/05/2014	H
	PRL1415		11-140-100-101-00-081	1775/FORT LEE PAYROLL	76	1,040.00	SAL. SUBS. 9-12	12/05/2014	H
	PRL1415		11-150-100-101-00-000	1775/FORT LEE PAYROLL	76	2,820.00	SAL. HOME INSTR.	12/05/2014	H
	PRL1415		11-190-100-106-00-000	1775/FORT LEE PAYROLL	76	27,940.18	SAL SCHOOL AIDES	12/05/2014	H
	PRL1415		11-204-100-101-00-000	1775/FORT LEE PAYROLL	76	11,461.88	SAL-LLD	12/05/2014	H
	PRL1415		11-204-100-106-00-000	1775/FORT LEE PAYROLL	76	7,628.98	SAL-LLD AIDES	12/05/2014	H
	PRL1415		11-213-100-101-00-000	1775/FORT LEE PAYROLL	76	64,215.09	SAL RESOURCE ROOM	12/05/2014	H
	PRL1415		11-213-100-106-00-000	1775/FORT LEE PAYROLL	76	580.47	SAL RR AIDES	12/05/2014	H
	PRL1415		11-214-100-101-00-000	1775/FORT LEE PAYROLL	76	10,476.16	SAL-AUTISITIC-TEACHER	12/05/2014	H

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POSTED CHECKS									
9120514	PRL1415		11-214-100-106-00-000	1775/FORT LEE PAYROLL	76	10,499.06	SAL-AUTISTIC-AIDES	12/05/2014	H
	PRL1415		11-216-100-101-00-000	1775/FORT LEE PAYROLL	76	13,066.63	SAL-PRESCHOOL TEACHER	12/05/2014	H
	PRL1415		11-216-100-106-00-000	1775/FORT LEE PAYROLL	76	10,633.08	SAL-PRESCHOOL AIDES	12/05/2014	H
	PRL1415		11-230-100-101-00-000	1775/FORT LEE PAYROLL	76	33,403.80	SAL-BSI	12/05/2014	H
	PRL1415		11-240-100-101-00-000	1775/FORT LEE PAYROLL	76	61,765.22	SAL-BILINGUAL	12/05/2014	H
	PRL1415		11-401-100-100-00-000	1775/FORT LEE PAYROLL	76	20,618.00	SAL STDNT ACT	12/05/2014	H
	PRL1415		11-402-100-100-00-000	1775/FORT LEE PAYROLL	76	4,797.95	SAL ATHLETIC	12/05/2014	H
	PRL1415		20-231-100-101-00-002	1775/FORT LEE PAYROLL	76	4,906.14	TITLE 1-SAL TEACH-SCH 2	12/05/2014	H
	PRL1415		20-231-100-101-00-006	1775/FORT LEE PAYROLL	76	3,723.80	TITLE 1-SAL TEACH-MS	12/05/2014	H
	PRL1415		20-231-100-101-00-007	1775/FORT LEE PAYROLL	76	2,767.50	TITLE 1-SAL TEACH-HS	12/05/2014	H
	PRL1415		20-246-100-101-00-000	1775/FORT LEE PAYROLL	76	3,467.57	TITLE 3 IMM-SALARIES	12/05/2014	H
	PRL1415		20-270-200-100-00-000	1775/FORT LEE PAYROLL	76	3,590.47	TITLE 2A-SALARIES	12/05/2014	H
Total For Check Number 9120514						\$1,581,797.43			
* 9121914	Non A/P Chk		DB10-141- , CR10-101-	1775/FORT LEE PAYROLL	0	83,421.68	STATE FICA 12/19/14	12/19/2014	H
	PRL1415		11-000-211-100-00-000	1775/FORT LEE PAYROLL	75	3,461.50	SAL ATTEND OFFICE	12/19/2014	H
	PRL1415		11-000-211-172-00-000	1775/FORT LEE PAYROLL	75	2,985.71	SAL OF FAMILY SUPPORT	12/19/2014	H
	PRL1415		11-000-213-100-00-000	1775/FORT LEE PAYROLL	75	23,661.65	SAL NURSES	12/19/2014	H
	PRL1415		11-000-213-100-00-081	1775/FORT LEE PAYROLL	75	1,050.00	SAL SUB NURSES	12/19/2014	H
	PRL1415		11-000-216-100-00-000	1775/FORT LEE PAYROLL	75	28,912.02	SAL SPEECH/OTPT/REL SVC	12/19/2014	H
	PRL1415		11-000-217-100-00-000	1775/FORT LEE PAYROLL	75	33,509.72	SAL-ONE TO ONE AIDE	12/19/2014	H
	PRL1415		11-000-217-100-00-081	1775/FORT LEE PAYROLL	75	1,620.00	ONE TO ONE-SUBS DAILY	12/19/2014	H
	PRL1415		11-000-218-104-00-000	1775/FORT LEE PAYROLL	75	42,574.43	SAL GUIDANCE	12/19/2014	H
	PRL1415		11-000-218-105-00-000	1775/FORT LEE PAYROLL	75	3,812.61	SAL GUIDANCE-SEC	12/19/2014	H
	PRL1415		11-000-219-104-00-000	1775/FORT LEE PAYROLL	75	39,615.62	SAL C.S.T.	12/19/2014	H
	PRL1415		11-000-219-105-00-000	1775/FORT LEE PAYROLL	75	5,853.02	SAL CST SEC	12/19/2014	H
	PRL1415		11-000-221-102-00-000	1775/FORT LEE PAYROLL	75	12,430.95	SAL. SUPERVISORS	12/19/2014	H
	PRL1415		11-000-221-104-00-000	1775/FORT LEE PAYROLL	75	1,365.00	SAL-OTHER PROF	12/19/2014	H
	PRL1415		11-000-222-100-00-000	1775/FORT LEE PAYROLL	75	19,336.63	SAL LIBR/TECH	12/19/2014	H
	PRL1415		11-000-222-100-00-081	1775/FORT LEE PAYROLL	75	90.00	SAL SUB LIBRARIANS	12/19/2014	H
	PRL1415		11-000-222-177-00-000	1775/FORT LEE PAYROLL	75	4,045.46	SAL TECH COOR	12/19/2014	H
	PRL1415		11-000-223-104-00-000	1775/FORT LEE PAYROLL	75	2,676.19	SALARIES OF OTHER PROFES	12/19/2014	H
	PRL1415		11-000-230-100-00-000	1775/FORT LEE PAYROLL	75	16,744.54	SAL-GENERAL ADMIN	12/19/2014	H
	PRL1415		11-000-230-100-00-100	1775/FORT LEE PAYROLL	75	4,653.30	SAL SEC-SUPT OFFICE	12/19/2014	H
	PRL1415		11-000-230-110-00-710	1775/FORT LEE PAYROLL	75	299.19	SAL TREASURER	12/19/2014	H
	PRL1415		11-000-240-103-00-000	1775/FORT LEE PAYROLL	75	42,624.00	SAL-PRIN/ASST PRIN	12/19/2014	H
	PRL1415		11-000-240-103-00-010	1775/FORT LEE PAYROLL	75	20,909.29	SAL-PROGR DIRECTORS	12/19/2014	H
	PRL1415		11-000-240-105-00-000	1775/FORT LEE PAYROLL	75	19,359.73	SAL-SECRETARY	12/19/2014	H

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9121914	PRL1415		11-000-240-105-00-010	1775/FORT LEE PAYROLL	75	3,129.61	SAL-CLERK/TYPISTS	12/19/2014	H
	PRL1415		11-000-240-105-00-081	1775/FORT LEE PAYROLL	75	80.00	SAL GENL ADM SECR SUBS	12/19/2014	H
	PRL1415		11-000-251-100-00-000	1775/FORT LEE PAYROLL	75	15,239.05	SAL-CENTRAL OFFICE	12/19/2014	H
	PRL1415		11-000-251-100-00-100	1775/FORT LEE PAYROLL	75	3,971.76	SAL-CENTRAL OFF- SEC	12/19/2014	H
	PRL1415		11-000-252-100-00-000	1775/FORT LEE PAYROLL	75	5,109.61	SAL-TECHNOLOGY	12/19/2014	H
	PRL1415		11-000-261-100-00-010	1775/FORT LEE PAYROLL	75	634.83	SAL MAINT-SCH 1	12/19/2014	H
	PRL1415		11-000-261-100-00-020	1775/FORT LEE PAYROLL	75	544.14	SAL MAINT-SCH 2	12/19/2014	H
	PRL1415		11-000-261-100-00-030	1775/FORT LEE PAYROLL	75	453.45	SAL MAINT-SCH 3	12/19/2014	H
	PRL1415		11-000-261-100-00-040	1775/FORT LEE PAYROLL	75	544.14	SAL MAINT-SCH 4	12/19/2014	H
	PRL1415		11-000-261-100-00-060	1775/FORT LEE PAYROLL	75	725.51	SAL MAINT-MS	12/19/2014	H
	PRL1415		11-000-261-100-00-070	1775/FORT LEE PAYROLL	75	1,632.41	SAL MAINT-HS	12/19/2014	H
	PRL1415		11-000-262-100-00-000	1775/FORT LEE PAYROLL	75	38,282.59	SAL B&G	12/19/2014	H
	PRL1415		11-000-262-100-00-090	1775/FORT LEE PAYROLL	75	426.00	SAL CUST OT	12/19/2014	H
	PRL1415		11-000-262-100-00-093	1775/FORT LEE PAYROLL	75	1,320.00	SAL CUST P/T & SUMMER	12/19/2014	H
	PRL1415		11-000-262-100-00-100	1775/FORT LEE PAYROLL	75	2,168.15	SAL SECRETARIAL-B&G	12/19/2014	H
	PRL1415		11-000-262-110-00-086	1775/FORT LEE PAYROLL	75	529.20	SAL COURIER	12/19/2014	H
	PRL1415		11-000-266-100-00-000	1775/FORT LEE PAYROLL	75	1,923.07	SALARIES SECURITY	12/19/2014	H
	PRL1415		11-000-270-161-00-000	1775/FORT LEE PAYROLL	75	10,235.99	SAL PUPIL TRANSP-SP ED	12/19/2014	H
	PRL1415		11-000-270-161-00-081	1775/FORT LEE PAYROLL	75	1,463.70	SAL PUPIL TRANSP-SUBS	12/19/2014	H
	PRL1415		11-000-270-161-00-090	1775/FORT LEE PAYROLL	75	30.83	SAL.PUPIL TRANSP-OT	12/19/2014	H
	1415-0714		11-000-291-220-10-000	1775/FORT LEE PAYROLL	0	23,581.85	SOCIAL SECURITY 12/19/14	12/19/2014	H
	PRL1415		11-000-291-270-10-261	1775/FORT LEE PAYROLL	75	32,430.34	HEALTH BEN-WAIVER	12/19/2014	H
	PRL1415		11-000-291-290-10-254	1775/FORT LEE PAYROLL	75	1,073.60	DCRP-12/19/14	12/19/2014	H
	PRL1415		11-110-100-101-00-000	1775/FORT LEE PAYROLL	75	52,561.71	SAL.TCHRS.KDG.	12/19/2014	H
	PRL1415		11-110-100-101-00-081	1775/FORT LEE PAYROLL	75	1,655.00	SAL.SUBS.KDG.	12/19/2014	H
	PRL1415		11-110-100-101-00-082	1775/FORT LEE PAYROLL	75	250.00	\$25 TCHR SUBS K	12/19/2014	H
	PRL1415		11-120-100-101-00-000	1775/FORT LEE PAYROLL	75	327,043.52	SAL.TCHRS. 1-5	12/19/2014	H
	PRL1415		11-120-100-101-00-081	1775/FORT LEE PAYROLL	75	11,015.00	SAL.SUBS. 1-5	12/19/2014	H
	PRL1415		11-120-100-101-00-082	1775/FORT LEE PAYROLL	75	625.00	\$25 TCHR SUB 1-5	12/19/2014	H
	PRL1415		11-130-100-101-00-000	1775/FORT LEE PAYROLL	75	156,815.42	SAL.TCHRS. 6-8	12/19/2014	H
	PRL1415		11-130-100-101-00-081	1775/FORT LEE PAYROLL	75	6,195.00	SAL.SUBS. 6-8	12/19/2014	H
	PRL1415		11-130-100-101-00-082	1775/FORT LEE PAYROLL	75	175.00	\$25 TCHR SUB 6-8	12/19/2014	H
	PRL1415		11-140-100-101-00-000	1775/FORT LEE PAYROLL	75	202,107.91	SAL.TCHRS. 9-12	12/19/2014	H
	PRL1415		11-140-100-101-00-081	1775/FORT LEE PAYROLL	75	6,250.00	SAL. SUBS. 9-12	12/19/2014	H
	PRL1415		11-190-100-106-00-000	1775/FORT LEE PAYROLL	75	27,940.18	SAL SCHOOL AIDES	12/19/2014	H
	PRL1415		11-190-100-106-00-081	1775/FORT LEE PAYROLL	75	510.00	SUB AIDE Daily	12/19/2014	H
	PRL1415		11-204-100-101-00-000	1775/FORT LEE PAYROLL	75	11,461.88	SAL-LLD	12/19/2014	H

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9121914	PRL1415	11-204-100-101-00-081	1775/FORT LEE PAYROLL	75	3,095.00	SAL-LLD-SUBS	12/19/2014	H	
	PRL1415	11-204-100-101-00-082	1775/FORT LEE PAYROLL	75	125.00	SAL-LLD-SUBS \$25	12/19/2014	H	
	PRL1415	11-204-100-106-00-000	1775/FORT LEE PAYROLL	75	7,628.98	SAL-LLD AIDES	12/19/2014	H	
	PRL1415	11-204-100-106-00-081	1775/FORT LEE PAYROLL	75	425.00	SAL-LLD AIDES-SUBS	12/19/2014	H	
	PRL1415	11-213-100-101-00-000	1775/FORT LEE PAYROLL	75	65,803.18	SAL RESOURCE ROOM	12/19/2014	H	
	PRL1415	11-213-100-101-00-081	1775/FORT LEE PAYROLL	75	810.00	SAL RR SUBS	12/19/2014	H	
	PRL1415	11-213-100-106-00-000	1775/FORT LEE PAYROLL	75	580.47	SAL RR AIDES	12/19/2014	H	
	PRL1415	11-213-100-106-00-081	1775/FORT LEE PAYROLL	75	85.00	SAL RR AIDES-SUBS	12/19/2014	H	
	PRL1415	11-214-100-101-00-000	1775/FORT LEE PAYROLL	75	10,476.16	SAL-AUTISITIC-TEACHER	12/19/2014	H	
	PRL1415	11-214-100-101-00-081	1775/FORT LEE PAYROLL	75	540.00	SAL-AUTISTIC-SUBS	12/19/2014	H	
	PRL1415	11-214-100-106-00-000	1775/FORT LEE PAYROLL	75	11,427.78	SAL-AUTISTIC-AIDES	12/19/2014	H	
	PRL1415	11-214-100-106-00-081	1775/FORT LEE PAYROLL	75	340.00	SAL-AUTISTIC AIDES-SUBS	12/19/2014	H	
	PRL1415	11-216-100-101-00-000	1775/FORT LEE PAYROLL	75	13,066.63	SAL-PRESCHOOL TEACHER	12/19/2014	H	
	PRL1415	11-216-100-101-00-081	1775/FORT LEE PAYROLL	75	180.00	SAL-PRESCHOOL-SUBS	12/19/2014	H	
	PRL1415	11-216-100-106-00-000	1775/FORT LEE PAYROLL	75	10,633.08	SAL-PRESCHOOL AIDES	12/19/2014	H	
	PRL1415	11-230-100-101-00-000	1775/FORT LEE PAYROLL	75	33,403.80	SAL-BSI	12/19/2014	H	
	PRL1415	11-230-100-101-00-081	1775/FORT LEE PAYROLL	75	540.00	SAL-BSI- SUB	12/19/2014	H	
	PRL1415	11-230-100-101-00-082	1775/FORT LEE PAYROLL	75	25.00	SAL-BSI- SUB \$25	12/19/2014	H	
	PRL1415	11-240-100-101-00-000	1775/FORT LEE PAYROLL	75	61,765.22	SAL-BILINGUAL	12/19/2014	H	
	PRL1415	11-401-100-100-00-000	1775/FORT LEE PAYROLL	75	551.25	SAL STDNT ACT	12/19/2014	H	
	PRL1415	11-402-100-100-00-000	1775/FORT LEE PAYROLL	75	3,317.95	SAL ATHLETIC	12/19/2014	H	
	PRL1415	20-231-100-101-00-002	1775/FORT LEE PAYROLL	75	4,906.14	TITLE 1-SAL TEACH-SCH 2	12/19/2014	H	
	PRL1415	20-231-100-101-00-006	1775/FORT LEE PAYROLL	75	3,723.80	TITLE 1-SAL TEACH-MS	12/19/2014	H	
	PRL1415	20-231-100-101-00-007	1775/FORT LEE PAYROLL	75	1,215.00	TITLE 1-SAL TEACH-HS	12/19/2014	H	
	PRL1415	20-246-100-101-00-000	1775/FORT LEE PAYROLL	75	3,467.57	TITLE 3 IMM-SALARIES	12/19/2014	H	
	PRL1415	20-270-200-100-00-000	1775/FORT LEE PAYROLL	75	3,590.47	TITLE 2A-SALARIES	12/19/2014	H	
		Total For Check Number 9121914			\$1,606,870.17				
*	9122214	1415-0714	11-000-291-220-10-000	1775/FORT LEE PAYROLL	0	76.50	SOCIAL SECURITY 12/22/14	12/22/2014	H
Total for Hand Checks						\$3,934,012.77			
Total Posted Checks						\$3,934,012.77			

va_chkr3.101405

12/23/2014

Fort Lee Board of Education

Check Register By Check Number

Posted Checks : Current Cycle : December

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	10				\$236,821.08	\$236,821.08
	10	11			\$3,661,833.23		\$3,661,833.23
	Fund 10	TOTAL			\$3,661,833.23	\$236,821.08	\$3,898,654.31
	20	20			\$35,358.46		\$35,358.46
	GRAND	TOTAL	\$0.00	\$0.00	\$3,697,191.69	\$236,821.08	\$3,934,012.77

* Total Prior Cycle Checks Voided in selected cycle(s): **\$0.00**
Total Checks from selected cycle(s) voided in the selected cycle(s): **\$0.00**

APPROVAL – PAYMENT TO PARKING AUTHORITY TOTALING \$800.00

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **payment of Check #56093 in the amount of \$800 to be released to the Parking Authority.**

DATED: January 12, 2015

*Please note that Mr. Ammad Quraishi voted NAY.

Motion by: Mr. Joseph Surace

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI		X		
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

ACCEPTANCE OF DONATIONS

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education accepts the following donation:

Item	Amount	Donor	On Behalf Of
9 iPad minis and 4 iPads	\$4,449.31	DonorsChoose.org	School #2 for 3 K teachers
TOTAL VALUE	\$4,449.31		

DATED: January 12, 2015

Motion by: Mr. Joseph Surace

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**TUITION REIMBURSEMENT RATE FOR CREDITS EARNED
BY TEACHERS FOR THE 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the **tuition reimbursement rate** for credits earned by teachers at **\$522.85** per credit for the 2014-2015 school year.

DATED: January 12, 2015

Motion by: Mr. Joseph Surace

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

AWARD OF BID FOR VEHICLES

WHEREAS, a bid was received and opened at 11:00 a.m. on Tuesday, January 6, 2015 as follows:

Jersey One Auto Sales, Inc. (Only Bidder)

1999 Dodge Durango-4 Door Blue	\$264.00
1994 Dodge Ram 1500 Van-2 Door and Side Panel-Light Gray	\$364.00
Total	\$631.00

WHEREAS, payment was received in the amount of \$631.00 as required by the specifications.

NOW THEREFORE BE IT RESOLVED, that the sale of the two vehicles to Jersey One Auto Sales, Inc. as listed above be approved.

DATED: January 12, 2015

Motion by: Mr. Joseph Surace

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

HEALTH-WELFARE & SAFETY COMMITTEE

#1HWS

RESOLUTION NO. 26801

PAYMENT OF HOME INSTRUCTION SERVICES

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **payment of Home Instruction Services**, as outlined below:

Time Period	Provider	# of Hours	Hourly Rate	Total
12/18, 12/19/14	Aphrodite Microusticos	3	\$45	\$135.00
12/2, 12/9, 12/16, 12/23/14	Aphrodite Microusticos	5.5	\$45	\$247.50
11/24, 12/1, 12/11, 12/15/14	Aphrodite Microusticos	8	\$45	\$360.00
12/1, 12/5, 12/12, 12/18, 12/22/14	Andrew Guddemi	8	\$45	\$360.00
12/10, 12/11, 12/12/14	Andrew Guddemi	6	\$45	\$270.00
12/17, 12/19/14	Andrew Guddemi	2	\$45	\$90.00
12/3, 12/5, 12/10, 12/12, 12/17/14	Lisa Forte	4.5	\$45	\$202.50
11/25, 12/3, 12/10, 12/18/14	Lisa Forte	5	\$45	\$225.00
12/2, 12/9, 12/16/14	Joanne Weck	6	\$45	\$270.00
11/12, 12/1/14	Joanne Weck	4	\$45	\$180.00
11/25, 12/2, 12/3, 12/4, 12/9, 12/10, 12/11, 12/16/14	Annmarie Corcione	8	\$45	\$360.00
10/27, 10/28, 10/29, 11/3, 11/5, 11/10, 11/11, 11/12, 11/13, 11/17, 11/18, 11/19, 11/21, 11/24, 11/25, 12/1, 12/4, 12/5/14	Barbara Britton	19	\$45	\$855.00
11/11, 11/13, 11/18, 11/20, 11/25, 12/2/14	Amy Grossman	6	\$45	\$270.00
TOTAL				\$3,825.00

DATED: January 12, 2015

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

PERSONNEL COMMITTEE

#1P

RESOLUTION NO. 26802

APPROVAL - STAFF TRIPS AND CONFERENCES
TOTALING \$1,018.64

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **attendance of staff members at the conferences** listed on the attached summary.

DATED: January 12, 2015
Attachment

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**STAFF TRIPS AND CONFERENCES
BOARD AGENDA OF 1/12/2015**

First	Last Name	District Location	Conference	City, State	Dates	Total Cost Not to Exceed
Sharon	Amato	CO	NJSSC	South Orange, NJ	1/22/2015	\$28.64
Diane	Baker	CO	BCPSA	Paramus, NJ	1/16/2015	\$0.00
Diane	Baker	CO	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Irene	Min	CO	BCPSA	Paramus, NJ	1/16/2015	\$0.00
Rosemary	Giacomelli	S 1	BCPSA	Paramus, NJ	1/16/2015	\$0.00
Rosemary	Giacomelli	S 1	Zaner-Bloser	Hackensack, NJ	2/12/2015	\$0.00
Faith	Minutolo	S 1	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Kathy	Stanzione	S 1	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Karli	Jewett	S 2	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Elsa	Osso	S 3	BCCTG	Garfield & Norwood, NJ	1/15,2/25, 6/5/2015	\$0.00
Salma	Salloum	S 3	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Barbara	Schwartzfarb	S 4	Rutgers Annual Conference on Reading & Writing	New Brunswick, NJ	1/23/2015	\$165.00
Debra	Brigida	HS	HSPA Training DOE	Whippany, NJ	1/21/2015	\$0.00
David	Cuozzo	HS	NJSSCS	South Orange, NJ	1/15/2015	\$0.00
Andria	Fusco	HS	Measurement One, District Test Coordinator	Whippany, NJ	1/21/2015	\$0.00
Olga	Sagalchik	HS	AMTNJ	Monroe, NJ	2/3/2015	\$0.00
TOTAL						\$1,018.64

**APPROVAL OF EXTENDED MEDICAL LEAVE FOR CENEIDA RAMIREZ
AS A CUSTODIAN AT SCHOOL NO. 3**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves a **extended medical leave for Ceneida Ramirez as a Custodian at School No. 3**, as follows:

- 17 work days of Federal Family Leave from January 20, 2015 through and including February 11, 2015, **without pay***;

with the intention of returning to her custodial duties on February 12, 2015 pending medical authorization.

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Ceneida Ramirez**.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

RESIGNATION OF CLARIBEL ORTEGA
AS PART-TIME AIDE AT FORT LEE HIGH SCHOOL

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education accepts the **resignation of Claribel Ortega as a Part-Time Aide at Fort Lee High School**, effective January 5, 2015.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

DISABILITY RETIREMENT FOR JACQUELINE THOMAS AS SPECIAL EDUCATION MATHEMATICS TEACHER AT FORT LEE HIGH SCHOOL

WHEREAS, Jacqueline Thomas is employed by the Borough of Fort Lee Board of Education ("the Board") as a Special Education Mathematics Teacher at Fort Lee High School; and

WHEREAS, Jacqueline Thomas is an active member of the Teachers' Pension and Annuity Fund ("TPAF"); and

WHEREAS, the **Jacqueline Thomas** has informed us that she is applying for Ordinary Disability.

NOW THEREFORE BE IT RESOLVED, the Board authorizes the processing of an Ordinary Disability Retirement application for **Jacqueline Thomas**; and

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Jacqueline Thomas**.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**APPROVAL OF LEAVE OF ABSENCE FOR ROBERT RAFFAELE
AS A 2:1 AIDE AT SCHOOL NO. 4**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves a **Family Federal Leave of Absence for Robert Raffaele as a 2:1 Aide at School No. 4**, as follows:

- 9 work days of Federal Family Leave from January 6, 2015 through and including January 16, 2015, **without pay***;

with the intention of returning to his paraprofessional duties on January 20, 2015.

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Robert Raffaele**.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

CORRECTED LOCATION ASSIGNMENT FOR JUDITH TROVATO AS PART-TIME AIDE FROM SCHOOL NO. 2 TO SCHOOL NO. 1

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **corrected location assignment for the following Part-Time Aide**, for the 2014-2015 school year:

Judith Trovato	Part-Time Aide	From School No. 2 to School No. 1
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DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**RESCINDING THE APPOINTMENT OF KATHLEEN PASTENA
AS SCHOOL BUS AIDE FOR THE 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves **rescinding the appointment of Kathleen Pastena as School Bus Aide** for the 2014-2015 school year, as previously approved on Resolution No. 26755 dated December 15, 2014.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**AMENDING THE LEAVE REPLACEMENT DATES
FOR DANIELLE DEPALMA AT SCHOOL NO. 2**

WHEREAS, Danielle DePalma was appointed as a Leave Replacement at School No. 2 for the 2014-2015 school year on Resolution No. 26355 dated June 30, 2014; and

WHEREAS, Danielle DePalma has provided notification as required by her contractual obligation that she will be unable to fulfill the duties through the end of the 2014-2015 school year.

NOW THEREFORE, BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **amended leave replacement dates for Danielle DePalma**, as outlined below:

LEAVE REPLACEMENT							
FIRST NAME	LAST NAME	GRADE / SUBJECT	SCHOOL	Salary	Effective Dates	Replacing	Reason for opening
Danielle	DePalma	Grade 2	2	Sub pay for the first 10 days \$90 per day, day 11-60 \$95 per day, day 60 forward equivalent of a BA, Step 1 which equals \$54,000.00: No Benefits	9/1/14 - 2/27/15	Sara Cuomo	Maternity Leave

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**MATERNITY LEAVE FOR JENNIFER ANDRADA
AS A KINDERGARTEN TEACHER AT SCHOOL NO. 3**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the **maternity leave for Jennifer Andrada as an Kindergarten Teacher at School No. 3**, as follows.

- 40 accumulated sick days and a personal day from April 15, 2015 through and including June 11, 2015; and
- Approximately 54 work days of Federal Family Leave from June 12, 2015 through and including November 25, 2015, **without pay***; (pending the approval of the 2015-2016 calendar, not to exceed 60 days)

with the intention of returning to her teaching responsibilities on November 30, 2015.

* Federal and New Jersey Family Leave is **without pay** but provides for the retainment of health benefits contingent upon receipt of employee's percentage of premium, pursuant to Chapter 78 P.L. 2011, the Pension and Health Reform Law. Furthermore, during said leave, the employee may apply for New Jersey Family Leave Insurance benefits in which eligibility will be determined by the State of New Jersey.

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Jennifer Andrada**.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**MATERNITY LEAVE FOR ANGELA JANG
AS AN ELEMENTARY SCHOOL TEACHER AT SCHOOL NO. 3**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the **maternity leave for Angela Jang as an Elementary School Teacher at School No. 3**, as follows.

- 40 accumulated sick days and a personal day from April 13, 2015 through and including June 9, 2015; and
- Approximately 57 work days of Federal Family Leave from June 10, 2015 through and including November 25, 2015, **without pay***; (pending the approval of the 2015-2016 calendar, not to exceed 60 days)

with the intention of returning to her teaching responsibilities on November 30, 2015.

* Federal and New Jersey Family Leave is **without pay** but provides for the retainment of health benefits contingent upon receipt of employee's percentage of premium, pursuant to Chapter 78 P.L. 2011, the Pension and Health Reform Law. Furthermore, during said leave, the employee may apply for New Jersey Family Leave Insurance benefits in which eligibility will be determined by the State of New Jersey.

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Angela Jang**.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**AMENDING RESOLUTION NO. 26757 TO CORRECT EFFECTIVE DATES
FOR SALARY ADJUSTMENTS FOR AIDES FOR 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the amending of Resolution No. 26757 dated December 15, 2014 for **salary adjustments for the following Aides at School No. 1 only** as outlined below for the 2014-2015 school year, **to change the effective date from December 16, 2014 retroactively to December 2, 2014.**

Name	Loc	From	To	Step	Salary Pending Negotiations
Judy Trovato	S#1	17.5 hours/wk.	24.5 hours/wk.	Step 3, Non-Degreed	\$17,065.00 prorated
Vonda Sorrentino	S#1	17.5 hours/wk.	24.5 hours/wk.	Step 3, Degreed	\$19,845.00 prorated
Yesenia Aguilar	S#1	17.5 hours/wk.	24.5 hours/wk.	Step 1, Degreed	\$17,230.00 prorated
Marilyn Saavedra	S#1	17.5 hours/wk.	24.5 hours/wk.	Step 1, Degreed	\$17,230.00 prorated

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**APPOINTMENT OF DAVID CUOZZO AS ANTI-BULLYING COORDINATOR
FOR THE REMAINDER OF THE 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the appointment of **David Cuozzo as Anti-Bullying Coordinator, to replace Peter Emr due to his transfer as Interim Principal at Fort Lee High School, effective immediately, for the remainder of the 2014-2015 school year:**

TITLE	Change From	To
Anti-Bullying Coordinator	Peter Emr	David Cuozzo

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**ACCEPTING THE RESIGNATION OF DEBRA BRIGIDA
AS FACULTY COORDINATOR FOR HS TESTING**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education accepts the **resignation of Debra Brigida as Faculty Coordinator for High School Testing**, effective December 31, 2014.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

APPOINTMENT OF DIEGO LOMBARDO AS FACULTY COORDINATOR FOR HS TESTING FOR THE REMAINDER OF THE 2014-2015 SCHOOL YEAR

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education accepts the resignation of **Debra Brigida** from the position of Faculty Coordinator and approves the appointment of **Diego Lombardo** as **Faculty Coordinator**, effective immediately, **for the remainder of the 2014-2015 school year**, due to the resignation of Debra Brigida.

<u>FACULTY COORDINATOR</u>		
<u>Name</u>	<u>Subject Area</u>	<u>Stipend</u>
Diego Lombardo	Testing - HS	\$5,000 annual stipend to be prorated @ 60% = \$3,000

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

AUTHORIZATION FOR FIELDWORK FOR TEACHER EDUCATION PROGRAM

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education authorizes the **placement of a Student Teacher Candidate for 20 hours of Fieldwork** during the 2014-2015 school year, subject to submission of all required paperwork, as follows:

Referring University	Student Name	Type of Placement	Subject Area	# Hours	Months From-To	School Placed	Cooperating Teacher
Marist	Angela Floratos	Fieldwork	K-6	20 hours	1/12 - 1/16/15	School #2	Dina Fiorita, Grade 1

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**APPROVAL OF ADDITIONAL SATURDAY AND AFTER-SCHOOL TUTOR
FOR FORT LEE HIGH SCHOOL FOR 2014-2015**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the following teacher as a **Saturday and after-school tutor for Fort Lee High School** during the 2014-2015 school year to be paid a stipend of \$45.00 per hour.

Location	Name	Funding
Fort Lee High School	Gary Glebas	Title I funding

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

APPOINTMENT OF ADDITIONAL CO-CURRICULAR PERSONNEL FOR 2014-2015

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **appointment of additional co-curricular personnel for the 2014-2015 school year**, as outlined below. All co-curricular appointments are subject to completion of all personnel documentation and fingerprinting process, prior to starting of said activities.

2014-2015 Applicant	Co-Curricular Activity	Class	14-15 Stipend (Pending Negotiations)
Jodi Etra	Theatre - Set Director/Art Director/Construction Manager [Spring only - 1/2 stipend]	N/A	\$1,250.00 prorated to 50% = \$625.00
Jodi Etra	Theatre- Lighting/Sound Technical Elements Director/Construction Manager [Spring only -1/2 stipend]	N/A	\$1,250.00 prorated to 50% = \$625.00
Domenica Luppino	Assistant Cheerleader Advisor	B	\$3,161.00

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

**APPOINTMENT OF ADDITIONAL SUBSTITUTES
FOR THE 2014-2015 SCHOOL YEAR**

BE IT RESOLVED, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the appointment of the following as **Substitutes** for the 2014-2015 school year:

Name	Position
Jean Claude Larrieux	Substitute Teacher / Aide
Anne Doherty	Substitute Teacher / Aide / Secretary
Jeffrey Rodriguez	Substitute Teacher / Aide

BE IT FURTHER RESOLVED, that the above appointments are subject to and conditioned upon proof of compliance with the provisions of N.J.S.A. 18A:6-7.1b, Criminal History Records Checks for Substitutes.

DATED: January 12, 2015

Motion by: Mr. Ammad Quraishi

Seconded by: Mrs. Holly Morell

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

POLICY COMMITTEE

#1POL

RESOLUTION NO. 26820

SECOND READING AND ADOPTION OF REVISED POLICIES AND REGULATIONS

BE IT RESOLVED, the Fort Lee Board of Education approves the **second reading and adoption of the following policies/regulations listed below and attached hereto**:

Policy/Reg No.	Topic
P1522	SCHOOL-LEVEL PLANNING (M) (ABOLISHED)
P5305	HEALTH SERVICES PERSONNEL (REVISED)
P5306 & R5306	HEALTH SERVICES TO NONPUBLIC SCHOOLS (M) (REVISED)
P5308 & R5308	STUDENT HEALTH RECORDS (M) (REVISED)
P5310 & R5310	HEALTH SERVICES (M) (REVISED)
P5339	SCREENING FOR DYSLEXIA (M) (NEW)
P5530 & R5530	SUBSTANCE ABUSE (M) (REVISED)
P5756	TRANSGENDER STUDENTS (NEW)

DATED: January 12, 2015
Attachments

Motion by: Mrs. Esther Han Silver

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MR. MICHAEL OSSO			X	
MR. YUSANG PARK			X	
MR. AMMAD QURAIISHI	X			
MRS. CANDACE ROMBA	X			
MR. JOSEPH SURACE	X			
MR. JEFF WEINBERG			X	
MR. DAVID SARNOFF	X			

1522 SCHOOL-LEVEL PLANNING (Abolish)

The administrative code requiring Policy Guide 1522 – School-level Planning, N.J.A.C. 6A:32-12.2, has been recently repealed from the administrative code and no longer requires this Policy. This code provision was repealed because the Quality Annual Assurance Report is no longer used by the New Jersey Department of Education to evaluate school districts as the evaluation system has been replaced by New Jersey Quality Single Accountability Continuum (QSAC). Policy Guide 1522 should be abolished by the Board of Education with a simple motion to abolish Policy 1522 as being no longer required.

Adopted: 23 August 2010

Revised: 13 June 2011, 12 January 2015



5305 HEALTH SERVICES PERSONNEL

The Board of Education shall appoint at least one school physician pursuant to N.J.S.A. 18A:40-1. The Board may appoint a lead school physician to serve as health services director if more than one school physician is required. The school physician shall be currently licensed by the New Jersey Board of Medical Examiners in medicine or osteopathy whose training and scope of practice includes child and adolescent health and development. The school district shall conduct a criminal history background check on any physician before entering into an agreement for delivery of services.

The school physician shall provide, at a minimum, the following services:

1. Consultation in the development and implementation of school district policies, procedures, and mechanisms related to health, safety, and medical emergencies pursuant to N.J.A.C. 6A:16-2.1(a);
2. Consultation to school district medical staff regarding the delivery of school health services, which includes special health care needs of technology-supported and medically fragile children, including students covered by 20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Improvement Act;
3. Physical examinations conducted in the school physician's office or other comparably equipped facility for students who do not have a medical home or whose parent has identified the school as the medical home for the purpose of a sports physical examination;
4. Provision of written notification to the parent stating approval or disapproval of the student's participation in athletics based upon the medical report;
5. Direction for professional duties of other medical staff;
6. Written standing orders that shall be reviewed and reissued before the beginning of each school year;



7. Establishment of standards of care for emergency situations and medically-related care involving students and school staff;
8. Assistance to the certified school nurse or non-certified nurse in conducting health screenings of students and staff and assistance with the delivery of school health services;
9. Review, as needed, of reports and orders from a student's medical home regarding student health concerns;
10. Authorization of tuberculin testing for conditions outlined in N.J.A.C. 6A:16-2.2(c);
11. Review, approval, or denial with reasons of a medical home determination of a student's anticipated confinement and resulting need for home instruction; and
12. Consultation with the school district certified school nurse(s) to obtain input for the development of the school nursing services plan pursuant to N.J.A.C. 6A:16-2.1(b).

The Board shall employ a certified school nurse to provide nursing services while school is in session pursuant to N.J.S.A. 18A:40-1 and 3.3. The certified school nurse shall work under the direction of the school physician and Superintendent of Schools.

The certified school nurse shall possess a standard educational certificate with a school nurse endorsement or school nurse/non-instructional endorsement pursuant to N.J.A.C. 6A:9-13.3 or 13.4. The certified school nurse shall possess a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing; a bachelor's degree from a regionally accredited college or university; a current Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AED) certification as issued by the American Heart Association, the American Red Cross, the National Safety Council, or other entities determined by the Department of Health to comply with the American Heart Association's CPR guidelines.

The certified school nurse shall complete training in airway management and in the use of nebulizers and inhalers consistent with nationally recognized standards including, but not limited to, those of the National Institutes of Health and the American Academy of Allergy, Asthma, and Immunology.



The role of the certified school nurse shall include, but not be limited to:

1. Carrying out written orders of the medical home and standing orders of the school physician;
2. Conducting health screenings which include height, weight, blood pressure, hearing, vision, and scoliosis pursuant to N.J.A.C. 6A:16-2.2 and monitoring vital signs and general health status for emergent issues for students suspected of being under the influence of alcohol and controlled dangerous substances pursuant to N.J.S.A. 18A:40-4 and 12;
3. Maintaining student health records, pursuant to N.J.S.A. 18A:40-4 and N.J.A.C. 6A:16-2.4;
4. Recommending to the school Principal students who shall not be admitted to or retained in the school building based on a parent's failure to provide evidence of the child's immunization according to the schedules specified in N.J.A.C. 8:57-4;
5. Annually reviewing student immunization records to confirm with the medical home that the medical condition for the exemption from immunization continues to be applicable, pursuant to N.J.A.C. 8:57-4.3;
6. Recommending to the school Principal exclusion of students who show evidence of communicable disease, pursuant to N.J.S.A. 18A:40-7, 8, and 10;
7. Directing and supervising the emergency administration of epinephrine and glucagon, and training school staff designated to serve as delegates, pursuant to N.J.S.A. 18A:40-12.6 and 12.14;
8. Administering asthma medication through use of a nebulizer;
9. Directing and supervising the health services activities of any school staff to whom the certified school nurse has delegated a nursing task;
10. Providing classroom instruction in areas related to health pursuant to N.J.A.C. 6A:9-13.3;
11. Reviewing and summarizing available health and medical information regarding the student and transmitting a summary of



- relevant health and medical information to the Child Study Team for the meeting pursuant to N.J.A.C. 6A:14-3.4(h);
12. Writing and updating, at least annually, the individualized health care plan and the individualized emergency healthcare plan for students' medical needs and instructing staff as appropriate;
 13. Writing and updating, at least annually, any written healthcare provisions required under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a), for any student who requires them;
 14. Assisting in the development of and implementing healthcare procedures for students in the event of an emergency;
 15. Instructing teachers on communicable disease and other health concerns, pursuant to N.J.S.A. 18A:40-3; and
 16. Providing other nursing services consistent with the nurse's educational services certification endorsement as a school nurse issued by the State Board of Examiners and current license approved by the State Board of Nursing.

A certified school nurse who possesses the school nurse/non-instructional certificate is not authorized to teach in areas related to health pursuant to N.J.A.C. 6A:9-13.4.

The Board may appoint a non-certified nurse under the supervision of a certified school nurse to supplement the services of a certified school nurse in accordance with the provisions of N.J.A.C. 6A:16-2.3(c). The non-certified nurse shall be assigned to the same school building or complex as the certified school nurse pursuant to N.J.S.A. 18A:40-3.3(a) and is limited to providing services only as permitted under the non-certified nurse's license issued by the State Board of Nursing.

N.J.A.C. 6A:9-13.3; 6A:9-13.4; 6A:16-2.3

Adopted: 23 August 2010

Revised: 12 January 2015



5306 HEALTH SERVICES TO NONPUBLIC SCHOOLS

A Board of Education having nonpublic schools within the school district boundaries shall provide nursing services to students enrolled full-time in the nonpublic school pursuant to N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5.

The Board shall provide for the extension of emergency care provided to public school students and to full-time nonpublic school students who are injured or become ill at school or during participation on a school team or squad pursuant to N.J.A.C. 6A:16-2.1(a)4. The Board may provide additional services to those required under N.J.A.C. 6A:16-2.5(a) and under conditions as outlined in N.J.A.C. 6A:16-2.5(c).

The nursing services shall be provided by a registered nurse licensed in the State of New Jersey who is an employee of the school district, third-party contractor, or an independent contractor. The nursing services provided to nonpublic school students shall not include instructional services.

A nonpublic school may decline nursing services required or permitted under N.J.A.C. 6A:16-2.5 by submitting to the Board of Education notification signed by the Chief School Administrator of the nonpublic school pursuant to N.J.S.A. 18A:40-29. A student who is enrolled in a nonpublic school and whose parent objects to the student receiving any service provided under N.J.A.C. 6A:16-2.5 shall not be compelled to receive the service except for a physical or medical examination to determine whether the student is ill or infected with a communicable disease pursuant to N.J.S.A. 18A:40-30.

The Board shall consider the provision of health services to nonpublic schools based upon the considerations outlined in N.J.A.C 6A:16-2.5(h)1 through 3. The Superintendent or designee shall confer annually with the administrator of the nonpublic school to advise the nonpublic school of the amount of funds allocated by the Department of Education to the nonpublic school; to agree on the basic health services that shall be provided and the additional medical services that may be provided as set forth in N.J.S.A.18A:40-23 et seq.; to inform the nonpublic school the County Office of Education shall provide assistance in the event an agreement cannot be reached regarding the health services and additional medical services to be provided to the nonpublic school; to assure the nonpublic school receiving services receives a copy of N.J.S.A. 18A:40-23 to 31 and



HEALTH SERVICES TO NONPUBLIC SCHOOLS (M)

N.J.A.C. 6A:16-2.5; and to assure that a description of the provision of nursing services is reflected in the school district's Nursing Services Plan.

The Board providing health services to a nonpublic school(s) shall submit information to the Executive County Superintendent on or before October 1 annually that includes: a written statement verifying the required annual conference was held with the nonpublic school; a copy of the contract with another agency to provide the services, if applicable; a copy of the Board meeting minutes approving the contract; and a description of the type and number of services that were provided during the previous school year on a Commissioner of Education approved form. A copy of the information submitted to the Executive County Superintendent shall also be provided to the Chief School Administrator of each nonpublic school within the school district boundaries.

N.J.S.A. 18A:40-23 et seq.
N.J.A.C. 6A:16-2.5 et seq.

Adopted: 23 August 2010
Revised : 12 January 2015



R 5306 HEALTH SERVICES TO NONPUBLIC SCHOOLS

- A. A Board of Education having nonpublic schools within the school district boundaries shall provide nursing services to students enrolled in a nonpublic school pursuant to N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5.
1. The school district shall provide services to students who are enrolled full-time;
 2. Services shall be made available only to students of a nonpublic school that provided to the Board of Education a report of the type and number of services provided during the previous school year;
 3. The provision of nursing services shall include:
 - a. Assistance with medical examinations including dental screening;
 - b. Screening of hearing;
 - c. Maintenance of student health records and notification of local or county health officials of any student who has not been properly immunized; and
 - d. Scoliosis examinations of students between the ages of ten and eighteen.
- B. The Board of Education shall provide for the extension of emergency care provided to public school students and to full-time nonpublic school students who are injured or become ill at school or during participation on a school team or squad pursuant to N.J.A.C. 6A:16-2.1(a)4.
- C. The Board of Education may provide additional services to those required under A. above under the following conditions:



HEALTH SERVICES TO NONPUBLIC SCHOOLS (M)

1. Additional medical services may be provided only when all basic nursing services required under A. and B. above have been or will be provided;
 2. Additional medical services may include the necessary equipment, materials, and services for immunizing from diseases for students who are enrolled full-time in the nonpublic school as required by N.J.A.C. 8:57-4;
 3. Equipment comparable to that used in the school district may be purchased by the school district to loan without charge to the nonpublic school for the purpose of providing services under N.J.A.C. 6A:16-2.5. However, such equipment shall remain the property of the district Board of Education; and
 4. Costs of supplies comparable to that used in the school district and transportation costs may be charged to the funds allocated for each participating nonpublic school provided the costs are directly related to the required basic nursing services and the permitted additional medical services.
- D. Nursing services shall be provided by a registered nurse licensed in the State of New Jersey who is an employee of the school district, a third-party contractor, or an independent contractor.
- E. The nursing services provided to nonpublic school students shall not include instructional services.
- F. A nonpublic school may decline nursing services required or permitted under N.J.A.C. 6A:16-2.5 by submitting to the Board of Education notification signed by the Chief School Administrator of the nonpublic school pursuant to N.J.S.A. 18A:40-29.
- G. A student who is enrolled in a nonpublic school and whose parent objects to the student receiving any service provided under N.J.A.C. 6A:16-2.5 shall not be compelled to receive the service except for a physical or medical examination to determine whether the student is ill or infected with a communicable disease pursuant to N.J.S.A. 18A:40-30.
- H. The Board of Education shall consider the provision of health services based upon the following:



1. The funding for services shall be based upon the nonpublic school enrollment on the last school day prior to October 16 of the preceding school year;
 2. The provision of services shall be only to a student of a nonpublic school that provided to the Board of Education a report of the type and number of services provided during the previous school year; and
 3. The funds expended by the Board of Education for administrative costs shall be limited to the actual costs or six percent of the funds allocated for each participating nonpublic school, whichever is less.
- I. The Superintendent or designee shall confer annually with the administrator of the nonpublic school for the following purposes:
1. To advise the nonpublic school of the amount of funds allocated to it by the Department of Education or otherwise made available by the school district for the provision of health services for full-time students enrolled in the nonpublic school;
 2. To agree on the basic health services that shall be provided and the additional medical services that may be provided as set forth in N.J.S.A.18A:40-23 et seq.;
 3. If the Superintendent or designee and the nonpublic school administrator cannot reach agreement regarding the health services and additional medical services to be provided, the County Office of Education shall provide assistance;
 4. To assure that each nonpublic school that receives nursing services has a copy of N.J.S.A. 18A:40-23 through 31 and N.J.A.C. 6A:16-2; and
 5. To assure that a description of the provision of nursing services is reflected in the school district's Nursing Services Plan.



- J. For the purposes of monitoring and recordkeeping, the Board of Education providing health services to nonpublic schools shall submit to the Executive County Superintendent on or before October 1 annually the following information and shall provide a copy to the Chief School Administrator of each nonpublic schools within school district boundaries:
1. A written statement verifying that the required conference was held with the nonpublic school;
 2. A copy of the contract with another agency to provide services, if applicable, and approved minutes of the Board of Education meeting approving the contract that describes the methods by which the health services will be provided to nonpublic school students for the ensuing year, including a rationale for the distribution of funds; and
 3. A description of the type and number of services that were provided during the previous school year on a Commissioner of Education approved form.

Issued: 23 August 2010

Revised: 12 January 2015



5308 STUDENT HEALTH RECORDS

The school district shall maintain mandated student health records for each student pursuant to N.J.A.C. 6A:16-2.4. The district will document student health records using a form approved by the Commissioner of Education.

The maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7.4 and 6A:16-2.4. Student health records may be stored electronically or in paper format and shall be maintained separately from other student records in a secure location accessible to authorized personnel while school is in session. The health history and immunization record shall be removed from the student's health record and placed in the student's mandated record upon graduation or termination and kept according to the schedule set forth in N.J.A.C. 6A:32-7.8.

The transfer of student health records when a student transfers to or from a school district shall be in accordance with N.J.A.C. 6A:16-7.1 et seq.

Any Board of Education employee with knowledge of, or access to, information that identifies a student as having HIV infection or AIDS; information obtained by the school's alcohol or drug program which would identify the student as an alcohol or drug user; or information provided by a secondary school student while participating in a school-based alcohol or drug counseling program that indicates a parent, guardian, or other person residing in the student's household is dependent upon or illegally using a substance shall comply with restrictions for sharing such information in accordance with N.J.A.C. 6A:16-2.4(b) through (e) and as required by Federal and State statutes and regulations.

Access to and disclosure of information in a student's health record shall meet the requirements of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and 34 CFR Part 99, incorporated herein by reference, as amended and supplemented, and N.J.A.C. 6A:32-7, Student Records.

The school district shall provide access to the student's health record to licensed medical personnel, who are working under contract with or as employees of the school district only to the extent necessary to enable the licensed medical personnel to perform their duties. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to those portions of the student health record necessary for entry and recording of data and



POLICY

for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.

Nothing in N.J.A.C. 6A:16-2.4 or in Policy and Regulation 5308 shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.54.

N.J.A.C. 6A:16-2.4 et seq.; 6A:32-7.4 et seq.;
6A:32-7.5 et seq.

Revised: 15 December 2014, 12 January 2015



R 5308 STUDENT HEALTH RECORDS

Student health records shall be maintained for each student pursuant to N.J.A.C. 6A:16-2.4. Maintenance and security of student health records shall be in accordance with N.J.A.C. 6A:32-7.4.

A. Mandated Student Health Records

1. The following mandated student health records shall be maintained:
 - a. Findings of health histories, medical examinations, and health screenings pursuant to N.J.A.C. 6A:16-2.2 and 4.3; and
 - b. Documentation of immunizations against communicable diseases or exemption from these immunizations pursuant to N.J.A.C. 8:57-4.1, 4.3, and 4.4.
2. The district will document the findings of student health histories, health screenings, and required medical examinations that are relevant to school participation on the student's health record using a form approved by the Commissioner of Education.

B. Maintenance of Student Health Records

1. The school district shall maintain student health records in accordance with N.J.A.C. 6A:32-7.4 as follows:
 - a. Student health records may be stored electronically or in paper format. When records are stored electronically, proper security and backup procedures shall be administered;
 - b. Student health records, whether stored on paper or electronically, shall be maintained separately from other student records, until such time as graduation or termination whereupon the health history and immunization



record shall be removed from the student's health record and placed in the student's mandated record; and

- c. Student health records shall be accessible during the hours in which the school program is in operation.

C. Transferring Student Health Records

The school district shall ensure compliance with the requirements of N.J.A.C. 6A:32-7 – Student Records and Policy and Regulation 8330 when transferring student health records.

D. Restrictions for Sharing Student Health Information

1. Any Board of Education employee with knowledge of, or access to, the following health information shall comply with restrictions for sharing information as required by Federal and State statutes and regulations.
 - a. Information that identifies a student as having HIV infection or AIDS shall be shared only with prior written informed consent of the student age twelve or greater, or of the student's parent as required by N.J.S.A. 26:5C-1 et seq. and only for the purpose of determining an appropriate educational program for the student.
 - b. Information obtained by the school's alcohol and other drug program which would identify the student as an alcohol or other drug user may be disclosed only for those purposes and under those conditions permitted by 42 CFR Part 2.
 - c. Information provided by a secondary school student while participating in a school-based alcohol or other drug counseling program that indicates a parent, guardian, or other person residing in the student's household is dependent upon or illegally using a substance shall be shared only for those purposes and conditions permitted by N.J.S.A. 18A:40A-7.1.



E. Access to Student Health Records

1. Access to and disclosure of information in the student's health record shall meet the requirements of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 CFR Part 99, incorporated herein by reference, as amended and supplemented, and N.J.A.C. 6A:32-7 et seq., Student Records.
2. The school district shall provide access to the student health records to licensed medical personnel not holding educational certification who are working under contract with or as employees of the school district only to the extent necessary to enable the licensed medical personnel to perform their duties.
 - a. Secretarial or clerical personnel under the supervision of the certified school nurse shall be permitted access to those portions of the student's health record necessary for entry and recording of data and for conducting routine clerical tasks as outlined in N.J.S.A. 18A:40-3.4 and N.J.A.C. 6A:32-7.5.

Nothing in N.J.A.C. 6A:16-2.4 or in Policy and Regulation 5308 shall be construed to prohibit school personnel from disclosing to students or adults in connection with an emergency the information contained in the student health record if the release is necessary to protect the immediate health or safety of the student or other persons pursuant to N.J.A.C. 6A:32-7.4.

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5310 HEALTH SERVICES

The Board of Education shall develop and adopt the following written policies, procedures, and mechanisms in accordance with N.J.A.C. 6A:16-2.1(a) for the provision of health, safety, and medical emergency services, and shall ensure staff are informed as appropriate:

1. The review of immunization records for completeness pursuant to N.J.A.C. 8:57-4.1 through 4.20 (Policy and Regulation 5320);
2. The administration of medication to students in the school setting in accordance with N.J.A.C. 6A:16-2.1(a)2. (Policy and Regulation 5330);
3. The review of Do Not Resuscitate (DNR) orders received from the student's parent or medical home (Policy 5332);
4. The provision of health care in emergency situations, including:
 - a. The emergency administration of epinephrine via Epi-pen auto-injector pursuant to N.J.S.A. 18A:40-12.5 (Policy and Regulation 5330);
 - b. The emergency administration of glucagon pursuant to N.J.S.A. 18A:40-12.14 (Policy and Regulation 5338);
 - c. The care of any student who becomes injured or ill while at school or participating in school-sponsored functions (Policy and Regulation 8441);
 - d. The transportation and supervision of any student determined to be in need of immediate medical care (Policy and Regulation 8441); and
 - e. The notification to parents of any student determined to be in need of immediate medical care (Policy and Regulation 8441).



5. The treatment of asthma in the school setting in accordance with the provisions of N.J.A.C. 6A:16-2.1(a)5 (Policy 5335);
6. The administration of student medical examinations, pursuant to N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, and N.J.A.C. 6A:16-2.2 (Policy and Regulation 5310);
7. Utilization of sanitation and hygiene when handling blood and bodily fluids pursuant to N.J.A.C. 12:100-4.2, Safety and Health Standards for Public Employees, and in compliance with 29 CFR 1910.1030, Public Employees Occupational Safety and Health Program (PEOSH) Bloodborne Pathogens Standards;
8. Provision of nursing services to nonpublic schools located in the school district as required by N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5 (Policy and Regulation 5306);
9. Self-administration of medication by a student for asthma or other potentially life-threatening allergic reaction pursuant to N.J.S.A. 18A:40-12.3, 12.5, and 12.6, and the self-management and care of a student's diabetes as needed pursuant to N.J.S.A. 18A:40-12.15;
10. Development of an individual healthcare plan and individualized emergency healthcare plan for students with chronic medical conditions, including diabetes, asthma, and life-threatening allergies, requiring special health care in accordance with N.J.S.A. 18A:40-12.11.c, 12.12, 12.13, and 12.15; and N.J.A.C. 6A:16-2.3(b)3xii; and
11. Management of food allergies in the school setting and the emergency administration of epinephrine to students for anaphylaxis pursuant to N.J.S.A. 18A:40-12.6a through 12.6d.

The Board of Education shall annually adopt the school district's nursing services plan at a regular meeting.

The Board of Education shall comply with the following required health care as outlined in N.J.A.C. 6A:16-2.2.



1. Immunization records shall be reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.24.
2. A Building Principal or designee shall not knowingly admit or retain in the school building any student whose parent has not submitted acceptable evidence of the child's immunization, according to the schedule specified in N.J.A.C. 8:57-4, Immunization of Pupils in School.
3. The school district shall perform tuberculosis tests on students using methods required by and when specifically directed to do so by the New Jersey Department of Health based upon the incidence of tuberculosis or reactor rates in specific communities or population groups pursuant to N.J.S.A. 18A:40-16.
4. The school district shall immediately report by telephone to the health officer of the jurisdiction in which the school is located any communicable diseases identified as reportable pursuant to N.J.A.C. 8:57-1, whether confirmed or presumed.
5. Each school in the district shall have and maintain for the care of students at least one nebulizer in the office of the school nurse or a similar accessible location pursuant to N.J.S.A. 18A:40-12.7.
6. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility pursuant to N.J.S.A. 18A:40-4.
7. The findings of the medical examinations as required under 8. below shall include the following components:
 - a. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
 - b. Medical history, including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
 - c. Health screenings including height, weight, hearing, blood pressure, and vision; and



- d. Physical examinations.
8. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and 6. above and:
 - a. Prior to participation on a school-sponsored interscholastic athletic team or intramural athletic team or squad for students enrolled in any grade six to twelve in accordance with N.J.A.C. 6A:16-2.2(h)1;
 - b. Upon enrollment in school in accordance with N.J.A.C. 6A:16-2.2(h)2;
 - c. When applying for working papers in accordance with N.J.A.C. 6A:16-2.2(h)3;
 - d. For the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4 in accordance with N.J.A.C. 6A:16-2.2(h)4; and
 - e. When a student is suspected of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 in accordance with N.J.A.C. 6A:16-2.2(h)5.
 9. The Board of Education shall make accessible information regarding the New Jersey FamilyCare Program to students who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.
 10. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.
 11. The Board of Education shall ensure that students receive health screenings as outlined in N.J.A.C. 6A:16-2.2(k).
 12. The school nurse or designee shall screen to ensure hearing aids worn by students who are deaf and/or hard of hearing are



functioning properly. The school nurse or designee will ensure any FM hearing aid systems in classrooms or any school equipment in the school building used to assist students hear are functioning properly.

N.J.S.A. 18A:40-4 et seq.
N.J.A.C. 6A:16-1.; 6A:16-2.2 et seq.

Adopted: 23 August 2010

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R 5310 HEALTH SERVICES

A. Definitions – N.J.A.C. 6A:16-1.3

1. **Advanced practice nurse** – means a person who holds a current license as nurse practitioner/clinical nurse specialist from the State Board of Nursing.
2. **The certified school nurse** shall possess a standard educational certificate with a school nurse endorsement or school nurse/non-instructional endorsement pursuant to N.J.A.C. 6A:9-13.3 or 13.4. The certified school nurse shall possess a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing; a bachelor's degree from a regionally accredited college or university; a current Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AED) certification as issued by the American Heart Association, the American Red Cross, the National Safety Council, or other entities determined by the Department of Health to comply with the American Heart Association's CPR guidelines.
3. **Medical Examination** – means the assessment of an individual's health status.
4. **Medical Home** – means a health care provider, including New Jersey FamilyCare providers as defined by N.J.S.A. 30:4J-12 and the provider's practice site chosen by the student's parent for the provision of health care.
5. **Non-certified Nurse** – means a person who holds a current license as a professional nurse from the NJ State Board of Nursing and is employed by a district Board of Education or nonpublic school, and who is not certified as a school nurse by the Department of Education.
6. **Physical Examination** – means the examination of the body by a professional licensed to practice medicine or osteopathy, or an advanced practice nurse. The term includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.



7. School Physician – means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Examiners who works under a contract or as an employee of the school district. The physician is also referred to as the medical inspector as per N.J.S.A. 18A:40-1.

B. Medical Examinations – General Conditions

Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility pursuant to N.J.S.A. 18A:40-4.

The findings of required examinations under C. through G. below shall include the following components:

1. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
2. Medical history including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
3. Health screenings including height, weight, hearing, blood pressure, and vision; and
4. Physical examinations.

The Board of Education shall make accessible information regarding the New Jersey FamilyCare Program for students who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.

Pursuant to N.J.S.A. 18A:40-4.4, a student who presents a statement signed by his/her parent that required examinations interfere with the free exercise of his/her religious beliefs shall be examined only to the extent necessary to determine whether the student is ill or infected with a communicable disease or under the influence of alcohol or drugs or is disabled or is fit to participate in any health, safety, or physical education course required by law.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.



C. Medical Examinations - Prior to Participation on a School-Sponsored Interscholastic or Intramural Athletic Team or Squad for Students Enrolled in Any Grade Six to Twelve

The school district shall ensure that students receive medical examinations prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for students enrolled in any grade six to twelve.

1. The examination shall be conducted within 365 days prior to the first practice session.
2. The medical examination shall include a health history questionnaire completed and signed by the parent.
 - a. The report of health findings of the medical examination for participation shall be documented on the Athletic Preparticipation Physical Examination Form approved by the Commissioner of Education to determine whether the student had or currently has any of the following since their last physical:
 - (1) Injuries;
 - (2) Chronic or ongoing illness;
 - (3) Need for prescribed medication;
 - (4) Allergies;
 - (5) Head-related conditions;
 - (6) Heart-related conditions;
 - (7) Eye, ear, nose, mouth, or throat conditions;
 - (8) Neuromuscular/orthopedic conditions; or
 - (9) General or exercise-related conditions.



- b. The medical report shall include a determination concerning the student's participation that includes, at a minimum, the following normalities:
- (1) Measurement of weight, height, and blood pressure;
 - (2) Examination of the skin to determine the presence of infection, scars from previous surgery or trauma, jaundice, a rash, and purpura;
 - (3) Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
 - (4) Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
 - (5) Examination of the nose to assess the presence of deformity which may affect endurance;
 - (6) Assessment of the neck, back, and spine to determine range of motion, the presence of pain associated with such motion, and abnormal curvature of the spine;
 - (7) Examination of chest contour;
 - (8) Auscultation and percussion of the lungs;
 - (9) Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
 - (10) Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
 - (11) Examination of upper and lower extremities to determine abnormal mobility or immobility,



deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;

- (12) Examination of the testes to determine the presence and descent of testes, abnormal masses, or configurations, or hernia;
 - (13) Assessment of physiological maturation; and
 - (14) Neurological examination to assess balance and coordination.
- c. The medical report shall indicate if a student is allowed or disallowed to participate in the required sports categories and shall be completed and signed by the original examining physician, advanced practice nurse, or physician's assistant.
 - d. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
3. Each student whose medical examination was completed more than sixty days prior to the first practice session shall provide a health history update of medical problems experienced since the last medical examination. This shall be completed and signed by the parent. The health history update shall include the following information:
- a. Hospitalization/operations;
 - b. Illnesses;
 - c. Injuries;
 - d. Care administered by a physician of medicine or osteopathy, advanced practice nurse, or physician's assistant; and



e. Medications.

4. Each school district shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.
5. A student who does not have a completed Athletic Preparticipation Physical Examination Form shall not be permitted to participate.

D. Medical Examinations - Upon Enrollment in School

1. The school district shall ensure that students receive medical examinations upon enrollment in school. The parent shall be required to provide examination documentation of each student within thirty days of enrollment in the school.
2. When a student transfers to another school, the sending school district shall ensure the entry-examination documentation is forwarded to the receiving school district pursuant to N.J.A.C. 6A:16-2.4(d).
3. Students transferring into this school district from out-of-State or out-of-country may be allowed a thirty-day to obtain entry examination documentation.
4. The school district shall notify parents through its website or other means about the importance of obtaining subsequent medical examinations of the student at least once during each developmental stage: at early childhood (pre-school through grade three), pre-adolescence (grades four through six), and adolescence (grades seven through twelve).

E. Medical Examinations - When Students Apply for Working Papers

1. Pursuant to N.J.S.A. 34:2-21.7 and 21.3, the school district may provide for the administration of a medical examination for a student pursuing a certificate of employment.



2. The school district shall not be held responsible for the costs for examinations at the student's medical home or other medical provider(s).
- F. Medical Examinations - For the Purposes of the Comprehensive Child Study Team Evaluation Pursuant to N.J.A.C. 6A:14-3.4
1. The school district shall ensure that students receive medical examinations for the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4.
- G. Medical Examinations - When a Student is Suspected of Being Under the Influence of Alcohol or Controlled Dangerous Substances pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3
1. If a student who is suspected of being under the influence of alcohol or controlled dangerous substances is reported to the certified school nurse, the certified school nurse shall monitor the student's vital signs and general health status for emergent issues and take appropriate action pending the medical examination pursuant to N.J.A.C. 6A:16-4.3.
 2. No school staff shall interfere with a student receiving a medical examination for suspicion of being under the influence of alcohol or controlled dangerous substances pursuant to N.J.A.C. 6A:16-4.3.

The Board of Education shall ensure that students receive health screenings in accordance with N.J.A.C. 6A:16-2.2(k).

1. Screening for height, weight, and blood pressure shall be conducted annually for each student in Kindergarten through grade twelve.
2. Screening for visual acuity shall be conducted biennially for students in Kindergarten through grade ten.
3. Screening for auditory acuity shall be conducted annually for students in Kindergarten through grade three and in grades seven and eleven pursuant to N.J.S.A. 18A:40-4.



REGULATION

4. Screening for scoliosis shall be conducted biennially for students between the ages of ten and eighteen pursuant to N.J.S.A. 18A:40-4.3.
5. Screenings shall be conducted by a school physician, school nurse, or other school personnel properly trained.
6. The school district shall provide for the notification of the parent of any student suspected of deviation from the recommended standard.

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5339 SCREENING FOR DYSLEXIA

In accordance with the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board of Education shall ensure each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to the provisions of N.J.S.A. 18A:40-5.2. This screening shall be administered no later than the student's completion of the first semester of the second grade.

In the event a student who would have been enrolled in Kindergarten, grade one, or grade two during or after the 2014-2015 school year enrolls in the district in Kindergarten through grade six during or after the 2015-2016 school year and has no record of being previously screened for dyslexia or other reading disabilities, pursuant to N.J.S.A. 18A:40-5.2 et seq., the Board shall ensure the newly-enrolled student is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to N.J.S.A. 18A:40-5.1. This screening shall be administered at the same time other students enrolled in the student's grade are screened for dyslexia and other reading disabilities, or if other students enrolled in the student's grade have previously been screened, within ninety calendar days of the date the student is enrolled in the district. The screenings shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

For the purposes of this Policy, "potential indicators of dyslexia or other reading disabilities" means indicators that include, but shall not be limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and trouble in replication of content.

In accordance with the provisions of N.J.S.A. 18A:40-5.2(a), the Commissioner of Education shall distribute to each Board of Education information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities. The Commissioner shall provide information on the screening instruments appropriate for Kindergarten through grade two students and on screening instruments that may be suitably used for older students. The Board shall select and implement age-appropriate



screening instruments for the early diagnosis of dyslexia and other reading disabilities.

In accordance with provisions of N.J.S.A. 18A:40-5.2(b), the Commissioner shall also develop and distribute to each Board of Education guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

In the event a student is determined, through the screening conducted in accordance with N.J.S.A. 18A:40-5.3, to possess one or more potential indicators of dyslexia or other reading disabilities pursuant to the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board shall ensure the student receives a comprehensive assessment for the learning disorder. In the event a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the Board shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

N.J.S.A. 18A:40-5.1; 18A:40-5.2; 18A:40-5.3; 18A:40-5.4

Adopted: 12 January 2015



5530 SUBSTANCE ABUSE (M)

The Board of Education recognizes that a student's abuse of harmful substances seriously impedes that student's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish policies and procedures in operating programs to support the social, emotional, and physical development of students in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-4.1 et seq. The Board of Education will maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

A. Definitions

N.J.S.A. 18A:40A-9
N.J.A.C. 6A:16-1.3; 6A:16-4.1 et seq.

The definitions as outlined in N.J.S.A. 18A:40A et seq., N.J.A.C. 6A:16 et seq., and those terms defined in Regulation 5530 shall be used for the purposes of this Policy and Regulation.

B. Discipline

N.J.S.A. 18A:40A-10; 18A:40A-11
N.J.A.C. 6A:16-4.1(c)2.; 6A:16-6.3(a)

The Board prohibits the use, possession, and/or distribution of alcohol or other drugs on school grounds according to N.J.S.A. 18A:40A-9, 10, and 11.

A student who uses, possesses, or distributes a alcohol or other drugs will be subject to discipline in accordance with the district's Code of Student Conduct. School authorities also have the authority to impose a consequence on a student for conduct away from school grounds in accordance with the provisions of N.J.A.C. 6A:16-7.5. Discipline may include suspension or expulsion. The Board will establish consequences for a student not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors.



C. Instruction

N.J.S.A. 18A:40A-1 et seq.
N.J.A.C. 6A:16-3.1

The Board shall provide an instructional program on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances in accordance with the provisions of N.J.S.A. 18A:40A-1 et seq. and N.J.A.C. 6A:16-3.1.

D. Reporting, Notification, and Examination

N.J.S.A. 18A:40A-11 through 18A:40A-17
N.J.A.C. 6A:16-3.1; 6A:16-4.1; 6A:16-4.2; 6A:16-4.3

1. Alcohol or Other Drugs

- a. Any educational staff member or other school of district employee to whom it appears that a student may be currently under the influence of alcohol or other drugs as identified in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a), on school grounds shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1.
- b. An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent of the student, the Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2 through 4.3(a)8.
- c. If the written report of the medical examination is not provided within twenty-four hours of the referral of the student, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.
- d. If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the student's physical or mental ability to perform in school, the student shall be immediately returned to school. If there is a



positive determination from the medical examination indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the student shall be returned to the care of the parent as soon as possible. Attendance at school shall not resume until a written report has been submitted to the parent, Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student that verifies the student's alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

- e. Removal of a student with a disability shall be in accordance with N.J.A.C. 6A:14.
 - f. While a student is at home because of the medical evaluation or after the student returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a)12, 4.3(a)13, and 4.3(a)14.
 - g. Disclosure to law enforcement authorities of the identity of a student in instances of alcohol and other drugs shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(a)3.
 - h. The Board may provide additional intervention and referral services for the student according to the requirements of N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-8.
2. Anabolic Steroids
- a. Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe a student has used or may be using anabolic steroids, the person shall report the matter in accordance with N.J.A.C. 6A:16-4.3(b)1.
 - b. The Principal or designee upon receiving such report shall



- immediately notify the parent and Superintendent and shall arrange for an examination of the student as soon as possible to determine whether the student has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b)2.
- c. Disclosure to law enforcement authorities of the identity of students in instances of anabolic steroids shall be in accordance with the requirements of N.J.A.C. 6A:16-4.3(b)3.
 - d. A written report of the examination shall be provided by the examining physician to the parent Principal, and Superintendent.
 - e. If it is determined the student has used anabolic steroids, an appropriately certified school staff member(s) shall interview the student and others to determine the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3(b)5.
 - f. If the results of a referral for evaluation have positively determined the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, an appropriately certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6.
3. A school employee who seizes or discovers alcohol or other drugs, or an item believed to be a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall comply with the provisions of N.J.A.C. 6A:16-6.4.
 4. The Board will provide intervention, referral for evaluation, and referral for treatment services to those students that are affected by alcohol or other drug use in accordance with the provisions of N.J.A.C. 6A:16-4.1(c)7.



5. Refusal or failure by a parent to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated as a policy violation of the Compulsory Education Act, pursuant to N.J.S.A. 18A:38-25 and 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11.

6. Refusal or failure of a student to comply with the provisions of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 shall be treated by the school district as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.1(c)2.

E. In-Service Training

N.J.S.A. 18A:40A-15

The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of students in accordance with the provisions of N.J.S.A. 18A:40A-15. The Board will provide time for the conduct of the program during the usual school schedule. The in-service training program required in N.J.S.A. 18A:40A-15 shall be updated at regular intervals in order to ensure teaching staff members have the most current information available on this subject.

F. Parent Training Program/Outreach Program

N.J.S.A. 18A:40A-16; 18A:40A-17
N.J.A.C. 6A:16-4.1(c)8

The Board will provide a parent training program/outreach program in accordance with the provisions of N.J.S.A. 18A:40A-16 and 17.

G. Records and Confidentiality of Records

42 CFR Part 2
N.J.S.A. 18A:40A-7.1; 18A:40A-7.2
N.J.A.C. 6A:16-3.2; 6A:32-7.1 et seq.



Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330 regarding confidentiality. Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, N.J.A.C. 6A:16-3.2, and N.J.A.C. 6A:16-6.5.

If an elementary or secondary student who is participating in a school-based drug or alcohol abuse counseling program provides information during the course of a counseling session in that program which indicates that the student's parent or other person residing in the student's household is dependent upon or illegally using a substance as that term is defined in N.J.S.A. 18A:40A-9, that information shall be kept confidential and may be disclosed only in accordance with N.J.S.A. 18A:40A-7.1 and N.J.A.C. 6A:16-3.2.

H. Nonpublic School Students

N.J.S.A. 18A:40A-5; 18A:40A-17(c)

The Board has the power and duty to loan to students attending nonpublic schools located in this district and to the parents of such students all educational materials on the nature and effects of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances developed and made available by the Commissioner of Education. The Board shall not be required to expend funds for the loan of these materials.

I. Civil Immunity

N.J.S.A. 18A:40A-13; 18A:40A-14;
N.J.A.C. 6A:16-4.3(c)

No action of any kind in any court of competent jurisdiction shall lie against any employee, officer, or agent of the Board because of actions taken under the education statutes on substance abuse, N.J.S.A. 18A:40A-1 et seq., provided the skill and care given is that ordinarily required and exercised by other such employees, officers, and agents of the Board in accordance with the provisions of N.J.S.A. 18A:40A-13.

Any educational or non-educational Board employee who in good faith reports a student to the Principal or designee in compliance with N.J.A.C.



6A:16-4.3 shall not be liable in civil damages as a result of making such a report, as specified in N.J.S.A. 18A:40A-13 and 14.

J. Reporting Students to Law Enforcement Authorities

N.J.A.C. 6A:16-4.1; 6A:16-6.3

The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance, including anabolic steroids, or related paraphernalia or involved or implicated in distribution activities regarding controlled dangerous substances, including anabolic steroids pursuant to N.J.A.C.6A:16-4.1(c)9. The Superintendent or designee shall not disclose the identity of the student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem, provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.

The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or other drugs, pursuant to N.J.A.C. 6A:16-4.1(c)9.i. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test was obtained as a result of a district's voluntary random drug testing program pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

K. Policy Review and Accessibility

N.J.S.A. 18A:40A-10; 18A:40A-11
N.J.A.C. 6A:16-4.2(a) and (b)

The Board will annually review the effectiveness of Policy and Regulation 5530 on student alcohol and drug abuse. The Board may solicit parent, student, and community input, as well as consult in the review process with local alcohol or other drug abuse prevention, intervention, and treatment agencies licensed by the New Jersey Department of Human Services.

This Policy and Regulation shall be annually disseminated to all school staff, students, and parents through the district website or other means.



POLICY

FORT LEE
BOARD OF EDUCATION

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SUBSTANCE ABUSE (M)

N.J.S.A. 18A:40A-1 et seq.; 18A:40A-7.1 et seq.
N.J.A.C. 6A:16-1.1 et seq.; 6A:16-4.1 et seq.; 6A:16-6.1 et seq.

Adopted: 23 August 2010

Revised: 12 January 2015



R 5530 SUBSTANCE ABUSE

The following procedures are established in implementation of Policy 5530, Substance Abuse.

A. Definitions

1. "Evaluation" means procedures used by a certified or licensed professional to make a positive determination of a student's need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the student or the student's family.
2. "Other drugs" mean substances as defined in N.J.S.A. 18A:40A-9 and substances as defined in N.J.A.C. 6A:16-4.1(a).
3. "Parent" means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
4. "Referral for evaluation" means programs and services suggested to a student or his or her family in order to make a positive determination regarding a student's need for services that extend beyond the general school program.
5. "Referral for treatment" means programs and services suggested to a student or to his or her family to help implement the recommendations resulting from an evaluation, pursuant to N.J.A.C. 6A:16-1.3 and 4.1(c)5 and 6; in response to a positive alcohol or other drug test result, pursuant to N.J.A.C. 6A:16-4.4; or in response to the family's request for assistance with a learning, behavior, or health difficulty, pursuant to N.J.A.C. 6A:16-4.1(c)7 and 8.
6. "School grounds" means and includes land, portions of land, structures, buildings, and vehicles, owned, operated or used for the provision of academic or extracurricular programs sponsored by



the district or community provider and structures that support these buildings, such as school wastewater treatment facilities, generating facilities, and other central facilities including, but not limited to, kitchens and maintenance shops. "School grounds" also include other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land. "School grounds" also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration as defined in N.J.A.C. 6A:26-1.2.

7. "Substance" as defined in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a) means alcoholic beverages, controlled dangerous substances, including anabolic steroids as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4, and over-the-counter and prescription medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
8. "Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.
9. "Under the influence" of substances means that the student is observed in the use of a substance or exhibits physical and/or behavioral characteristics that indicate the immediate use of a substance.



B. Discipline

1. Any violation of Board rules prohibiting the use, possession, and/or distribution of a substance is a serious offense, and the student who violates a substance abuse rule will be disciplined accordingly. Repeated violations are more severe offenses and warrant stricter disciplinary measures. Students who violate the substance abuse rules will be disciplined as per Student Code of Conduct.
2. In accordance with N.J.A.C. 6A:16-4.1(c), the following disciplinary action will be taken in the event the student does not follow through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors per Student Code of Conduct.

C. Intervention, Referral for Evaluation, and Referral for Treatment Services

1. The provision of intervention, referral for evaluation, and referral for treatment services for students who are affected by alcohol or other drug use.
 - a. The intervention, referral for evaluation, and referral for treatment services shall be provided by an individual who holds the educational services certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners, or by an individual who holds one of the following educational services certificate endorsements: school nurse; school nurse/non-instructional; school psychologist; school counselor; school social worker; or student personnel services and is trained in alcohol and other drug abuse intervention, assessment, referral for evaluation, and referral for treatment skills.
 - b. The intervention, referral for evaluation, and referral for treatment services shall include one or more of the following:
 - (1) Provisions for a program of instruction, counseling, and related services provided by the district Board



of Education while a student receives medical treatment for a diagnosed alcohol or other drug dependency problem;

- (2) Referral to a community agency, as defined in N.J.A.C. 6A:16-4.1(b), out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or private practitioners authorized by the appropriate drug and alcohol licensing board;
- (3) Provisions for support services for students who are in, or returning from, medical treatment for alcohol and other drug dependency; or
- (4) A special class, course or educational program designed to meet the needs of students with alcohol or other drug use problems.

D. Reporting, Notification, and Examination Procedures

1. Students Suspected of Using Anabolic Steroids – N.J.A.C. 6A:16-4.3(b)
 - a. Whenever a teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe that a student has used or may be using anabolic steroids, the person shall report the matter as soon as possible to the Principal or, in the Principal's absence, to a person designated by the Principal and either the certified or non-certified school nurse, the school physician, or the student assistance coordinator.
 - b. In response to a report of suspected anabolic steroid use, including instances when a report is made to law enforcement, the Principal or designee shall immediately notify the student's parent and the Superintendent. The Principal or designee shall arrange for an examination of the student by a physician licensed to practice medicine or osteopathy selected by the parent.



- (1) If the physician chosen by the parent is not available to perform the examination, the examination shall be conducted by the school physician or other physician identified by the Principal.
 - (2) The student shall be examined as soon as possible for the purpose of determining whether the student has been using anabolic steroids.
- c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to have used or to be using anabolic steroids.
- (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of anabolic steroids or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities involving anabolic steroids.
- d. The examining physician shall provide to the parent, Principal, and Superintendent a written report of the examination.
- e. If it is determined the student has used anabolic steroids, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following educational services certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall interview the student and others, as necessary, for the purpose of determining the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment.
- (1) To make this determination, the school staff member(s) identified above may conduct a



reasonable investigation, which may include interviews with the student's teachers and parents and consultation with experts in student.

- f. If results of a referral for evaluation positively determine the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, the school staff member(s) identified in D.1.e. above who is trained to assess alcohol and other drug abuse shall initiate a referral for treatment to appropriate community agencies as defined in N.J.A.C. 6A:16-4.1(b), to out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or to private practitioners certified by the appropriate drug and alcohol licensing board.
2. Students Suspected of Being Under the Influence of Alcohol or Other Drugs Other Than Anabolic Steroids – N.J.A.C.6A:16-4.3(a)
 - a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school grounds shall report the matter as soon as possible to the Principal or, in his or her absence, to his or her designee and either the certified school nurse, non-certified school nurse, school physician, or student assistance coordinator, pursuant to N.J.S.A. 18A:40A-12.
 - (1) In instances where the Principal and either the certified school nurse, non-certified school nurse, school physician or the student assistance coordinator are not in attendance, the staff member responsible for the school function shall be immediately notified.
 - (2) The referring staff member shall file with the Principal a report describing the incident. The form shall include all information necessary for a complete, accurate reporting on the Electronic Violence and Vandalism Reporting System



(EVVRS) according to N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3.

- b. In response to every report by an educational staff member or other professional of suspected student alcohol or other drug use, including instances when a report is made to law enforcement, the Principal or designee shall:
 - (1) Immediately notify the student's parent and the Superintendent or designee;
 - (2) Arrange for an immediate medical examination of the student for the purposes of providing appropriate health care and for determining whether the student is under the influence of alcohol or other drugs, other than anabolic steroids; and
 - (3) Any substance screening conducted by the school nurse and/or other staff is not a substitute for the required medical examination required in N.J.S.A. 18A:40A-12.
- c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol or other drugs.
 - (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.
- d. The medical examination shall be performed by a physician licensed to practice medicine or osteopathy who is selected by the parent.
 - (1) The parent will be provided, in writing, the minimum requirements for the immediate medical



examination, which will include, but not be limited to, the substances to be tested by the physician, the cut-off levels of each substance to be tested, the time period the immediate medical examination must be conducted, and any other requirements of the examination.

- (2) The examination shall be at the expense of the parent and not the district Board of Education.
- e. If the physician chosen by the parent is not immediately available, the medical examination shall be conducted by the school physician.
- (1) If the school physician is not available, the student shall be accompanied by a member of the school staff designated by the Principal to the emergency room of the nearest hospital for examination.
 - (2) The student's parent, if available, shall also accompany the student.
 - (3) When the medical examination is conducted by the school physician or a physician at the emergency room of the nearest hospital, the examination shall be at the expense of the district Board of Education.
- f. The Board of Education will have a plan in place for the appropriate supervision of the student:
- (1) While waiting for a parent to take the student to the physician selected by the parent, or while the student is waiting for and receiving the medical examination by the school physician or the physician in an emergency room; and
 - (2) Provisions will be made for the appropriate care of the student while awaiting the results of the medical examination.



- g. A written report of the medical examination of the student shall be furnished to the student's parent, the Principal, and the Superintendent of Schools by the examining physician within twenty-four hours of the referral of the student for suspected alcohol or other drug use.
- (1) The school district, in cooperation with the school physician or medical professionals licensed to practice medicine or osteopathy, shall establish minimum requirements for the medical report. The minimum requirements for the examination will be periodically reviewed and updated as needed.
 - (2) The report's findings shall verify whether the student's alcohol or other drug use interferes with his or her physical and mental ability to perform in school.
- h. When the medical examination is performed by a physician other than the school physician or at the emergency room of the nearest hospital, the school district will require the to submit verification within twenty-four hours of the notification that the student is suspected of alcohol or other drug use that a medical examination was performed in compliance with this Policy.
- (1) The verification shall include, at a minimum, the signature, printed name, address, and phone number of the examining physician, the date and time of the medical examination, and the date by which the report required in this Policy will be provided.
 - (2) Refusal or failure by a parent to comply with this requirement shall be treated as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.3(d).
- i. If the written report of the medical examination is not submitted to the parent, Principal, and Superintendent within twenty-four hours of the referral of the student for suspected alcohol or other drug use, the student shall be



allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.

- j. If the written report of the medical examination verifies that alcohol or other drugs do not interfere with the student's physical and mental ability to perform in school, the student will be immediately returned to school.
- k. If there is a positive determination from the medical examination, indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school:
 - (1) The student will be returned as soon as possible to the care of the parent;
 - (2) Attendance at school shall not resume until a written report has been submitted to the parent, the Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student to determine whether alcohol or other drug use interferes with his or her physical or mental ability to perform in school.
 - (a) The report shall verify that the student's alcohol or other drug use no longer interferes with the student's physical and mental ability to perform in school.
 - (3) Removal of a student with a disability shall be made in accordance with N.J.A.C. 6A:14.
- l. While the student is home because of the medical examination or after the student returns to school, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational



Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall:

- (1) Conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse, for the purpose of making a preliminary determination of the student's need for educational programs, supportive services, or treatment that extend beyond the general school program by virtue of the student's use of alcohol or other drugs.
 - (a) The findings of the assessment alone shall not prevent a student from attending school; and
 - (2) Cooperate with community agencies as defined in N.J.A.C. 6A:16-4.1(b) and juvenile justice officials in providing evaluation, referral, and continuity of care for alcohol or other drug abuse treatment.
- m. While the student is at home because of the medical examination or after his or her returns to school, the Principal or Superintendent may recommend or require alcohol and other drug assessment of the student or evaluation by appropriately certified or licensed professionals to make a positive determination of a student's need for programs and services that extend beyond the general school program, as necessary.
- (1) The findings of these additional evaluations alone shall not be used to prevent a student from attending school.



- n. If at any time it is determined that the student's use of alcohol or other drugs presents a danger to the student's health and well-being, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained in alcohol and other drug abuse treatment referral shall initiate a referral for alcohol or other drug abuse treatment.

E. Handling of Alcohol or Other Drugs

1. A student's person, effects, or school storage places may be searched for substances in accordance with Board Policy and applicable laws regarding searches in schools.
2. A school employee who seizes or discovers a substance, or an item believed to be a substance or drug paraphernalia, shall immediately notify and turn it over to the Principal or designee.
 - a. The Principal or designee shall immediately notify the Superintendent or designee who in turn shall notify the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.
 - b. In accordance with the provisions of N.J.A.C. 6A:16-6.4(a), the school employee, Principal or designee shall safeguard the alcohol, other drug, or paraphernalia against further destruction and shall secure the alcohol, other drug, or paraphernalia until it can be turned over to the County Prosecutor or designee.
 - c. The Principal or designee shall provide to the County Prosecutor or designee all information concerning the manner in which the alcohol, other drug, or paraphernalia was discovered or seized, including:



- (1) The identity of all persons who had custody of the substance or paraphernalia following its discovery or seizure; and
 - (2) The identity of the student believed to have been in possession of the substance or paraphernalia.
- d. The Principal or designee shall not disclose the identity of a student who voluntarily and on his or her own initiative turned over the alcohol, other drug, or paraphernalia to a school employee, provided there is reason to believe the student was involved with the alcohol, other drug, or paraphernalia for the purpose of personal use and not distribution activities, and further provided the student agrees to participate in an appropriate treatment or counseling program.
- (1) For the purposes of N.J.A.C. 6A:16-6.4, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall not constitute a voluntary, self-initiated request for counseling and treatment.
- F. Reporting Students to Law Enforcement Agencies
1. Subject to N.J.A.C. 6A:16-6.5, any staff member who, in the course of his or her employment, has reason to believe that a student has unlawfully possessed or in any way been involved in the distribution of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall report the matter as soon as possible to the Principal or, in the absence of the Principal, to the staff member responsible at the time of the alleged violation.
 2. Either the Principal or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.



3. The Superintendent or designee shall provide to the County Prosecutor or designee all known information concerning the matter, including the identity of the student involved.
4. The Superintendent or designee; however, shall not disclose the identity of a student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem, provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.
5. For the purpose of N.J.A.C. 6A:16-6.3, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall not constitute a voluntary, self-initiated request for counseling and treatment.
6. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a student suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical examination, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the student and for determining whether the student is under the influence of alcohol or other drugs or has been using anabolic steroids. The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.
7. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test, pursuant to N.J.A.C. 6A:16-4.3(a)3i and N.J.A.C. 6A:16-4.3(b)3i and N.J.A.C. 6A:16-4.3(a)4, was obtained as a result of the district Board of Education's



voluntary random drug testing policy, pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

G. Parent Training Program/Outreach Programs

1. A substance abuse training program will be offered to the parents of students enrolled in the district. The program will be offered at times. The Board will establish an outreach program to provide substance abuse education for the parents of students in the district. In establishing the program, the Board shall consult with such local organizations and agencies as are recommended by the Commissioner. The Board shall insure the program is offered at times and places convenient to the parents of the district on school premises, or at other suitable facilities.
2. The program shall, at a minimum, provide:
 - a. A thorough and comprehensive review of the substance abuse instruction curriculum to be taught to the children of the parents during the school year, with recommendations as to the ways in which the parent may enhance, reinforce, and supplement that program;
 - b. Information on the pharmacology, physiology, psychosocial, and legal aspects of substance abuse;
 - c. Instruction to assist the parent in the identification of the symptoms and behavioral patterns that might indicate a child may be involved in substance abuse;
 - d. Information on the State, local, and community organizations which are available for the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse; and
 - e. A review of the Board Policy and Regulation on substance abuse with attention to the role of parents.



- f. In addition to the substance abuse education program required pursuant to N.J.S.A. 18A:40A-17, the Board shall provide assistance to parents who believe that their child may be involved in substance abuse.

H. Records and Confidentiality of Records

1. Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330.
2. Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, and N.J.A.C. 6A:16-3.2.
3. If a student is involved in a school-based drug and alcohol counseling program and provides information during the course of a counseling session which indicates the student's parent or other person residing in the student's household is dependent upon or illegally using substances pursuant to N.J.S.A. 18A:40A-7.1 and 7.2, that information shall be kept confidential and may be disclosed only under the circumstances expressly authorized as follows:
 - a. Subject to the student's written consent, to another person or entity whom the student specifies in writing in the case of a secondary student, or to a member of the student's immediate family or the appropriate school personnel in the case of an elementary student;
 - b. Pursuant to a court order;
 - c. To a person engaged in a bona fide research purpose; except that no names or other information identifying the student or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or



- d. To the Division of Child Protection and Permanency (DCP&P) or to a law enforcement agency, if the information would cause a person to reasonably suspect that the student or another child may be an abused or neglected child in accordance with statute or administrative code.

Any disclosure made pursuant to H.3.a. and b. above shall be limited to that information which is necessary to carry out the purpose of the disclosure, and the person or entity to whom the information is disclosed shall be prohibited from making any further disclosure of that information without the student's written consent. The disclosure must be accompanied by a written statement from the Superintendent or designee advising the recipient that the information is being disclosed from the records the confidentiality of which is protected by (N.J.S.A. 18A:40A-7.1 et seq. and that this law prohibits any further disclosure of this information without the written consent of the person from whom the information originated.

Nothing in this Policy or Regulation prevents the DCP&P or a law enforcement agency from using or disclosing the information in the course of conducting an investigation or prosecution. Nothing in this Policy or Regulation shall be construed as authorizing the violation of any Federal law.

The prohibition on the disclosure of information provided by a student shall apply whether the person to whom the information was provided believes that the person seeking the information already has it, has other means of obtaining it, is a law enforcement or other public official, has obtained a subpoena, or asserts any other justification for the disclosure of this information.

A person who discloses or willfully permits the disclosure of information provided by a student in violation of this Policy is subject to fines in accordance with N.J.S.A.18A:40A-7.2.



4. Each incident of substance abuse shall be reported to the Commissioner on the Electronic Violence and Vandalism Reporting System (EVVRS).

Issued: 23 August 2010

Revised: 12 January 2015



5756 TRANSGENDER STUDENTS

The Board of Education strives to provide a safe and supportive environment for all students. In furthering this goal, the Board adopts this Policy to address the needs of transgender and gender nonconforming students enrolled in the school district.

For the purposes of this Policy:

1. "Gender expression" refers to the way a student represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
2. "Gender identity" means a student's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.
3. "Gender identity or expression" also means having or being perceived as having a gender-related identity or expression whether or not stereotypically associated with a person's assigned sex at birth.
4. "Gender nonconforming" describes a student whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
5. "Transgender" describes students whose gender identity is different from their gender assigned at birth.

Gender-related identity may be provided to the school district by a parent of a student or by an adult student with evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of the student's core identity.



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TRANSGENDER STUDENTS

The Board of Education believes the responsibility for determining a student's gender-related identity rests with the student, or in the case of young students not yet able to advocate for themselves, with the parent. Therefore, the Board will accept a student's assertion of his or her gender identity when there is consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as a part of the student's core identity. The Board authorizes the Superintendent or designee to question a student's asserted gender identity when there is a credible basis for believing the student's gender-related identity is being asserted for some improper purpose. Confirmation of a student's asserted gender must include a letter from a parent or the adult student to the Superintendent of Schools indicating the student is gender non-conforming.

The Board recognizes school-related issues regarding transgender students will vary on a case-by-case basis. Therefore, the Superintendent of Schools or designee will meet with the parent and student to discuss school-related issues such as the name and pronoun to be used by district staff in referring to the student, the gender identification to be used on the student's records, district staff members that should be informed of the student's access and use of restrooms, locker rooms, changing facilities, physical education classes, and other gender issues affecting the transgender student and his/her attendance at school. The school district will take reasonable measures to accommodate the needs of transgender students.

Adopted: 12 January 2015

