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The Montclair school district provides its students and families with comprehensive educational support services at the primary, middle and secondary levels.

On the primary level Student Assistance Coordinators /certified social workers design develop and implement programs to support children’s learning an emotional growth.

In the middle schools there are both guidance counselors and Student Assistance Coordinators. At this level the counselor schedules, oversees standardized testing, facilitates orientations of new students, coordinates special programs as well as counseling his/her caseload academically.
and emotionally. The Student Assistance Coordinator’s purview is the emotional well being of the student. The students’ emotional need are met in focus groups or individually where is such as anger management, social skills and domestic violence is discussed.

At the high school level there is an academic and emotional support team comprised of guidance counselors, Student Assistance Counselor and psychologists who replicate and expand on what is done at the middle school level with the addition of the transition from secondary school to college or the world of work.

Given the nature of counseling profession and the existence of multiple counseling entities, some duplication of responsibilities exist as is evident in the job descriptions. Counseling services that are specific to certain functions will be identified using the following abbreviations. Services without abbreviations signify that all members of the counseling staff are responsible for the function.

- Student Assistance Coordinators (SAC)
- Middle School Counselor (MSC)
- High School Counselor (HSC)
- Social Worker (SW)

**Mission Statement:**

Our mission is to facilitate each student’s personal/social, academic and career development through the counselors’ delivery of guidance and counseling activities as well as through a collaborative effort between the home, school and community. The ultimate objective is to help students identify their interests and abilities, and enhance productivity, dependability, self-expression and control, accurate decision-making and conflict-resolution skills along with other competencies that will remediate student deficits, strengthen their unique capabilities and enable the youth to participate in a global society as responsible citizens.

**Philosophy and Beliefs:**

The professional school counselors believe every child can learn and that all students have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the school counseling program:

- All students’ ethnic, cultural, racial differences and special needs are considered in planning and implementing the schoolwide program.
- There is a collaborative effort among the school counselors, administration and teachers to coordinate with parents and the community.
- Various assessments are used to develop and continually evaluate the effectiveness of the program.
- School counselors adhere to ethical standards and regularly participate in professional development activities.
The guidance department offers all students a plethora of services; these services include both individual and group guidance sessions and major guidance department programs. Counselors meet regularly with parents, administrators, college representatives, and community resources people who assist students in their educational journey. The department is committed to providing the school community with services and programs that will support and enhance the overall educational goals of the district.

Getting to know students individually is the first step counselors take at Montclair High School. Our department’s primary goal is to help our student body on the path to self-actualization and make informed decisions regarding their future plans and life.

**Use of Time**

- Scheduling
- Individual counseling
- Group counseling
- Career and vocational counseling
- College counseling
- Parental contact and involvement

**Management**

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school’s needs. This is a relatively new concept for administrators and school counselors who traditionally have not viewed school counselors as “managers.”

**Management agreements** ensure effective implementation of the delivery system to meet students’ needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be negotiated with and approved by designated administrators at the beginning of each school year.

**Advisory Council:** An advisory council is a group of people appointed to review counseling program results and to make recommendations.

**Use of Data:** A comprehensive school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and/or related data.

**Action Plans:** For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains:

- competencies addressed
- description of the activity
- data driving the decision to address the competency
• timeline in which activity is to be completed
• who is responsible for the delivery
• means of evaluating student success
• expected results for students

Use of Time: ASCA's National Model recommends that school counselors spend 80 percent of their time in direct service (contact) with students and provides a guide to school counselors and administrators for determining the amount of time their program should devote to each of the four components of the delivery system. Because resources are limited, school counselors' time should be protected; duties need to be limited to program delivery and direct counseling services, and noncounseling activities should be reassigned whenever possible.

Use of Calendars: Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program.

MHS Guidance Services    9-12
All grade levels

1. Individual student transition counseling
2. Conduct Freshman orientation
3. Crisis counseling
4. Referrals for mental health counseling
5. Facilitate conferences between student teachers and parents/guardians
6. Individual and group counseling for mental health issues
7. Make classroom visits to assess needs of students
8. Provide families with in need of intervention a list of available resources
9. Provide daily support for students as needed
10. Counsel and monitor progress of students experiencing academic difficulty
11. Provide assistance for parents seeking tutorial help
12. Course selection and scheduling for next year
13. Managing schedule changes throughout the year
14. Gather homework for students on extended absence or home instruction
15. Meet with newly enrolled student s develop class schedule and conduct school tours
16. Review graduation requirements and monitor student progress toward graduation
17. Prepare summer school list
18. Interact with SAC, CST/ Nurse and IR&S
19. DYFS Referrals
20. Make referrals to CST, SAC
9th grade
1. Conduct freshman Orientations
3. Monitor a Time for us Program
4. Facilitate Career awareness
5. Explain guidance and appointment procedures
6. Acquaint students with sources of school information (How to use web page, college and career information, e-blasts Google group etc
7. Familiarize students with extra-curricular activities
8. Teach students when and where to seek appropriate help
9. Determine course schedule for grade 10 (Feb, Mar.)
10. Discuss importance of HS transcript

10th grade
1. Explain PSAT testing
2. Review credits for graduation
3. Review extra curricular activates
4. Introduce student to college and career search through the web Naviance)
5. Determine course selection for grade 11
6. Explain how to approach college night
7. Help host college fair
8. Interpret PSAT scores
9. Discuss importance of HS transcript

11th Grade
1. Discuss and interpret PSAT results
2. Review report cards at end of each marking period
3. Explain how to approach college night
4. Help host college fair
5. Review credits for graduation
6. Continue to monitor academic progress
7. Distribute and explain SATI, SATII, ACT (February-March)
8. Determine course selection for grade 12
9. Officially begin college admissions process for juniors
10. Meet with each junior and his/her parent to discuss post high school plans (JR College Planning Conference) April, May)
11. Present a panel of experienced college admission representatives to orient parent to the college process
12. Prepare student for the college campus visit interview
13. Have seniors share experience of college search.

12th grade & Transition Counselors
1. Provide personal counseling
2. Conduct 2\textsuperscript{nd} college meeting with parents
3. Review credits for graduation
4. Continue to monitor academic progress
5. Distribute applications and register for SAT
6. Remind student of SAT\textsc{i} and SAT\textsc{ii} and ACT test dates
7. Announce dates of College Night program
8. Prepare and write letters of recommendations
9. Meet with college bound students to refine college lists
10. Meet with non college bound students to plan for post high school options
11. Process early admissions applications
12. Review application procedure eg. Transcript requests, teacher recommendations, college essays
13. Process applications
14. Identify and monitor students at risk not to graduate
15. Host a college fair
16. Present speakers to help parents and students better understand the availability of financial aid and the completion of financial aid forms.
17. Meet with each student to finalize post high school plans
18. Send final transcripts to college

Guidance Web Site

The purpose of the guidance website is to:
- Assist us to communicate with parents
- To enhance technology resources available to counselors which will benefit parents and students
- To offer parents and students informative and timely programs
- To offer access to online manuals, program guides, college information, scholarships, scheduling etc)
- To encourage counselors professional growth through Professional development online
- Parents and students have the ability to sign up for Google groups and receive guidance counseling, scheduling, college visitations scholarship information by way of e-blasts or by logging onto the website

Junior Information

Junior College Planning Information

Selecting a college is a very personal decision. Your goals, personal preferences, abilities and interests are all major factors in making choices. From thousands of colleges of which no two are the same, you must choose your best educational prospects. This involves choosing a reasonable number of schools to be assured of an acceptance. This guide is meant to assist you in this process.
Junior Timeline

SEPTEMBER

- Check announcements for college representative
- Get involved in activities: genuine involvement in one is better than token participation in several

OCTOBER

- Develop lists of your interests
- Obtain dates and places of local college fairs
- Register for the PSAT
- Read PSAT/NMSQT Student Bulletin

NOVEMBER

- Put forth your best academic efforts in these last two years
- Attend Montclair HS College Fair

DECEMBER

- Review your PSAT scores

JANUARY

- Continue career exploration
- Prepare for semester exams: colleges look at your junior grades

FEBRUARY

- Plan you senior year courses; do they meet colleges' requirements?
- Register for March SAT

MARCH

- Register for May and/or June SAT Reasoning/SAT Subject tests
Talk to your counselor/parent conferences begin
Consider SAT Subject Tests in courses you are taking this year
Take HSPA

**APRIL**

- Develop a preliminary list of colleges which interest you and write to them for information
- Plan visits to colleges which interest you
- File service academies and ROTC scholarship applications

**MAY**

- Attend available college fairs
- Identify teachers whom you can ask for recommendations
- Take SAT Reasoning or SAT Subject Tests
- Make a profile of colleges which interest you; use print or internet resources available to you
- AP exams

**JUNE**

- Take SAT Reasoning or SAT Subject Tests
- Continue the college search and discuss it with your counselor
- Plan summer visits to colleges
- If you do not have a job, try volunteering in your career areas

**Senior Timeline**

**SEPTEMBER**

- Register for the SAT I/SAT II Subject Tests
- Check senior courses. Do they meet requirements?
- Check announcements and consult the list of college visitations
- Obtain a pass from Mrs. Gonzalez if you want to meet with a college rep
- Write for college applications
- Begin first drafts of any essays required
- Begin to refine your preliminary list of colleges. Visit as many as you can
- Talk to your counselor/parent conferences

**OCTOBER**

- Schedule an appointment with your counselor to review your transcript and talk about college plans
- Take HSPA if necessary
- Take the SAT I or SAT II if necessary
- Continue to attend college rep visits
- Ask teachers for recommendations
- Obtain a pass from Mrs. Gonzalez if you want to meet with a college rep
- Continue to visit colleges
- Begin filling out college applications
- Check early decision deadlines
- Talk to your counselor/parent conferences

**NOVEMBER**

- Obtain a pass if you want to meet with a college rep
- Take the SAT I or SAT II
- Find out exactly what forms, test results, etc. are necessary to apply to colleges in which you are interested
- Submit the CSS Profile if you intend to apply for financial aid
- Talk to your counselor/parent conferences

**DECEMBER**

- Take SAT I or SAT II
- Complete all applications for admission
- Make sure all recommendations have been submitted to guidance
- Check application deadlines.
- Counselors need your application at least two weeks before the deadline
- Check announcements for scholarship information
- Continue to visit colleges. Spend an overnight visit if you can.
- Talk to your counselor/parent conferences
- Obtain a pass from Mrs. Gonzalez if you want to meet with a college rep

**JANUARY**

- Finish any college applications
- Prepare and file the FAFSA (federal financial aid form)
- Complete local scholarship applications
- Talk to your counselor/parent conferences
**FEBRUARY**

- File requests for mid-year reports
- Obtain a pass if you want to meet with a college rep
- Continue applying for scholarships
- Finish any last minute applications

**MARCH**

- Register for AP tests if you are taking them
- Watch for the Student Aid Report from the FAFSA program and make corrections as necessary
- Obtain a pass if you want to meet with a college rep

**APRIL**

- Review your college responses and aid offers with your parents
- Continue to visit colleges
- Write withdrawal letters to colleges you will not attend
- Make final decision.
- Notify guidance counselor of admission decision

**MAY**

- May 1st – make final decision and send deposit
- AP Exams
- Fill out residence hall forms
- Check arrangements for loans
- Register for classes if possible
- Send original and signed SAR to chosen college

**JUNE**

- Complete senior exit survey

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**CALENDAR OF COUNSELING STAFF MONTHLY ACTIVITIES**
**HIGH SCHOOL**
**9-12 GRADES**
All Months (On-going)
Record Keeping (Case Notes)
Case Management
Classroom Observations
Testing & Student Inventories
Coordinate Homework Packets
Seek referrals for student groups
Counseling Interventions (individual, group & family counseling)
Consultation with teachers and parents
Serve as a student advocate
Attend Intervention and Referral Services (I&RS) Team meetings
Attend as needed IEP Annual Case Reviews
Referrals to outside Agencies
Prepare monthly bulletin board
Schedule and monitor school visits by college representatives
Prepare and review referrals to Child Study Team and set up case conferences
Review attendance, counsel students with excessive absences
Send transcripts and recommendations to colleges
Conduct a get acquainted interview with all new students
Counsel failing students who receive failure notices

September
Register new students
First week- enroll seniors for the SAT & ACT
Assist with orientation of new students
Plan grade level assemblies to explain the guidance function
Interview students with failures and develop appropriate alternatives
Make schedule adjustments
Interview parents and students new to the school
Conduct Freshman Parent Workshop
Present Sophomore Workshop
Reevaluate credits
Have students fill out autobiographical forms
Identify special needs students
Begin to identify at-risk population
Acquaint and interpret results of standardized testing to all students
Counsel students for appropriate programming and make necessary adjustments in schedules

October
First week - enroll sophomores and juniors for the PSAT/NMSQT and seniors for the SAT & ACT
Inform juniors and seniors of scholarships and financial aid
Junior Parent Workshop
Counsel students for proper programming and make necessary adjustments in schedules
Arrange for visitation to College Fairs
Counsel senior students with deficiencies
Continue test interpretation to students
Begin to process senior transcripts and recommendations for Early Decision and Early Action
Contact college and industries for student visits
Review interim reports and arrange conferences with parents and teachers
Interpret test scores to students
Develop college and career conferences with students/parents
Organize college fair
HSPA Preparation

**November**
Enroll seniors for Scholastic Aptitude Tests and American College Tests
Counsel first quarter students in danger of failing
Interpret test scores for students
Identify and counsel “at risk” students
Develop college and career conferences for regular admission

**December**
Present classroom guidance lessons
Counsel with students and parents
Schedule work-study and employment interviews for seniors entering the job force
Review interim reports and arrange conferences with parents and teachers
Present Financial Aid Workshop for parents of seniors

**January**
Interview students in danger of failing second quarter
Counsel seniors in danger of failing
Develop college and career conferences
Develop visitation schedule for middle school students
Counsel seniors leaving school after second quarter
Prepare letters to parents of seniors in danger of failure
Interpret NMSQT/PSAT test results to junior year students
Interpret SAT and achievement tests to students
Plan for on-site admissions fair

**February**
Conduct on-site admission college and vocational fair
Initiate course selection for the next school year
Interpret ACT and SAT scores to students
Schedule college and career conferences
HSPA Preparation
March
Counsel honor roll and perfect attendance students
Prepare interim reports to parents and arrange conferences
Financial aid and college admission panel discussion with representatives from private and state colleges
Begin junior college conference with parents and students
Follow-up with seniors

April
Counsel failing students
Counsel honor roll and perfect attendance students
Registration of all students for next school year
Continue junior college conference with parents and students

May
Prepare senior follow-up survey
Prepare follow-up of scholarship awards
Prepare students for summer programs, jobs, etc.
Meet with graduating seniors
Continue junior college conference with parents and students
Begin evaluation of the guidance program
Prepare and send letters to parents of non-graduating seniors
Prepare and send letters to parents of students who are failing

June
Finalize list of graduates
Continue junior college conference with parents and students
Make summer school referrals
Evaluate guidance Services
Follow-up of scholarship and financial aid packages for graduating seniors
Submit Annual Scholarship Report, at end of June
Chairperson submits evaluation of guidance program and annual report

Intra-Departmental Programs
Counseling staff is responsible for collaborating with related entities in the district as well as coordinating and implementing various programs and special project in their schools throughout the school year. These related entities, programs and projects are described below and include:

- Bridge Scholars Program
- Brother to Brother
- Caps
- Imani
- Montclair Counseling Center
- Peer Leadership
- Peer Mediation
- Peer to Peer Program
Bridge Scholars Program was established by Ms. Joyce Hobbs at MHS in the early 1990’s with the purpose to enhance the level of academic achievement in students, primarily African Americans, through guidance and promoting college education. The ongoing goal has been to promote achievement in high school and develop a transition plan to enter college and/or other post-secondary institutions. These goals have been achieved by involving the program participants in College tours to various schools including Historically Black colleges and universities (HBCU), college search workshops, community service activities, tutoring and field trips.

Bridge Scholars have participated in Community Service Projects that include:

- Soup Kitchen at St. Luke’s Episcopal Church
- S.T.A.R.S. tutoring program at Trinity Presbyterian Church
- Reading Literacy Project
- MHS College & Career Fair
- Pumpkin Patch @Trinity Church
- Community MLK celebration
- Memory Book Project with Senior Citizens
- Senior Citizen Buddy Program

Special Workshops & Events:

- Women’s Speakers Forum
- Kwanzaa Celebration
- Personal Statement Workshop
- College Search Process Workshop
- Annual African American Read-In sponsored by NCTE
- Pre-College Tour Workshops
- Pre-Prom Workshops
- College Tours

Brother to Brother is a not for profit organization which is entrusted by the community of Montclair, NJ to actively foster positive relationships between Montclair High School young men and caring male mentors. Through mentorship, Brother to Brother inspires Montclair’s
young men to achieve with the highest examples of character, conduct, self-respect and educational and occupation success, that may become Productive, resourceful and empowered leader of their communities Participant must be male and an active Montclair HS or Middle School Student. The following services are offered through semimonthly meetings, group and one to one dialogues, group educational cultural and recreational activities that offer on going support for all educational and occupational pursuits such as:

- Dating & Navigating Relationships
- Drug & Alcohol Abuse Prevention
- Handling Peer Pressure
- Conflict resolution and anger management
- Health
- College and Career Options
- Self-Esteem and cultural awareness
- Goal-setting
- Financial Literacy

**CAPS (Cooling Down," "Agreeing to Solve a Problem" "Listening to Points of View" and "Solving the Problem)**

In the 1997-98 school year, Edgemont launched an exciting and novel school-wide "Peaceable Schools Model." This program is a multi-step process designed to teach problem solving and conflict resolution skills to staff, teachers and our students. Its inclusiveness is based both on the concepts of modeling and practicing skills, and on a commitment to cooperation and respect. The curriculum is an ongoing part of every classroom. Through classroom activities and all-school assemblies, students build year to year on the basic skills of "Cooling Down," "Agreeing to Solve a Problem," "Listening to Points of View" and "Solving the Problem." The students are familiar with this process under the nickname "CAPS." In addition, 4th and 5th graders receive special training in conflict resolution and, as 5th graders, receive the opportunity to volunteer as playground mediators for the younger students.

**IMANI (Improving Montclair Achievement Network Initiative)** the College Advocacy Center is a program offered at no coast to all Montclair High School students to help them get into college or post-secondary education. The center operates in full cooperation with the Guidance Department of Montclair High School as an additional resource for students and families. The center is designed to inform and support any Montclair High School student who is concerned about their ability to go to college. These concerns might involve grades, finances, family/cultural barriers, or personal reservation of about the college application process. The high school Guidance Department counselor will refer some students to the Center, but any student who needs extra information or support is welcome to come for help and information. The following services are offered:

- One on One mentoring, workshops in the college search and financial aid,
- Access to college library, publications and brochures
- Personalized help in the college application process
- Free computer use for online searching and applying
- Assistance with the college essay, financial aid, developing personalized checklists
- Trips to college fairs and visits to college campuses
Montclair State Counseling Center

In conjunction with the Montclair Counseling Center, Bradford Elementary offers unique programs in character development and respectful social interaction. Affiliation with the Montclair Counseling Center provides first-graders with an appropriate social skills course and fourth and fifth graders with anger management discussion groups.

**Peer leadership** is a 9th grade program situated at MHS.

**Peer Mediation**

Renaissance Middle School is currently piloting a Peer Mediation program. Each grade selects students that they feel would be helpful in solving problems.

**New Jersey Peer to Peer Program** (Renaissance Middle School)

Several students are selected every year to participate in the New Jersey Peer to Peer Program, which trains students to learn about substance abuse and provide leadership to their peers through classroom activities, assemblies, and informal contact throughout the school day.

**Project Oasis** is an academic support program funded by the Montclair Neighborhood Development Corporation and housed in Montclair HS. Guidance counselors and teachers make referrals so that students have access to a program that assists them in achieving academic success. This academic support program consists of three components; a tutorial session offered three times a week, life skill classes and parent education workshops. The goal of the program is to ensure that enrolled students set and meet their individual academic goals and through academic success will have a positive attitude and better understanding of their educational endeavor. Parent involvement and support is one of the key elements in this program. Parental commitment is ensured by mandating to parents monitoring their child’s attendance at tutoring sessions and their participation at workshops. The parent workshops coincide with the life skills classes that the students participate in. The workshop topics include; conflict resolution, gang and drug awareness, strengthening families and health and self-awareness. The workshop offers an arena where parents have an opportunity to express issues and concerns with life skills staff and other parents.

**Rainbows**

Edgemont Elementary School offers support groups to students who may be facing a family crisis or transition that involves some form of loss or separation. When something significant happens in a family, each family member is affected. Even though death, divorce, separation or other types of loss appear to be grown-up problems, they may have a profound effect on the children in the family. Due to age and limited experiences, children may find it extremely difficult to verbalize their feelings of grief, and therefore may need help coping with the loss.
Rites of Passage Program - The Montclair African American Heritage parade and Festival committee, Inc. in partnership with Montclair high school and the Montclair department of Parks, Recreation and cultural Affairs conducts a Rites of Passage Program for Montclair HS students. The program, which is offered free of charge meets every Wednesday from October through May. Students are selected to participate based on their applications, the recommendations of faculty and/or community members and grade level. A maximum of 36 students are selected to participate in the program.

The aim of the program is to help prepare Montclair’s young adults spiritually, socially emotionally, intellectually and culturally for successful passage into adulthood. The program provides a vehicle for students to explore and develop an understanding of the following concepts: Self and Others, Well-being and spirituality, Community and family values, Health and the body, Creative self expression, African and African American History, Economics, employment and career development, Life skills and Environmental preservation.

Senior Buddies is a student-mentoring program where upper classmen interact with 9th graders as tutors and provide student academic support, time-management and hopefully give them some tips on how to navigate the next three years of high school.

Sister to Sister is a not for profit organization which is entrusted by the community of Montclair, NJ to actively foster positive relationships between Montclair High School young women and caring female mentors. The goal of Sister to Sister is to promote self-esteem, self-confidence and healthy lifestyles among teen women. The program addresses topics important to young woman between the ages of 14 and 18. Sister to Sister, a weekly “rap” session and lecture series, offers high school girls an opportunity to explore, discuss and question issues such as: dating & navigating relationships, drug & alcohol abuse, self-esteem, health, college and career options. Through mentorship, Sister-to-Sister encourages ongoing interaction between teen and adult women through a variety of lectures, workshops, field trips, community service and special events broaden the physical and mental lives of the young women.

Stars (Services to Academically At-Risk Students)

This program is designed for those students who achieve below a state established standard of proficiency in math and/or language arts as determined by their scores on the appropriate spring state standardized tests, report cards, teacher or parent recommendation, and diagnostic testing. It is essential in our efforts to improve reading and math achievement as well as reducing the achievement gap.

Teen Prevention Education Program - Montclair High School is one of 40 New Jersey high schools participating in an peer education program called the New Jersey Teen Prevention education Program (Teen PEP) Sponsored by the New Jersey Department of Health and Senior Service fund the program in collaboration with the Princeton center for leadership Training and Princeton Hi Tops, Inc., Montclair HS joins 40 other schools and 3 community based organizations in the program.

Teen PEP is offered as an elective course to the eleventh grade students. The Teen Pep curriculum is based on a nationally recognized “teens teaching teens” program that encourages students to understand the consequences of their actions and to make responsible personal decisions. Once they finish their training Teen PEP peer educators develop and conduct workshops dealing with important issues facing young people- pregnancy, sexually transmitted
infections, HIV/AIDS prevention relationships, sexual harassment, dating and communication with peers and parents. Teen PEP also provides a teen perspective to our school and community. The program’s goal is to empower teens with knowledge and information and give them the tools to make responsible decisions.

**Time for Us** is a student mentoring/informational program situated in the 9th grade cafeteria of MHS during the student’s lunch period. It allows counselors and staff to develop relationships out of the classroom setting. Most of the students in the program are new to the district. The purpose of the *Time for Us* lunch program is to build positive student staff relationships, create a nurturing building climate and set a positive tone for the school year. Counselor/staff interaction is designed to make the student’s transition to MHS as smooth as possible. Mentors meet with students once a week for lunch where they provide information on how to join clubs or teams, the importance of going to see and participate in school events to show their school spirit. The mentor is a major source of information and lets the students know about the resources available in the school (nurse, SAC, guidance, library, etc…) One of their most important tasks is to explain to the students how to approach and talk to a teacher if they have a question or need extra help. During their time together they get to know one another and help the student get connected with MHS.

**Youth Leadership Institute** is a program developed by the IMPACT Community Development Corporation and sponsored in part through a grant from the New Jersey State Office of Faith Based Initiatives. YLI provides tutorial programs ranging from essential skills such as Mathematics, Language Arts, Literacy and the Sciences to ACT and SAT prep classes as well as state mandated tests. The YLI develops leadership skills through a training program that includes soft skills, effective communication and public speaking skills, self-esteem building and mentorship skills training. The YLI also provides assistance with online searches for scholarship information and completion of scholarship application with emphasis on essay writing. The chief focus of the YLI is to educate and empower youth to build the human and social capital of their peers. Working within a well-defined collaborative structure it provides youths with the tools, skills and support to realize individual prosperity that in turn builds the collective prosperity of the community.
National Standards for Students

Academic Development
ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept
   A:A1.1 Articulate feelings of competence and confidence as learners
   A:A1.2 Display a positive interest in learning
   A:A1.3 Take pride in work and achievement
   A:A1.4 Accept mistakes as essential to the learning process
   A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
   A:A2.1 Apply time-management and task-management skills
   A:A2.2 Demonstrate how effort and persistence positively affect learning
   A:A2.3 Use communications skills to know when and how to ask for help when needed
   A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success
   A:A3.1 Take responsibility for their actions
   A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
   A:A3.3 Develop a broad range of interests and abilities
   A:A3.4 Demonstrate dependability, productivity and initiative
   A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning
   A:B1.1 Demonstrate the motivation to achieve individual potential
   A:B1.2 Learn and apply critical-thinking skills
   A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
C:A1.4 Learn how to interact and work cooperatively in teams
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.4 Learn about the rights and responsibilities of employers and Employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.6 Learn how to write a résumé
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn to use the Internet to access career-planning information
C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
C:B2.4 Select course work that is related to career interests
C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5 Describe the effect of work on lifestyle
C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in workbased learning situations such as internships, shadowing and/or mentoring experiences

**Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

- **PS:A1 Acquire Self-knowledge**
  - PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  - PS:A1.2 Identify values, attitudes and beliefs
  - PS:A1.3 Learn the goal-setting process
  - PS:A1.4 Understand change is a part of growth
  - PS:A1.5 Identify and express feelings
  - PS:A1.6 Distinguish between appropriate and inappropriate behavior
  - PS:A1.7 Recognize personal boundaries, rights and privacy needs
  - PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**

PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**

**PS:B1 Self-knowledge Application**

PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal Privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

**Accountability**
School counselors and administrators are increasingly challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that link the program to student achievement.

**Results Reports**, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.

**School Counselor Performance Standards:** The school counselor’s performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

**Program Audit:** The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

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**District Policies:**

**REPORTING TO PARENTS / GUARDIANS P- 5124**

The board believes that the cooperation of school and home is vital to the growth and education of the whole child. It recognizes its responsibility to keep parents/guardians informed of pupil welfare and progress in school.

The board directs the establishment of a system of reporting pupil progress that shall include written reports, pupil-teacher conferences, and parent/guardian-teacher conferences. If the parent/guardian's primary language is other than English, translation shall be provided whenever possible.

The board of education encourages the certificated staff, under the direction of the superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, mandated state, and federal tests, recognized standardized achievement testing programs, written and oral teacher-made tests, performance observation, parental or guardian interview, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Pupils are expected to participate in all tests, including district administered tests, unless otherwise prohibited by the pupil’s Individual Education Plan (IEP).

The superintendent shall develop procedures for reporting pupil progress which:

- Use various methods of reporting appropriate to grade level and curriculum content;
- Reflect the educational growth of the pupil in relationship to his/her ability and achievement;
• Ensure that both pupil and parent/guardian receive ample warning of a pending grade of "failure" or one that would adversely affect the pupil's status;
• Enable the scheduling of parent/guardian-teacher conferences in such places and at such times as will ensure the greatest degree of participation by parents/guardians;
• Specify the issuance of report cards at intervals of not less than four times during the school year and issuance of deficiency notices as required during the school year;
• Ensure the continual review and improvement of methods of reporting pupil progress to parents/guardians and involve pupils, staff and parents/guardians in that review.

A record shall be kept indicating the legal custodian of each pupil, so that reports can be made to and conferences arranged with the proper person.

Parental Notification
The chief school administrator shall develop regulations to ensure that parents/guardians are notified in all instances when the law and/or the best interests of the pupil and the district require it. Annually, no later than the start of school, the board directs the chief school administrator to notify all parents/guardians of the school calendar and the hours of school attendance. Early release days and hours for pupils shall be specifically and clearly noted. Parents/guardians shall be required to acknowledge receipt of this information in writing.

SUBSTANCE ABUSE R-5131.6

I. For the purposes of this regulation, the following are definitions of key terms:
• The term “chemical” refers to alcoholic beverages and controlled substances defined in state law, including anabolic steroids, or any drugs which may be consumed for purposes other than those prescribed by a qualified physician.

• “Pupil assistance” refers to services organized by the school in response to indicators related to chemical/alcohol use including anabolic steroids. The superintendent will designate staff to oversee implementation of this policy. In turn, each building principal will annually specify staff and procedure in accordance with this policy. Those so designated will include: staff certified as substance awareness coordinator (SAC); medical staff and other professional staff trained in procedures recommended by the N.J. Department of Education.

• “Assessment” refers to an interview process and screening conducted by an authorized professional to determine the extent of a chemical/alcohol and anabolic steroid use, and to diagnose chemical/alcohol dependency.

II. Authorized Use of Medications
• All pupils carrying or taking medication, prescription or over the counter, must store and consume these medications under the supervision of the school nurse in accordance with policy 5141.21 Administering Medication.

• Parents are ultimately responsible for enforcing this procedure when they are aware of medication use. Consumption of any medication in places other than the nurse’s office except as specifically authorized in policy 5141.21 will be considered a violation of this policy.
• Consequences:
  o First incident or occurrence - a warning to the pupil and certified letter outlining school policy to the parent or guardian.
  
  o Second offense and all others thereafter - three day in-school suspension and a reinstatement conference with the parent/guardian. In each instance, the school retains the right to require conference with a pupil assistance counselor

III. Pupils Voluntarily Seeking Assistance Granted Confidentiality
• Pupils voluntarily seeking assistance with drug, anabolic steroid or alcohol use will receive privileged communication with staff members designated by the administration of each building for pupil assistance services. Confidentiality may be waived at the discretion of the staff member where there is clear and present danger to the pupil’s health or well-being.

• Staff members are expected to make every effort to involve parents and/or guardians in the process of helping pupils with drug, anabolic steroid or alcohol problems. Some individual time to establish trust with the pupil is anticipated; however, staff is expected to work towards family contact as a primary objective.

III. Pupils Voluntarily Seeking Assistance Granted Confidentiality (continued)
• When considering “clear and present danger”, the staff members must weigh parental contact in relation to the pupil’s age.

• It should be noted that staff members may make a confidential referral without parent/guardian approval to a New Jersey State Department of Health (NJDH) approved program for drug or alcohol treatment (outpatient) in keeping with federal law.

• All pupils and families will have privileged communication and confidentiality protected by this policy, except where otherwise stated. This protection implies that no staff members, other than those designated in accordance with I.B. above, or any other agency or individual shall have access to the pupil’s records or information concerning a pupil’s problem as it relates to chemical/alcohol use or anabolic steroid use.

• Release of these records to staff, agencies or other individuals may occur only after a standard “Release of Information” is completed and signed by the pupil and parent, specifying the destination, details to be disclosed, and the frequency or time limit is completed.

IV. Staff Response to Suspected Use by Pupil
• Teaching staff members will be alert to the signs of a pupil’s involvement with chemical use, including drugs, alcohol, or steroids. These signs may include, but are not limited to: impaired health or fatigue; excessive attendance problems; marked decline in academic performance; changes in temperament, appearance, or peer groups; and mental confusion. A behavioral health checklist will be provided for staff use in following up on referrals made with reference to possible chemical/alcohol or anabolic steroid use.
• Concerns over pupil use of chemicals, alcohol or steroids outside of school may be passed on to a guidance counselor, SAC, school nurse or any administrator who can follow through on the process of investigating non-emergency cases of suspected chemical/alcohol or steroid use.

• In instances involving intoxication either in school or at a school-sponsored activity by alcoholic beverages, controlled dangerous substances, anabolic steroids or any chemical or chemical compound as identified in N.J.A.C. 6:29-6.3(a), the following shall apply:
  • Any professional staff member to whom it appears that a pupil may be under the influence of alcoholic beverages, anabolic steroids or other drugs on school property or at a school function shall report the matter as soon as possible to the school nurse or medical inspector and the principal or his/her designee.

  • The principal or his/her designee shall immediately notify the superintendent and the parent/guardian who will arrange for an immediate examination of the pupil. That examination shall take place within two hours if the pupil is suspected of drug or anabolic steroid use and within one hour if the pupil is suspected of alcohol use. The examination may be performed by a physician selected by the parent/guardian or by the health provider selected by the district. If parent is not immediately available, (within two hours for drug or anabolic steroid use or within one hour for alcohol use) the pupil shall be accompanied by a member of the school staff, designated by the principal, to the emergency room of the nearest hospital or medical care center for examination.

  • Staff members shall be prepared to accompany the pupil in accordance with the time limits specified above.

  • The principal or his designee shall arrange for examination of the pupil. The examination may be performed by a physician selected by the parent or guardian or by a school designated health provider, Including but not limited to:
    a. Immedicenter
       537 Broad Street
       Bloomfield
       973-680-8300
    b. Immedicenter
       1355 Broad Street
       Clifton
       973-778-5566
    c. Immedicenter
       500 Union blvd.
       Totowa
       973-790-0090

  • If, at the request of the parent or legal guardian, the medical examination is conducted by a physician other than the medical inspector, such examination shall be within the specified time limits and shall not be at the expense of the district board of education.
• Provisions shall be made for the appropriate care of the pupil while awaiting the results of the medical examination.

• A written report of the medical examination shall be furnished to the parent/guardian of the pupil, the principal and the superintendent by the examining physician. It must state that the pupil has been examined for anabolic steroid or chemical/alcohol usage including any specifically requested tests. The pupil shall be returned to the custody of the parent/guardian and may return to school only and immediately upon receipt of a signed statement from the physician declaring that, in the opinion of the physician, there is no condition which would interfere with the pupil’s physical and mental ability to perform all school activities and that the required examination has taken place. If the examination does not occur within the times specified, the pupil may be:
  a. Required to undergo full anabolic steroid, drug and alcohol assessment at the parents’ expense,
  b. Required to appear at a hearing before the superintendent or designee, and/or the board of education;
  c. Reported to the Division of Youth and Family Services.
  d. Once full medical results have been received, the principal shall be required to complete the state Violence, Vandalism, and Substance Abuse Incident Report, and follow the guidelines as set forth in policy and regulations 5131 .6. Substance Abuse.
  e. The pupil and parent/guardian will be advised by the SAC of available counseling and support services in the community. In the case of a positive lab result indicating use, the pupil will be required to undergo further clinical assessment by an authorized provider. Individual referrals will be made as appropriate.

• Designated staff shall provide for counseling interventions in accordance with department of education standards regarding prevention, intervention, and aftercare procedures.

• While the pupil is at home for disciplinary and/or medical reasons, the child study team may intervene to determine the pupil’s eligibility for home instruction and provide additional assessment if needed.

• The substance awareness coordinator or other staff member assigned to monitor the pupil’s stability, progress, and possible re-entry into the daily school routine shall be responsible to keep all appropriate school personnel informed of the status of the pupil referral. Staff will work in close cooperation with the pupil’s parents/guardians in an effort to fully support the pupil.

• A notice of steps for re-entry must be given or mailed to the parent/guardian of pupils suspected of being “under the influence of drugs, anabolic steroids or alcohol” while in school.
Staff members implementing this policy will be indemnified.

**N.J.S.A. 18A:40A-13 Immunity for educational and medical personnel, officers, or agents because of actions taken by virtue of act.**

No action of any kind in any court of competent jurisdiction shall lie against any teaching staff member, including a substance awareness coordinator, any school nurse or other educational personnel, medical inspector, examining physician or any other officer or agent of the board of education or personnel of the emergency room of a hospital because of any action taken by virtue of the provisions of this act, provided the skill and care given is that ordinarily required and exercised by other such teaching staff members, nurses, educational personnel, medical inspectors, physicians or emergency room personnel.


Any teacher, guidance counselor, school psychologist, school nurse, substance awareness coordinator or other educational personnel, employed by or in any of the public or private schools of this state, who in good faith reports a pupil to the principal or his/her designee to the medical inspector or school physician or school nurse in an attempt to help such pupil cure his/her alcohol or other drug abuse as defined in Section 2 of this Act, shall not be liable in civil damages as a result of making any such report. Nothing in this section is intended to preclude the protections provided in Section 2 of P.L. 1981, c. 414(C. 2A:62A-4) or otherwise provided by law.

V. Administrative Actions in Response to Violations

- In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances. The penalties shall be graded according to the severity of the offense. Criminal violations shall be reported to the local law enforcement agency in accordance with the district’s memorandum of agreement. Confidentiality shall be protected in accordance with federal and state law.

- All pupils should be aware that school authorities will take all reasonable steps to prevent the possession and of drugs, alcohol, or steroids on school property and to apprehend those who possess, use, or distribute drugs, alcohol, or steroids.

  These steps will include:
  - Locker and desk searches when there is reason to believe that inspection is warranted;
  - Required urine screening and/or blood test to determine presence of alcohol and other drugs, when observation of pupil behavioral indicators suggests the possibility of intoxication and/or substance abuse.

- Disabled pupils are subject to the same disciplinary procedures as non-disabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:
  - The pupil’s behavior is not primarily caused by his/her educational disability;
• The program that is being provided meets the pupil’s needs. Staff shall comply with the regulations of the New Jersey Administrative Code in dealing with discipline and/or suspension of classified pupils.

• When an illegal chemical event is confirmed through chemical assessment or the pupil’s acknowledgement, the following responses will be followed in accordance with the number of policy violations during the pupil’s school career.

First Incident:
• A punitive action to be determined by each school site with parental notification (see Code of Pupils Conduct for each building);
• Appropriate follow-up by the response team as detailed above, who will either refer the pupil and the parent to an approved NJSDH program providing short-term direct service, or provide session(s) for as least 4 weeks following the incident with the designated staff;
• Follow-up drug/alcohol assessment four weeks later which may include urine screen.

Second incident:
• A three to ten-day out-of-school suspension;
• Required participation in an ongoing program on-site or documented participation in a substance abuse treatment program;
• Documented clearance by an approved NJSDH program as a formal condition of return to school;
• Required participation in an approved after care program, which will include random chemical screens;

Second incident (continued)
• Exclusion from participation in all athletic and extra-curricular activities for the equivalent of one school year, unless the pupil is actively involved in a licensed treatment program and in favorable standing. Such documentation will be evaluated by the Principal or his/her designee.

Third and subsequent incidents:
• A three to ten-day out-of-school suspension;
• Immediate referral for assessment and subsequent residential treatment or completion of a long-term outpatient treatment program;
• Exclusion from school until a recommendation for readmission from an approved treatment program is received;
• Following treatment, participation in an ongoing aftercare group conducted under school auspices. This does not act as substitute for pupil’s participation in aftercare activities required the treatment program.
• Following return from treatment random urine monitoring at the parents/guardians expense until graduation.
• Exclusion from participation and attendance in athletics and extra-curricular activities, unless the pupil is actively involved in a licensed treatment program and in favorable standing. Such documentation shall be evaluated by the principal or his/her designee.
When possession, sale, distribution or intent to distribute drugs or alcohol is suspected, the following steps will be taken:

**First incident**
- Immediate referral to the police for investigation;
- Immediate contact with parent(s)/guardian(s) by appropriate principal/designee;
- An out-of-school suspension of up to ten days and exclusion from all extracurricular activities, with return pending a full chemical use assessment and compliance with all consequent recommendations.

NOTE: A first offense of possession, sale, distribution or intent to distribute does not preclude the administration from imposing a suspension greater than ten days with board approval, or from pursuing a recommendation for expulsion (N.J.S.A. 18A:37-2).

**Second incident:**
- Above procedures (VII, A, B, C - 1.2.);
- Administrative request for home instruction, pending evaluation by an agency and child study team with a determination of the advisability of return. In the case of a classified pupil, a parent conference will be held.

NOTE: Incidents beyond the second will result in a move by the Board of Education to have the pupil voluntarily withdraw from school until the problem is resolved or a move for expulsion.

When it becomes necessary to implement these procedures, a full written report of the incident will be immediately submitted to the superintendent who will forward the same to the board of education at its next regularly scheduled meeting.

Instruction, counseling and related services may be provided by the district board of education while a pupil is receiving medical or therapeutic care for a diagnosed alcohol, drug or steroid dependency problem. The cost of educational services will be borne by the district. All other costs will be assumed by the parent/guardian. These may include:
- Referral to a community agency approved by the N.J. State Department of Health (NJSDH);
- Provision of support services for pupils who are in care or returning from care for alcohol or other drug dependency;
- Establishment of parent/guardian training for substance abuse educational programs offered at times and places convenient to parents whenever possible.

In all cases involving drugs, alcohol, or steroids, voluntary pupil disclosures will be kept confidential and exchange of information will be kept between pupil, substance awareness coordinator, and the administrator in charge. Records will be confidential and kept separate and apart from general pupil files. These files will be kept locked. Feedback to referral sources will be limited to status of pupil progress only.

Disciplinary referrals, or cases which involve discovery of pupil chemical use by pupils, teachers, administrators, and other staff persons, will be recorded in pupil disciplinary files. Only the content of pupil disclosures made thereafter to a substance awareness coordinator
will be kept as a part of the confidential substance awareness treatment program records. It must be noted that even under the strictest of confidentiality laws, a counselor is required to report a pupil whom he/she believes to:

- Be suicidal;
- Be assaultive (murder, rape, armed robbery intent);
- Have been abused;
- Be under the influence of drugs;
- Be in need of emergency medical treatment.

VI. Pupils returning to school following absence due to sanctions listed above will follow procedures outlined below:

- No pupil shall return to school unless a written report has been presented to the designated staff member indicating the date that the pupil is physically and mentally able to return, signed by an official from an approved NJSDH treatment provider.
- The designated staff member will be expected to develop and maintain a working relationship with agencies providing services in conjunction with this policy. In this regard, protocols on disclosure of information will be strictly observed.

VII. Prevention Activities

Prevention activities by appropriate staff members are essential to this policy’s effectiveness. While the approved curriculum mandates that specific information be included in various courses, the board of education further requires active, on-going prevention activities.
The activities include:
- Groups conducted by trained staff for high-risk pupils at all grade levels;
- Awareness and informational activities routinely made available through cooperative arrangements with outside organizations;
- Establishment of peer counseling/leadership programs;
- Regularly scheduled programs for parents and families to improve parenting skills and family communications;
- The formation of teams at each building for the purpose of carrying out early intervention activities.

VIII. Staff Development

Staff development is an important part of any successful program to prevent chemical dependency. Each year the district will provide, as part of its normal K-12 in-service program, training by qualified specialists in the field of chemical dependency. This training will be tailored to specific staff needs by grade level of pupils. It may include:

- Review of current policies and procedures related to alcohol and drugs;
- Behavioral and symptomatic aspects of chemical dependency;
- An overview of family issues related to the addiction process

IX. Communications with local police pursuant to current guidelines promulgated jointly by the Attorney General and the State Commissioner of Education

An agreement is to exist between the Montclair Board of Education and the Montclair Department of Public Safety. The agreement will detail working arrangements in the following areas:
- Exchange of relevant information;
- Protocol for conducting investigations.

X. Monitoring

Monitoring this policy and procedures will be the responsibility of the school administration. It will:
- Act as a “watchdog”, reviewing the active implementation of this policy and related procedures;
- Insure that implementation of this policy takes place within the district on a uniform basis;
- Conduct activities, which promote chemical-free children and adolescents in the community.

MARRIED / PREGNANT PUPILS P-5134
No pupil, whether married, a civil union partner, or unmarried, who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

No married pupil or civil union partner who is otherwise eligible to attend the district’s school(s) shall be denied an educational program solely because of his/her marital status.

The board reserves the right to require, as a prerequisite for attendance in the regular classes of the school and the extracurricular program of the school, that each pregnant pupil submit to periodic medical examination by a physician at the intervals prescribed by that physician.

A pregnant pupil who does not wish to attend regular classes or who is physically unable to do so during her pregnancy may, on her request, be assigned to either a formal alternative educational program or home instruction.

A pupil who has received an alternate educational program or home instruction for reasons associated with her pregnancy shall be readmitted to the regular school program upon her request and the written statement of a physician that she is physically fit to do so.

A pregnant pupil under the age of 18 who wishes to withdraw from the district must have the written permission of her parents/guardians.

CHILD ABUSE AND NEGLECT P-5141.4

The Board of Education is deeply concerned with the physical, emotional and psychological health and well-being of the children in this district. Children may be abused, molested and/or neglected by their parents, guardians and other persons, including school employees.

The board of education believes that a child's physical and mental well-being must be maintained as a prerequisite to achievement through the formal educational process. The board therefore believes that it is important to identify and investigate suspected child abuse or neglect immediately. The school district will cooperate with the New Jersey Division of Youth and Family Services (DYFS) in identifying and reporting all such cases, whether institutional or non-institutional. The superintendent/designee shall act as liaison between DYFS and the district. The liaison shall facilitate communication and cooperation between the district and DYFS and act as primary contact between the schools and DYFS.

The board directs the superintendent/designee to gather, maintain, secure and make available to DYFS the relevant confidential district records of any pupil alleged either by school personnel or DYFS to be the victim of abuse or neglect as defined by law. The board also directs the superintendent/designee to cooperate with DYFS in scheduling interviews with any employee, volunteer or pupil who may have information relevant to an investigation of child abuse.

In order to increase school employees' and volunteers' awareness of the symptoms of child abuse and neglect and cause them to be better informed on all aspects of abuse and neglect, the board directs the superintendent to provide information and in service training on the subject to all school employees and volunteers.
The superintendent is therefore directed to develop procedures for compliance with statutory requirements that child abuse and neglect be reported. All procedures as well as this policy shall be reviewed by the county superintendent. Procedures shall:

- Impress on all staff members and volunteers having contact with pupils of their responsibility to report directly and immediately to DYFS and law enforcement all cases of suspected abuse, abandonment, cruelty or neglect resulting in physical or mental injury, and the penalties for failing to do so. Point out that institutional abuse—abuse alleged to have taken place in the school or other institutional setting by paid school staff or a volunteer—must be reported on the same basis as non-institutional abuse. Information reported shall include the name, age, and grade of the child, as well as the name and address of the child's parents/guardians. The report shall also include a description of the child's condition, nature and extent of his/her possible injuries, and any other information pertinent to the child abuse or neglect or identification of the suspected perpetrator;
- Provide for the annual delivery of information and in service training to all school staff members and volunteers concerning child abuse and neglect. This shall include instructional methods and personnel responsibilities;
- Provide for the delivery of information and in service training to all new school district employees, both paid and voluntary, as part of their orientation;
- Require all school personnel and volunteers to report suspected instances of child abuse or neglect to the building principal after reporting to DYFS, unless the reporting personnel believes that he/she may be endangering the welfare of the child or himself/herself or causing retaliation or discrimination against the child or himself/herself by such notice to the building principal;
- Require prompt action to secure treatment of such injuries as result from abuse or neglect so as to protect the health of the child;
- Provide for DYFS investigators to interview alleged victims in the presence of the school principal, his/her designee, or any staff member with whom the child is comfortable;
- Provide for cooperation with DYFS in scheduling interviews with any school personnel or volunteers who may have information relevant to the investigation;
- Allow DYFS to physically remove from school children who are involved in child abuse or neglect investigations or to transfer children between schools should such action be necessary for their health or protection, or to take the child to a service provider;
- Require that a report of each case of unexplained absence which might be a cause of child abuse or neglect be reported to DYFS as the law provides, and to other appropriate school staff;
- Require that appropriate school staff follow the progress of the child and maintain communication through the liaison with DYFS in order to ensure continuance of the appropriate educational program for the child;
- Release all pupil records of the child (ren) under investigation that are deemed relevant and maintain, secure and release all confidential information about child abuse cases, according to law;
- Fulfill all other procedural requirements of the law.

The board assures all school personnel and volunteers that no one will be discharged from employment or discriminated against in any way as a result of making in good faith any reports of child abuse and neglect.
Due process rights will be provided to school personnel or volunteers who have been reassigned or suspended as a result of an accusation of child abuse or neglect. Temporary reassignment or suspension of school personnel or volunteers alleged to have committed an act of child abuse or neglect shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other children is in imminent danger due to continued contact between the school personnel and a child.

All references to a report of child abuse or neglect against school personnel shall be removed from employee personnel records immediately following the receipt of an official notice from DYFS that such allegations were unfounded.

CRISIS INTERVENTION P-5141.6

The Montclair Board of Education recognizes that cases of sudden death or other trauma involving pupils or staff can have a profound impact on the entire school and district. Crises of this order produce such extreme emotional stress on members of the school community that virtually all of the normal routines are interrupted. Consequently, it is imperative that each public school in Montclair have in place a plan to deal with the aftermath of traumatic events.

The district’s response to a tragic loss or other crisis will seek to accomplish several broad objectives. First, attention will be directed toward resolving individual and collective shock or grief. Second, a strategy will be designed in each case to reduce the risk of related traumatic effect (e.g., panic, suicide, retaliation, etc.). Finally, planned efforts will allow school(s) to resume normal activities as soon as possible after the event, while maintaining an appropriate follow-up program.

The administrator(s) of a school(s) where a crisis or tragedy occurs shall, as soon as possible, contact the department of special services and develop a plan of action in consultation with the school psychologist and/or social worker. The board directs the superintendent to identify a community health agency able to provide the necessary assistance and to establish a continuing cooperative relationship with them in this effort.

The superintendent shall develop appropriate administrative regulations and procedures for the implementation of the program and ensure their dissemination to staff, pupils and parents/guardians.

Suicide

The Montclair Board of Education recognizes that the rate of self-destructive behavior is increasing among children and adolescents in this country. Pupils who experience depression are unable to benefit fully from the educational program of the school. Moreover, a pupil who attempts suicide poses a danger both to self and possibly to others.

Therefore, the board of education directs that all school personnel should understand the developmental stages of adolescence and the causes of suicide, be alert to the warning signs of childhood and adolescent suicide, and learn how to help in a suicidal crisis and the procedures to follow in the event of an actual attempt or completion. Such signs and behavior shall be taken
seriously and reported to the school principal, who will then contact guidance, student assistance counselor or child study team who shall assist in determining what further action is required. Other school staff may be used to intervene or assist with such situations. If emergency intervention is required, the pupil shall be taken to the appropriate medical facility.

In incidents of such potential self-destructive behavior, the pupil’s parent(s) or guardian shall be notified immediately and their cooperation shall be sought for immediate intervention. If the parent or guardian is unwilling to cooperate, the school principal or designated personnel shall contact appropriate agencies to request intervention on the pupil’s behalf.

The board directs the superintendent of schools to develop procedures to implement this policy.

**SUICIDE PREVENTION**

**Any suggestion, demonstration, or communication** of an intention to harm oneself or commit suicide must be taken seriously.

**All School personnel:**

Such behavior shall be reported immediately to one of the following staff members: School Principal, Administrator, School Psychologist, Guidance, Nurse and a Student Assistance Counselor (SAC), who will act as a crisis intervention team.

**The Crisis Team:**

In most cases the **school psychologist will** take the lead on the crisis team, (members stated above) and collaboratively the team will determine if one or more team members will be needed to meet with student, reach out to relative agencies, or assist with gathering information.

Student confidentiality does not hold when the student threatens himself/herself (or others). If the crisis intervention team deems the student to be seriously in need of professional intervention, and the parents refuse to cooperate, appropriate agencies shall be contacted by the building administrator or designee to intervene on the student’s behalf.

The crisis team designee will assess the student and develop a summary of his/her findings. The designee will then contact the parents and/or guardian and report to an administrator. The team will re-convene (if needed) to determine a course of action. In some cases if the student has a therapeutic relationship with a certified counselor the student maybe referred back to that counselor/therapist/psychologist/Psychiatrist and or agency or emergency room for immediate examination and treatment. **Prior to returning to school the student will need written documentation “medical clearance” showing eligibility to return to school with a treatment plan and follow-up course of action.**

The crisis team will determine who in the building (CST, SAC or designee etc) will follow up with the student and the family to ensure a healthy transition and support for treatment alternatives with specific time frames for a review of this adjustment. The situation will be re-evaluated by this team and documented.

The Principal shall inform the Superintendent of the situation and the crisis intervention teams’ plan for monitoring the student’s behavior.

The CST supervisor or his/her designee (David Steinke has agreed to take this role at MHS) will keep a record (spread sheet) of attempts and the follow up in school support contacts for each case here in the high school.
**How Do You Remember the Warning Signs of Suicide***?

Here’s an Easy-to-Recall Mnemonic:

**IS PATH WARM?**

A person at risk for suicidal behavior most often will exhibit warning signs such as:

1. **I**deation Expressed or communicated ideation:
   - Threatening to hurt or kill him/herself, or talking of wanting to hurt or kill him/herself; and/or,
   - Looking for ways to kill him/herself by seeking access to firearms, or other means; and/or,
   - Talking or writing about death, dying or suicide when these actions are out of the ordinary

2. **S**ubstance Abuse: Increased substance (alcohol or drug) use

3. **P**urposelessness: No reason for living: no sense of purpose in life

4. **A**nxiety: agitation, unable to sleep or sleeping all the time

5. **T**rapped: Feeling trapped - like there’s no way out

6. **H**opelessness: hopelessness

7. **W**ithdrawal: Withdrawing from friends, family and society

8. **A**nger: Rage, uncontrolled anger, seeking revenge

9. **R**ecklessness: Acting reckless or engaging in risky activities, seemingly without thinking

10. **M**ood Change: Dramatic mood changes

**PUPIL GRIEVANCE PROCEDURE P-5145.6**

The board of education believes that pupils should have the right to present suggestions and grievances about the school district. In addition such procedures would provide ways for pupils to become involved in the decision-making process involving high school policy or procedure. Accordingly, the superintendent is directed to promulgate the guidelines for pupils to make suggestions and grievances regarding actions, policies and procedures, and civil rights in the schools.

Each school shall establish procedures for the consideration of pupil problems and for the processing of their complaints and appeals. These procedures should be developed through the cooperative efforts of pupils, faculty and administrators. The chief school administrator or designee shall establish and maintain procedures for appeals beyond the decision of the principal. Details of those procedures should be made known to pupils and staff, and pupils who wish to use them should be assured of access to the appropriate personnel within a reasonable period of time.

**State of NJ Policies**

**Career Counseling: State policy**

6A:8-3.2 Career education and counseling
(a) The Department of Education shall conduct a two-year pilot project and evaluation of Personalized Student Learning Plans beginning in the 2009-2010 school year. The Department intends that district boards of education shall develop and implement a Personalized Student Learning Plan, for each secondary school student in grades six through 12, according to a schedule developed by the Department of Education.

(b) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation.

1. District boards of education shall implement a developmental, comprehensive career guidance and academic counseling program, linked to the Core Curriculum Content Standards, which:
   i. Is infused throughout the K-12 curriculum as appropriate for all students; 14
   ii. Is supported by professional development programs; and
   iii. Takes into consideration the National Career Development Guidelines and the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development:
      (1) Academic development;
      (2) Career development; and
      (3) Personal/social development.

2. District boards of education shall provide developmental career guidance and academic counseling, linked to the Core Curriculum Content Standards, designed to:
   i. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
   ii. Support students’ academic attainment, career development, and personal/social development;
   iii. Develop students’ understanding of the relationships among academic attainment, career development, and personal/social development; and
   iv. Encourage students to create and maintain portfolios consisting of student accomplishments including academic and career-oriented work samples that reflect achievement of the Core Curriculum Content Standards.

3. District boards of education shall ensure that, for students with disabilities beginning at age 14, or younger if determined appropriate by the IEP team, career guidance and academic counseling are coordinated with transition services provided in accordance with N.J.A.C. 6A:14-3.7.

(c) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement curriculum and instructional methods which:

1. Include the integration of technological literacy, consistent with the Core Curriculum Content Standards;

2. Provide all students with an understanding of the career applications of knowledge and skills learned in the classroom; and

3. Provide all students with opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.

(d) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement for all students a system of career development activities which:
1. Offers all students the opportunity to more fully explore career interests within one or more of the Career Clusters identified in the Vocational-Technical Education Programs and Standards rules at N.J.A.C. 6A:19, that are linked to the Core Curriculum Content Standards and measured by the Statewide assessment system according to N.J.A.C. 6A:8-4;
2. Allows district boards of education to select the appropriate format for offering career-development activities based on district resources, community needs, and student interest;
3. Allows district boards of education to select the delivery format that may include:
   i. An integrated curriculum, based on the Core Curriculum Content Standards, that provides students the opportunity to acquire information about their career interests and/or take advanced courses linked to their career interests; or
   ii. Specialized programs that reflect the needs of students and the community; and
4. Instills the concept of the need for continuous learning throughout one’s life.

(e) District boards of education shall offer all high school students opportunities to more actively explore career interests by participating in structured learning experiences linked to the Core Curriculum Content Standards.

1. District boards of education shall design structured learning experiences as rigorous activities that are integrated into the curriculum. As used in this paragraph, “rigorous activities” means that the student activities have identifiable educational goals which support the Core Curriculum Content Standards, and in particular the career education and consumer, family and life skills standards and the technological literacy standards. Structured learning experiences should give students opportunities to demonstrate and apply a high level of academic attainment and to develop career and personal/social goals.

2. Interested students may voluntarily select structured learning experiences that are:
   i. Co-curricular or extra-curricular activities; or
   ii. External experiences taking place at a work site or in the community in accordance with N.J.A.C. 6A:19-6.4.

3. District boards of education shall ensure that students participating in school-sponsored, paid or unpaid external structured learning experiences:
   i. Are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules at N.J.A.C. 6A:9-13.19 through 13.22;
   ii. Are conducted at sites registered with the Department of Education via the Worksite Registration System; and
   iii. Conform to Federal and State law.

4. The Commissioner shall establish a process to recognize the contributions of students who engage in a structured learning experience that involves volunteer and/or community service activities.

IMPLEMENTATION OF GRADUATION REQUIREMENTS

6A:8-5.1 Graduation requirements
   (a) District boards of education shall develop, adopt, and implement local graduation requirements, for a State-endorsed diploma, that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century according to N.J.A.C. 6A:8-3.1(c)2 and that include the following:
   1. Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the Core Curriculum Content Standards, including, but not limited to, the following credits:
      i. At least 20 credits in language arts literacy, aligned to grade nine through 12 standards, effective with the 2009-2010 grade nine class;
      ii. At least 15 credits in mathematics, including algebra I or the content equivalent (“content equivalent” is defined at N.J.A.C. 6A:8-1.3) effective
with the 2008-2009 grade nine class, including geometry or the content equivalent effective with the 2010-2011 grade nine class, and including a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers effective with the 2012-2013 grade nine class;

iii. At least 15 credits in science, including at least five credits in laboratory biology/life science or the content equivalent effective with the 2008-2009 grade nine class, including one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics effective with 2010-2011 grade nine class, and including one additional laboratory/inquiry-based science course effective with 2012-2013 grade nine class;

iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class;

vi. At least 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;

vii. At least five credits in visual and performing arts;

viii. At least five credits in world languages or student demonstration of proficiency as set forth in (a)2ii(2) below;

ix. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum; and 23
x. At least five credits in 21st century life and careers, or career-technical education;

2. The 120-credit requirement set forth in (a)1 above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

i. District boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.

(1) Individualized student learning opportunities in all Core Curriculum Content Standards areas include, but are not limited to the following:

(A) Independent study;
(B) Online learning;
(C) Work-based programs, internships, apprenticeships;
(D) Study abroad programs;
(E) Student exchange programs;
(F) Service learning experiences; and
(G) Structured learning experiences

(2) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:

(A) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans as they are phased in according to the schedule of implementation set forth at N.J.A.C. 6A:8-3.2(a)1;
(B) Include demonstration of student competency;
(C) Be certified for completion based on the district process adopted according to (a)2ii below; and
(D) Be on file in the school district and subject to review by the Commissioner or his/her designee.

(3) Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be permitted under this section and shall be approved in the same manner as other approved courses.

ii. District boards of education shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level, including those occurring by means of the individualized student learning opportunities enumerated above at N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student’s high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable statewide assessments at grades three through 12.

(A) The Standards-based Measurement of Proficiency (STAMP) online assessment;
(B) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
(C) Department-approved locally designed competency-based assessments;
iii. District boards of education shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, the College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.

1. District boards of education shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

3. Local student attendance requirements;

4. Any other requirements established by the district board of education;

5. Any statutorily mandated requirements for earning a high school diploma; and

6. The requirement that all students demonstrate proficiency in all sections of the HSPA, Competency Assessments, or Alternative High School Assessment process applicable to the class graduating in the year they meet all other graduation requirements, based on a schedule prescribed by the Commissioner in accordance with N.J.A.C. 6A:8-4.1(b) through (d).

7. Those students graduating from an adult high school shall demonstrate proficiency in all sections of the HSPA, applicable Competency Assessments, or designated Alternative High School Assessment process for any subjects not yet passed on a previously approved Statewide assessment required for graduation.

(b) District boards of education shall, in the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a) and (a)1, actively encourage all students who have otherwise met the requirements for high school graduation according to (a)1 through 3 above, to include in their programs of study the following additional credits:

1. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

2. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; 25
3. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and
4. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.

(c) District boards of education, through the IEP process and pursuant to N.J.A.C. 6A:14-4.12, Graduation, may, for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3, specify alternate requirements for a State-endorsed diploma.

1. District boards of education shall specifically address any alternate requirements for graduation in a student’s IEP, in accordance with N.J.A.C. 6A:14-4.12.
2. District boards of education shall develop and implement procedures for assessing whether a student has met any alternate requirements for graduation individually determined in an IEP.

(d) District boards of education shall provide their graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) to the Executive County Superintendent and update this filed copy each time their graduation policies are revised.

(e) District boards of education shall provide, in accordance with N.J.S.A. 18A:7C-5, each student entering high school and his or her parents or legal guardians with a copy of the district board of education’s requirements for a State-endorsed diploma, and those programs available to assist students in attaining a State-endorsed diploma.

(f) District boards of education shall provide students who have not demonstrated proficiency on one or more sections of the HSPA following the 11th grade, or applicable Competency Assessments, with the opportunity to demonstrate such competence through both repeated administrations of the HSPA and the AHSA process.

1. District boards of education shall submit the results of the AHSA process to the appropriate county superintendent of schools by March 31 of each year, or as otherwise determined by the Commissioner of Education, for approval for graduation in June of the same year. Such results shall include information, as prescribed by the Commissioner, pertaining to students successfully completing the AHSA process, and to those who fail to complete the AHSA process successfully.
2. County superintendents, as the Commissioner’s designees, shall review the results of each student’s AHSA and recommend to the Commissioner either approval or disapproval for graduation.
3. All ELLs shall satisfy the requirements for high school graduation according to (a)1 through 3 above, except that any ELLs may demonstrate that they have attained State minimum levels of proficiency through:
   i. Passage of the AHSA process in their native language, when available, and passage of an English fluency assessment approved by the Department of Education; or
   ii. Passage of the AHSA process in English with appropriate accommodations. 
4. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act and who participate in the AHSA process are not required to participate in repeated administrations of the HSPA.
18A:36-19. Pupil records; creation, maintenance and retention, security and access; regulations; nonliability

The State Board of Education shall provide by regulation for the creation, maintenance and retention of pupil records and for the security thereof and access thereto, to provide general protection for the right of the pupil to be supplied with necessary information about herself or himself, the right of the parent or guardian and the adult pupil to be supplied with full information about the pupil, except as may be inconsistent with reasonable protection of the persons involved, the right of both pupil and parent or guardian to reasonable privacy as against other persons and the opportunity for the public schools to have the data necessary to provide a thorough and efficient educational system for all pupils.

No liability shall attach to any member, officer or employee of any board of education for the furnishing of any pupil records consistent with this act and the regulations adopted hereunder.

18A:36-19.1. Military recruitment in public schools

Local school districts in New Jersey are directed to establish policies which would provide military recruiters the same access to school facilities and student information directories that is provided to educational and occupational recruiters pursuant to regulations adopted by the State Board of Education pursuant to the "Administrative Procedure Act," P.L. 1968, c. 410 (C. 52:14B-1 et seq.). These regulations shall be adopted within 180 days of the effective date of this act. The policies should be consistent with State and federal right to privacy laws.

6A:8-3.3 Enrollment in college courses

(a) District boards of education, pursuant to N.J.S.A. 18A:61C-1, shall make reasonable efforts to increase the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools. These credits shall be accepted at all public New Jersey higher education institutions pursuant to N.J.S.A. 18A:61C-8.

(b) District boards of education shall determine the eligibility of students to participate in college courses. 16
(c) District boards of education and partner colleges shall ensure that college courses offered to high school students are:
   1. Equivalent college courses to those offered to regularly admitted college students; and
   2. College courses accepted toward both college degree and high school graduation requirements.

(d) District boards of education and partner colleges shall ensure that college courses for high school students are taught by college faculty with academic rank. Adjunct faculty and members of the district staff who have a minimum of a master’s degree may also be included.

Montclair High School Policy

GUIDANCE HOME ROOM

Guidance Homerooms will be held on an as needed basis. These homerooms for the purpose of sharing guidance information will be 17 minutes in length. Although some information may be shared via the PA System, Guidance Counselors may visit each homeroom class. Teacher responsibilities should be the same as in the Home Room Procedures.

HOME INSTRUCTION PROCEDURES

I. PURPOSE

These procedures guide the delivery of home or out-of-school instruction.

II. PROCEDURE

   MEDICAL REQUESTS

   Parent/guardian submits to the school nurse a physician’s written request for home instruction services, which provides a medical diagnosis, a recommendation for home instruction, and a specified period of time.
   The school nurse submits the request to the school doctor for review.
   Once approval is granted, the school nurse informs the home instruction secretary and guidance counselor. Note: If request is not approved, the school nurse notifies the parent/guardian.
   Upon notification, the guidance counselor must immediately complete and submit the “SUBJECT(s) REQUESTED FOR HOME INSTRUCTION” form to the home instruction secretary. Note: Case Managers must immediately complete and submit “CHILD STUDY TEAM RECOMMENDATION FOR HOME INSTRUCTION” for special education students.

   PUPILS ATTENDING MEDICAL/REHABILITATION FACILITY

   The medical/rehabilitation facility, or its provider of instructional services, submits a written request for home instruction to the school nurse. The request must include a diagnosis and duration of home instruction.
The school nurse then implements steps 2, 3 and 4 detailed in A.

- The school nurse submits the request to the school doctor for review.
- Once approval is granted, the school nurse informs the home instruction secretary and guidance counselor. Note: If request is not approved, the school nurse notifies the parent/guardian.
- Upon notification, the guidance counselor must immediately complete and submit the “SUBJECT(s) REQUESTED FOR HOME INSTRUCTION” form to the home instruction secretary. Note: Case Managers must immediately complete and submit “CHILD STUDY TEAM RECOMMENDATION FOR HOME INSTRUCTION” for special education students.

The guidance counselor then implements step 4 detailed in A.

- Upon notification, the guidance counselor must immediately complete and submit the “SUBJECT(s) REQUESTED FOR HOME INSTRUCTION” form to the home instruction secretary. Note: Case Managers must immediately complete and submit “CHILD STUDY TEAM RECOMMENDATION FOR HOME INSTRUCTION” for special education students.

**ADMINISTRATIVE**

Relevant steps detailed within this procedure are carried out:

**Step 4 in A:**

- Upon notification, the guidance counselor must immediately complete and submit the “SUBJECT(s) REQUESTED FOR HOME INSTRUCTION” form to the home instruction secretary. Note: Case Managers must immediately complete and submit “CHILD STUDY TEAM RECOMMENDATION FOR HOME INSTRUCTION” for special education students.

**Steps 1 and 2 in D:**

- The Home Instruction secretary will secure teachers utilizing those identified and/or submit a request to the county office.
- The Home Instruction shall begin within five school days after receipt of the school physician’s certification is received.

**Steps 1 and 2 in E:**

- Short Term (1-29 Days)
- Long Term (30+ Days)

**Steps 1-3 in F:**

- For students with disabilities, the home instruction shall be consistent with the students Individualized Education Plan (IEP) to the extent appropriate.
- The duration will remain consistent with Short Term and Long Term with the case manager assuming the guidance counselor responsibilities.
- When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP Team shall convene a meeting to review, if appropriate, revise the student’s IEP.

**Steps 1 and 2 in G:**

- The guidance counselor (Case Manager for classified students) Schedules a re-entry meeting with the pupil, parent/guardian and appropriate school personnel (administrator, nurse, school psychologist, S.A.C., I.E.P. Team)
Notifies teachers of date pupil will return to class

- Immediately following the termination, Home Instruction teachers providing Long Term Home Instruction should submit grades to the guidance counselor.

**SECURING TEACHERS**

The home instruction secretary will secure teachers via the following:

- Classroom teacher
- Department Chairperson
- Home Instruction Teacher List
- County List

Note: The teacher providing instruction shall be appropriately certified.

The home instruction shall begin within five school days after receipt of the school physician’s certification is received.

The home instruction secretary will monitor the duration initially requested and inform the nurse seven days before expiration. Once notified, the nurse will contact the requesting physician.

**INSTRUCTION FOR GENERAL EDUCATION PUPILS**

**Short Term (1-29 Days)**

The guidance counselor:

- Notifies the pupil’s teachers of the approved Home Instruction period.
- Arranges for pupil’s assignments (including quizzes and tests) and texts to be collected from the pupil’s teacher(s)
- Provides the parent/guardian with the necessary books and other educational materials and assignments required to implement home instruction.
- Collects the completed and graded material to be submitted to the subject teacher.
- As appropriate, makes arrangements for mandated testing to occur.
- At the change in marking periods or semesters, notifies the classroom teachers who would receive the students in the new marking period or semester so the classroom teacher can include the pupil in their records, prepare to receive the student at the conclusion of home instruction, and provide books/supplies needed by the student. (If the student remains on home instruction during the change of the marking period/semester, the guidance counselor carries out the duties detailed above)
- Remains in contact with the pupils’ parent/guardian to facilitate student progress and re-entry to school.

**Long Term (30+ Days)**

The guidance counselor:

- Notifies the pupil’s teachers of the approved Home Instruction period.
- Pupil to receive a general outline of assignments (course syllabi) to complete as provided by the subject teacher. The subject teacher will not be responsible for grading of the completed assignments.
- Schedules a meeting to develop with the parent/guardian and appropriate school personnel (administrator, nurse, school psychologist, SAC) for the development of an Individualized Program Plan (IPP) within 30 calendar days of verification.
As appropriate, the guidance counselor implements steps v thru vii as detailed in D
Note: IPP is a written plan developed for a general education student who has been assigned
home instruction, an alternative education program or who is being provided other educational
services. The IPP sets forth the student’s present level of performance, measurable goals and
short-term objectives or benchmarks that encompass behavioral and social competency as well as
curriculum, and individually designed instructional activities to achieve the goals and objectives.

INSTRUCTION FOR SPECIAL EDUCATION STUDENTS

For students with disabilities, the home instruction shall be consistent with the students
Individualized Education Plan (IEP) to the extent appropriate.
The duration will remain consistent with Short Term and Long Term with the case manager
assuming the guidance counselor responsibilities.
When the provision of home instruction will exceed 30 consecutive school days in a school year,
the IEP Team shall convene a meeting to review, if appropriate, revise the student’s IEP.

PUPILS RETURN TO SCHOOL

The guidance counselor (Case Manager for classified students)
schedules a re-entry meeting with the pupil, parent/guardian and appropriate school personnel
(administrator, nurse, school psychologist, S.A.C., I.E.P. Team)
Notifies teachers of date pupil will return to class
Immediately following the termination, Home Instruction teachers providing Long Term Home
Instruction should submit grades to the guidance counselor.

References:
N.J.A.C. 6A:16-1.3 Definitions
N.J.A.C. 6A:16-10.1 Home or out-of-school instruction due to a
temporary or chronic health condition
N.J.A.C 6A:16-10.2 Home instruction or out-of-school instruction for a
general education student for reasons other than a temporary or chronic
health condition

Montclair Public School Policy
P-6173 Home Instruction

Each instance of home instruction must be approved by board action, and all requirements for
receipt of state aid must be fulfilled. The chief school administrator shall select the instructors
and oversee coordination between the home instructor and the regular classroom teacher in
determining the pupil’s instructional program.
A parent/guardian or appropriate adult authority must be within call during the period of home
instruction. A pupil receiving home instruction is not considered absent.

CHILD STUDY TEAM REFERRALS

CST referrals are a serious matter. Given the myriad demands on the MHS Child Study Team
staff our goal is to address the needs of those general education students who are likely to be in
need of formal special education and CST services. Thus, you probably would not refer a
student to the Child Study Team on the basis of one incident, and, as in all cases of students
exhibiting difficulties, the parent or guardian should be your first point of contact. Should collaboration with the parent not resolve the problem, your next point of contact should be the student’s guidance counselor with whom you could explore the full range of general education interventions prior to referring the student to the CST. This process is now mandated by code, and might include expanded parent-teacher-guidance counselor discussions, a referral to the school’s Intervention and Referral Service (I&RS) team, or a referral to the school’s Section 504 committee for possible instructional modifications that do not require actual services from a special education teacher. Accordingly, a written referral to the Child Study Team, created by the guidance counselor, should only be considered after there is a paper trail documenting the range of general education interventions that were attempted and the reasons they were not successful. This written referral must be further signed off by the appropriate grade level administrator, and only then can it be forwarded to the Department of Pupil Services to be logged into their computerized tracking system.

Once a written referral is made to the multi-disciplinary CST, a meeting, called an Evaluation Planning Conference, is scheduled to which at least one of the student’s general education teachers is invited. The purpose of this meeting is to discuss and review the reasons for referral, and to make a decision to proceed with formal testing, or reject the request for testing and refer the student back to general education for further interventions. Also, please keep in mind that written parental approval is required prior to any member of the CST testing the student, and there are instances when a parent may decline the suggestion of testing, should that be the recommendation of the committee.

The Montclair High School Child Study Team consists of School Psychologists, School Social Workers, and Learning Disability Teacher Consultants; each discipline plays a role in the initial classification of students referred for testing. Once the CST evaluation is completed, the parent, guidance counselor, relevant general education and special education teachers, and other support personnel are invited to an Initial Eligibility meeting, to discuss the findings of the evaluations and to make a series of decisions, (a) whether the student is eligible for special education services under one or more the federally approved categories of disability, and, if so, (b) what special education and related services (e.g., in-class support classes for specific subjects, resource/replacement classes, full-time special education classes, or an out-of-district school) are required to address the areas of disability determined by the evaluations. If a special educational program is recommended, it will be specifically outlined in a lengthy document called an IEP (Individualized Educational Program). Again, written parental consent will be required before any plan is implemented. The IEP will also include a list of modifications and accommodations that must be implemented throughout the course of the student’s complete schedule, regardless of whether the class is a special education or general education class. Thus if the student is in a general education section with or without in-class support, that general education teacher is legally responsible for implementing IEP modifications and accommodations.

If a parent signs consent for the IEP, one of the CST members will be assigned as his/her “Case Manager” whose job is to monitor the delivery of the IEP, schedule meetings to discuss any changes in that IEP, and to conduct an Annual Review Conference in the spring semester to discuss and develop an IEP for the upcoming school year.

**SCHEDULE CHANGE PROCEDURES**
Schedule changes should be made within the first two weeks of classes. Requests for changes after this time may not be honored. Any request for a class change must follow the following steps:

1. A student must first obtain a Schedule Change Request form from his or her Team Office, which must be signed by the parent and returned to the guidance secretary.

2. The student brings the form to the Team Office and drops it off in the designated schedule change request box. (The student does not wait or demand to see a counselor at this point).

3. When the request is approved or denied by the department supervisor, the guidance counselor will contact the student.

4. If the change is approved, the student must take the Add/Drop form to the class he or she is adding and obtain the teacher’s signature and also obtain the teacher’s signature of the class he or she is dropping and then return the form to his/her counselor.

WITHDRAWAL FROM COURSES

1. The withdrawal of a full year course must be done by the end of the first semester (January 25, 2010) in order for there to be no grade of record. In addition, no credit will be given and it will not be calculated in the G.P.A.

2. If the withdrawal is done during the third marking period a grade of “W” (withdrawn passing) or “WF” (withdrawn failing) will be recorded on the transcript to reflect the student’s status at the time of withdrawal. No credit will be given, a “WP” will not be calculated in the G.P.A., but a “WF” will be.

3. No student may withdraw from a course after the fourth marking period begins. If a student stops attending a class during this time frame and is passing the course, a grade of “WA” (withdrawn for attendance reasons) will appear on the transcript but will not be calculated in the G.P.A. If the student is failing, a grade of “F” will be recorded and calculated in the G.P.A.

Any student intending to withdraw from a half-year course must do so according to the following guidelines:

1. The withdrawal must be done by the end of the first marking period in order for there to be no grade of record. In addition, no credit will be given and it will not be calculated in the G.P.A.

2. If the withdrawal is done during the first half of the 2nd marking period a grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) will be recorded on the transcript to reflect the student’s status at the time of withdrawal. No credit will be given, a “WP” will not be calculated in the G.P.A., but a “WF” will be.

3. No student may withdraw from a half-year course after the mid point of the 2nd marking period for a fall course or the mid point of the 4th marking period for a spring course. If a student stops attending a class during this time frame and is passing the course, a grade of “WA” (withdrawn for attendance reasons) will appear on the
transcript but will not be calculated in the G.P.A. If the student is failing, a grade of “F” will be recorded and calculated in the G.P.A.

**COURSE LEVEL CHANGES**

Students who transfer into a course of a different level, either from within the school or from another school, where there are grades of record, the transfer grades will be weighted 50% of their actual weight when computing a final grade. If a student, for instance, transfers into a course at the end of the second quarter and has two marking period grades, these combined grades will count 10% of the final grade rather than 20%.

**Full-Year Courses**

A student intending to change levels within the same course, e.g., Honors to Regular Level or Honors to High Honors, may do so only within the first two full weeks of school at the end of Marking Period 1, or the end of Marking Period 2 pending department supervisor notification and space availability.

**Half-Year Courses**

A student intending to change levels within a course may do so within the first two full weeks of each semester, at the mid-point of the 1st and 3rd Marking Periods, or at the end of the 1st and 3rd Marking Periods, pending department supervisor notification and space availability.

**AUDITING**

Students may schedule a class in which they will earn no credit; they may audit this class. An audit carries with it the responsibility to attend all classes, take all tests and quizzes and to complete all required course work. This option is contingent upon teacher and department supervisor approval, class size, availability of equipment, review/approval of the director of guidance and completion of the Class Audit Contract. Students are limited to auditing one full year course (not required for graduation) during their stay at Montclair High School. Please note that students must declare their request to audit the class before the close of the first quarter. Requests after the first quarter may not be honored.

Students may only audit a class if they:

- Are failing the class and wish to audit in order to schedule the same class for the next school year.
- Have received a final grade of D and wish to audit the class in the following year in order to schedule an upper level course in that curriculum.
- Wish to experience an upper level course.
- Are approved for Senior Option Program.

All requests to audit must be in writing and need to follow the steps as cited above. Each request will be evaluated on a case-by-case basis. Requests for a waiver of this policy will be reviewed on an individual basis.

Implications of the Audit Option:
Under no circumstances can academic credit be given an auditor, nor can an audited course be converted into a credited course. Students may be dropped from the course at the discretion of the teacher if the terms of the contract are not adhered to completely.

The effective date of the contract will impact upon whether the student will receive a grade for the quarter, semester, or year. **Students should not expect to receive permission to audit after two weeks prior to the end of a grading period.** Any senior who has applied to college, and for whom a transcript has been sent, should expect the guidance counselor to notify the college of any changes in the student’s senior year course of study.

**SCHEDULE CHANGE PROCEDURES**

Schedule changes should be made within the first two weeks of classes. Requests for changes after this time may not be honored. Any request for a class change must follow the following steps:

5. A student must first obtain a Schedule Change Request form from his or her Team Office, which must be signed by the parent and returned to the Team Office guidance Secretary.

6. The student does not wait or demand to see a counselor at this point.

7. When the request is approved or denied by the department supervisor, the guidance counselor will contact the student.

8. Department Supervisor signatures are needed after for all changes made after the first two weeks of school.

9. If the change is approved, the student must take the Add/Drop form to the class he or she is adding and obtain the teacher’s signature and also obtain the teacher’s signature of the class he or she is dropping and then return the form to his/her Guidance Counselor.

**COURSE LEVEL CHANGES**

Students who transfer into a course of a different level, either from within the school or from another school, where there are grades of record, the transfer grades will be weighted 50% of their actual weight when computing a final grade. If a student, for instance, transfers into a course at the end of the second quarter and has two marking period grades, these combined grades will count 10% of the final grade rather than 20%.

**Full-Year Courses**

A student intending to change levels within the same course, e.g., Honors to Regular Level or Honors to High Honors, may do so only within the first two full weeks of school, at the end of Marking Period 1, or the end of Marking Period 2, pending department supervisor notification and space availability.

**Half-Year Courses**
A student intending to change levels within a course may do so within the first two full weeks of each semester (September 14-25, 2009 and February 1-12, 2010), at the mid-point of the 1st and 3rd Marking Periods (October 9, 2010 or March 9, 2010), or at the end of the 1st and 3rd Marking Periods (November 13, 2010 and April 7, 2011), pending department supervisor notification and space availability.

**GRADING**

All students should be reminded that courses must be completed if a passing grade is to be given. Grades should be a reflection of a student’s personal efforts in the areas of classroom participation, homework completion and performance on tests, quizzes and exams. **One quarter (25%) of a student’s marking period grade comes from class work/participation.** The grade is representative of the knowledge a student has acquired of the subject matter.

All students are held accountable for adhering to the high standards and expectations for honesty and integrity in their work. Cheating, lying, stealing, plagiarizing, or engaging in any behavior that is in violation of the acceptable norms of appropriate character will not be tolerated. Teachers should make parents aware of any problem. The individual efforts of students will be recognized and applauded. Each student should be encouraged to support this code of behavior for the school and the general society.

All test grades will be recorded by the teacher and shared with the student during a reasonable time frame. **Any dispute over a grade must be first addressed with the teacher.** If the issue is not resolved, the student may appeal to the department supervisor. If the issue is still not resolved, the department supervisor can petition the principal to render a decision. The decision of the principal will be final and the results of the decision will be shared with all parties involved. Teachers will be issued an end of the year verification report to verify grades of marking periods 1-4, mid and final exam grades as well as the final grade for all courses.

Any dispute or question regarding a grade for a course must be resolved before the end of the next marking period. If the dispute is with a final grade for a yearlong course, the dispute must be resolved during the first month of the next school year.

Past practice did support that 3 “F’s” equal an automatic failure **only if the numerical averages are such that a student has no chance of achieving a high enough average for the last quarter and final exam to receive a passing final grade. Students are not removed from class unless they prove to be disruptive to the learning environment.**

**Department Test Days by Department (other than final exams)**
Because of the heavy pressure placed on students having to take four major tests on one day, the following days are designated as test days for specific departments:

- Art: Tuesday
- Business Education: Tuesday, Thursday
- English: Monday, Wednesday
- Foreign Language: Monday, Thursday
<table>
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<th>Subject</th>
<th>Days</th>
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<tbody>
<tr>
<td>Home Economics</td>
<td>Monday, Thursday</td>
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<tr>
<td>Industrial Arts</td>
<td>Wednesday, Thursday</td>
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<tr>
<td>Mathematics</td>
<td>Wednesday, Friday</td>
</tr>
<tr>
<td>Music</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Monday, Friday</td>
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<tr>
<td>Science</td>
<td>Tuesday, Friday</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Tuesday, Thursday</td>
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</tbody>
</table>

Although tests are given primarily to determine how well students have retained what has been taught in the class, they are also very good teaching tools if used appropriately. **Immediate feedback** to students on how well they did on a test or project is vital. Sometimes the significance of a test score is diminished when too much time passes between the administering of a test and the return and discussion of test grades. **Teachers should make every effort to return test papers or projects to students in a reasonable time frame and never more than two weeks after administering a test.**

**Mid-Term/Final Exams**
The mid-term and final exams are as important for the teachers as they are for the students.

Students should be granted make-up privileges for mid-term and final exams under any of the following conditions:

1. Doctors excuse of illness.
2. Death in the family
3. A serious incident that in the judgment of the administration could not have been foreseen.
4. Suspensions.

**ALL** rescheduled exams **must** be made up **within two weeks** from the day the student returns to school.

Students must take mid-term and final exams on the day they are scheduled. Any exceptions must receive prior approval.

No students, other than those approved for the 12th Grade Career Internship Program are exempt from mid-term or final exams.

**All textbooks must be returned to the teacher on the day of exams.** If the textbook has been lost, then the student must reimburse the department for loss of book. Please collect books and **do not** send fine cards to the Team Offices on the **last two days** of school!

**Report Cards**
Data for report cards and progress reports are all entered directly by the teachers into our computer software, StarBase.

Report cards are issued four times a year and are mailed directly to the students’ homes. Your cooperation in submitting grades on time is imperative to the success of this procedure.
**Interim Reports**

Not all interim reports are negative. Teachers are encouraged to send the positive interim reports home for those students who have demonstrated special effort or achievement. Negative interim reports are mailed home in the middle of each marking period or when necessary to inform students and their parents of unsatisfactory progress or failing grades. They are intended to give the student enough time to improve his/her grades before the close of the marking period. The interim time between warming notices and conclusion of the marking period must also be monitored and parents should be notified of any changes from positive to negative progress or vice versa.

**Incomplete as a Grade**

If a student’s work has not been completed by the close of a quarterly report period because of an illness or prolonged excused absence, his/her work may be temporarily evaluated as incomplete.

Noting that the student may have received an Incomplete Grade in several classes both teacher and student should agree upon the terms for completing the work. The incomplete grade will not be carried beyond the Interim Reporting date for the Marking Period, i.e., MP1 October 9, 2009, MP2 December 16, 2009, MP 3 March 9, 2010, MP4 May 7, 2010. If the incomplete work has not been completed by the listed dates the Incomplete Grade will become an F.

A grade of incomplete will not be given as a final grade in June, except where necessary because of illness or other legitimate reasons for the student’s prolonged absence.

Exceptions to this policy will only occur with the permission of the teacher, department supervisor, CST Case Manager (if the student is classified) guidance counselor and administrator.

**Honor Roll**

Academic achievement is of critical importance for all students. All students should be encouraged to aim to reach higher goals and to realize that it is the expectation of the faculty and administration that all students excel.

Achieving Honor Roll status is a special achievement that recognizes individual effort, discipline and accomplishment.

1. The honor roll is prepared at the end of each marking cycle; it is not cumulative
2. It is based on letter grades
3. All subjects are included
4. Students must carry at least four (4) major courses to be eligible

**High Honors** - All A’s and not more than one B
**Honors** - All A’s and B’s and not more than one C.

**ACADEMIC ELIGIBILITY FOR ATHLETIC AND EXTRA CIRRICULAR PARTICIPATION**
Montclair High School
Instructions for ALL Athletic Participation
All participants must use MHS forms

The following forms must be submitted to school nurse two (2) weeks prior to the first practice session.

a. **Health History Questionnaire (parent part)**
   1. Completed and signed by parent/care giver for each sport played.

b. **Pre-participation Physical Examination (doctor part)**
   2. Completed and submitted or on file in Health Office
   3. This physical examination must have been dated by doctor within 365 days of first practice session of each sport.

c. **NJSIAA Steroid Testing Policy (parent/athlete part)**
   4. Form must be signed by parent and athlete and submitted along with the Health History and Physical Examination forms.

d. **Code of Conduct (athlete/parent)** must be signed and returned with Athletic Participation Forms.

Forms available @ [www.montclair.k12.nj.us](http://www.montclair.k12.nj.us) (forms). All forms may be faxed to health office (973) 509-6955, or mailed to health office at 100 Chestnut Street, Montclair, NJ 07042.

**Questions?**

Call Health Office: 9th grade 973-509-4137
10-12th grade 973-509-4096

Athletic Office: 973- 509-4102

All forms are available @ [www.montclair.k12.nj.us](http://www.montclair.k12.nj.us) (forms)

**Academic Eligibility for Athletic and Extra Curricular Participation**

Student participation in sports activities is intertwined with student performance. You cannot become a successful athlete without first becoming a successful student.

**Freshman Eligibility**
For freshman to be eligible for the second semester they must be passing 13.75 credits and have a 2.0 GPA for the first semester.

**Sophomore, Junior and Senior Eligibility**
For students in grades 10, 11, and 12 to be eligible for the first semester, they must have earned 27.5 credits and a 2.0 GPA from the previous school year. Students who have attained 27.5 credits and have a GPA under 2.0 are eligible but will be on probation for 45 days.
For students in grades 10, 11, and 12 to be eligible for the second semester, they must be passing 13.75 credits and have 2.0 GPA for the first semester.

Note: Eligibility is not cumulative but is based solely upon the previous year or semester.

**Appeals of Athletic Eligibility Standards**

Students and/or parents wishing to appeal the requirements should submit a request in writing to the Team Assistant Principal.

Note: The New Jersey State Interscholastic Athletic Association requires that students pass 27.5 credits in the preceding school year to be eligible for the first semester and 13.75 credits in the first semester to be eligible for spring sports.

*It is not within the power of the high school administration or the local board of education to make exceptions for students falling below these standards. The administration must make such appeals to the NJSIAA Eligibility Appeals Committee.*

**Physicals for Athletic Participation**

All students who wish to participate on an interscholastic team are required to get a physical after July 1, and before the first practice session. The school’s physician or your own physician may do the physical. If there are further questions please see the Athletic Directors.

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**STUDENT FAILURES**

Each failed course creates difficulty for students. You should alert your students to opportunities for making up a course, or taking another course in place of the failed course(s).

Because so many courses are of a semester’s duration, there may be an opportunity for a student to make up lost credits in the new semester. Students have even elected to drop their lunch period in order to fit in a needed course. We allow this, but only if the student and parents agree to it.

Many students in the past have been able to make up credits in summer school. Now that summer school is no longer available at Montclair High School, it becomes even more critical that students pass their courses during the regular school year. Failure of courses now increases the possibility that a student will not be able to graduate with his/her class.

Some students may wish to make up credits in a summer school in another community. This may be possible, depending upon the number of hours the courses meet and other factors. In any case, permission must be obtained from the student’s guidance counselor for any Montclair High School student to earn credit in a summer school in another town.

Another option for making up credits is for a student to work with a tutor on a one-to-one basis.
for an established number of hours. This is an expensive proposition because the student must pay for the tutor. Up to 60 hours of instruction is usually required to make up one five-credit course and 30 hours for a semester course. The guidance counselor must pre-approve both the tutor, who must have NJ State certification in the subject, and the number of hours of instruction.
# MHS Graduation Requirements

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<td>Same (Alg I + Geom Req.)</td>
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<td>3 years (+ Lab Sci*)</td>
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<td>Same (+2 Lab Sci**)</td>
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# Graduation Year is for reference only and assumes that students graduate in 4 years.
Graduation Requirements are based on year of entry, not graduation year.
* Chemistry, environmental science, or physics
** Chemistry, environmental science, or physics plus an additional lab science
NEW JERSEY HIGH SCHOOL GRADUATION REQUIREMENTS (N.J.A.C. 6A:8-5) Number of Credits for State-Endorsed Diploma: Option One

Updated July 6, 2009

STUDENT'S YEAR OF ENTRY: GRADE 9

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Science

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Social Studies

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Financial, Economic and Entrepreneurial Literacy

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Health and PE

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<td>Health and PE</td>
<td>3.75 per year credits in Health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by NJSA 18A:35 – 5, 7 and 8</td>
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Visual and Performing Arts (Art, Music, Theater, Dance)

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21st century Life and Careers, or career-technical Education

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World Languages

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Electives taken from CCCS areas
Total Number of Required Credits
110 (119 for MHS)

Required Assessments
Proficient on the HSPA
Language Arts Prof Assess; EOC BIO; EOC ALG I
Language Arts Prof Assess; EOC BIO; EOC ALG I
Language Arts Prof Assess; EOC BIO; EOC ALG I
Language Arts Prof Assess; EOC BIO; EOC ALG I
Language Arts Prof Assess; EOC BIO; EOC ALG I
LA Prof Assess; EOC BIO; EOC Alg I; EOC Geom; EOC Chem; & EOC Alg II
PLANNING FOR A COLLEGE EDUCATION

To ensure serious consideration by a college admissions committee, it is desirable that the student begins planning for college by sophomore year. Each college has its own admission requirements regarding high school courses. Beyond specific course requirements, most colleges emphasize the following important factors in making decisions on applications for admission:

1. Quality and rigor of classes taken
2. Grades in academic classes
3. Rank in class
4. Scores earned on the SAT and/or ACT Tests
5. Appraisal of the applicant’s personal and academic qualities by his teachers and Guidance Counselors
6. Extra-curricular record
7. Four years of college prep mathematics and both chemistry and physics for students planning to major in engineering or closely related fields.

World language requirements vary among colleges. Many colleges prefer three or four years of one language rather than two years of two languages. Some colleges do not require any World Language; others recommend five years. College web sites give specific information regarding this requirement.

Most colleges require a minimum of sixteen units for admission, although some admit a student with fifteen units. A “unit” for college entrance is usually interpreted as a full-year course worth five credits taken in a four-year high school (15 or 16 full-year five credit courses). Before concluding whether or not a college will accept a course, your Guidance Counselor and the college should be consulted.

Finally, eighth graders should make their plans in such a way as to lead to success in high school. The difference between success and failure may lie in waiting until the opportune time to begin the study of algebra or a world language. It is possible to satisfy college requirements by beginning Algebra or a world language in grade ten. If grades for seventh and eighth grade students have not been strong, we suggest that you meet with your Guidance Counselor and plan a program, which will give you the advantage of a year more of maturity and preparation.

Along these same lines of preparation for college, if you receive a mark below “C” in a preliminary course and you wish to continue, you should consult with your Guidance Counselor about strengthening your foundation in a subject through tutoring.

TECHNICAL AND JOB-ORIENTED PROGRAMS

Students, while in high school, can gain specialized skills, which will lead to employment either upon graduation or after a year or two of additional education. Such opportunities at Montclair High School include electronics, business support services, laboratory work, automotive work,
metalwork and drafting. Young people who wish to equip themselves through these programs should prepare themselves in grades 9 and 10 with relevant mathematics and science courses. In some cases, 12th grade students will have all formal courses in the morning and will spend afternoons in on-the-job training in nearby offices and places of business. Students who are interested in technical or business pursuits should discuss these possibilities with their counselors.

**GUIDELINES**

1. Students must maintain a yearly workload of a minimum of 30-35 credits when academic scheduling permits. The credit requirements for promotion break down in the following manner:

   - **Freshman (9th Grade)**: Promotion from 8th grade
   - **Sophomore (10th Grade)**: 17.5 credits
   - **Junior (11th Grade)**: 50 credits
   - **Senior (12th Grade)**: 80 credits
   - **GRADUATION**: 119 credits

   2. Credit will be awarded only for courses that have been completed. Partial credit is not given for partial study.

   3. Making course requests requires careful consideration of the many alternatives found in the course guide. It is important to note that the number of course requests will determine whether a course is in fact offered as part of the high school master schedule. Every year, certain courses may be dropped from the master schedule due to lack of requests for enrollment. **IT MUST BE NOTED THAT COURSE REQUESTS DO NOT GUARANTEE PLACEMENT IN A PARTICULAR COURSE.** Scheduling conflicts occur when students request courses that have few sections. Course request changes must be kept to a minimum to assist us in making the educational process more effective. The administration reserves the right to schedule courses required for graduation based upon the HSPA testing schedule developed by the New Jersey Department of Education.

   4. Students will not be given the opportunity to select teachers or time periods for courses or lunch period. Time periods for courses and lunches are automatically determined.

Alternate Elective Courses – **All Students** will be required to select additional elective courses and rank order them. Students will be scheduled for **one** of these selections.

**THE ACHIEVEMENT LEVELS**

Many courses are offered at multiple levels. Your child’s current teacher is your best guide to which academic level to choose (regular, honors, high honors or AP) in particular courses. It is also important to pay particular attention to any prerequisites for a course under consideration. Parents may change a recommended level, but you are strongly encouraged to consult with teachers and your child’s guidance counselor before the deadline to make sure that you and your child understand the expectations involved.
Once the next school year begins, students are asked to make an honest attempt to do well in their selected courses. It takes work over a substantial period before it becomes evident that a student can or cannot meet the requirements of a particular course. If, with time, a student perceives that the selected course is far too easy or far too difficult, the counseling staff urges the parent and student to get in touch with the appropriate counselor in order to explore together the possibility of other group assignments. Requests for course changes must follow the established procedure, which includes written parental permission, counselor approval, teacher input, department chairperson and the Director of Guidance approval. Keep in mind that changing a section in one course may require shuffling all courses.

**THE ACHIEVEMENT GROUPS ARE:**

**ADVANCED PLACEMENT (AP) AND HIGH HONORS** – Students recommended to these classes typically have high grades and very high-test scores – usually above 95th percentile on appropriate standardized achievement tests. These students have also demonstrated a great interest in the subject with skills commensurate with enthusiastic independent work and exploration.

High Honors and AP courses are equally rigorous. A course carries the AP designation if its course content corresponds to the content of an AP test offered by the College Board. Some colleges award college credit and higher placement to students who pass the AP test.

**HONORS (H)** - These classes are for students of high academic achievement. Students recommended to these classes typically have high grades and high scores on appropriate achievement tests usually above the 70th percentile. Classroom instruction assumes that all students have the skills and motivation enabling them to do special reports and projects, etc., in addition to mastering the regular basic test and materials.

**REGULAR (R)** - These classes are for students of average academic achievement with achievement test scores generally between the 30th and 70th percentile. Classroom work depends upon outside preparation each day with class reinforcement. Most of these students will continue their education after high school in a degree granting or specialized institution.

**ADVANCED PLACEMENT AND HONORS COURSES**

Two categories of honors courses exist at Montclair High School. One of these is the Advanced Placement section of specific courses. Approximately 8% of each class participates in these. AP courses are offered in:

- Art History
- Calculus BC
- English Language
- European History
- Gov’t & Politics – US
- Music Theory
- Physics C- Mech
- Statistics
- World History

- Biology
- Chemistry
- English Literature
- French Language
- Latin – Virgil
- Physics B
- Spanish Language
- Studio Art
- Calculus AB
- Computer Science
- Environ. Science
- German Language
- Macro Economics
- Physics C – E&M
- Spanish Literature
- U.S. History
The other category is called the Honors sections and is offered in the following courses:

- English 10, 11, 12 – and by contract between student and teacher in all Patterns English Courses.
- Global Studies, US History I and II, Economics, Law, electives by contract
- Algebra I and II, Geometry, Pre-calculus, Calculus and Statistics by contract
- Biology, Chemistry, Physics, Geophysical Science, electives by contract
- World Languages – years 3 and up and by contract between student & teacher in beginning of 2nd year courses.
- Art, Business Education, Industrial Arts and Music - by contract between student and teacher in all courses.
CLASS RANKING

The grade point average (GPA) and the resultant class rank are computed at the end of the 11th grade and then again at the end of the first semester of the 12th grade. All subjects are used in determining class rank except courses with a "pass/fail" mark. Students should be aware that the GPA is based upon three years of courses.* The higher the mark and the higher the academic level, the higher the GPA will be. The higher the GPA, the higher the class rank and thus the more attractive the student will be to a college. Class rank will be reported to colleges in 5% groupings, i.e. top 5%, top 10%, top 15%, etc.

Class ranking includes only courses taken in grades nine to twelve. Summer school courses and courses which are approved to be taken at other schools during those grades will also be included. The GPA and Rank are based only on courses taken while a student is enrolled at Montclair High School. Transfer student grades are not computed in the GPA. Students must enter prior to the beginning of their junior year to be ranked with the graduating class.

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CONTRACTING FOR HONORS

In certain courses, not offered at the honors level, students may contract for a higher level. This must be done within the first two weeks of the course. For all contract courses, the teacher will go over Honors Contract Guidelines during the first day of the course. The Contract Guidelines are as follows:

1. On the first day of class, the teacher will hand out Course Proficiencies and announce honors contract guidelines. Requirements will be explained for instances where contractual obligations are not met. Contracts will be passed out to those students who request them.

2. Contracts will be signed by the student, the parent and the teacher. All contracts must be completed no later than the Friday of the second week of the course.

3. A copy of each contract will be given to the subject matter Department Chairperson with a list of those students contracting for Honors credit by the end of school, Friday of the second week of school.

4. The above information will be entered for each student in the computer for the specified course and the new course name will appear as “Honors” on the Report Card. Parents and students are encouraged to check report cards to make sure that this information is reported accurately.

5. No change will be allowed once the contract lists have been submitted.
6. If the contracted course does not appear correctly on the Report Card, it is necessary to notify the Guidance Counselor by the end of the academic year in which the course is taken.

INDEPENDENT STUDY

Students who have demonstrated maturity and responsibility may be permitted to decide what use to make of their non-class time each day. The student who proves eligible for this freedom will have a valuable opportunity to utilize the full resources of the school, faculty and community to prepare him/herself for the greater independence and self-monitoring, that most young people will assume upon completing high school.

Students who wish to explore the possibilities of independent study should:

1. Discuss the idea with the classroom teacher
   a) Propose a plan which fully outlines the "who, what, where, when and why" of the endeavor.
   b) The student and teacher reach an agreement on the above.
2. Seek approval of the appropriate administrator and/or subject matter leader in writing.
3. Sign a written contract along with the teacher and administrator once guidelines concerning time, supervision and test/exams are clearly defined.

I. MONTCLAIR HIGH SCHOOL - SPECIAL SCHOOLS

ALTERNATIVE PROGRAMS

GATEWAY TO COLLEGE PROGRAM

The Gateway to College Program is designed for students 16-20 years old who are at risk of leaving high school without earning a diploma. In partnership with Essex County College, our students return to an educational environment to gain a high school diploma while earning college credit. Students participate in small classes and work with tutors/counselors to support their success. After the first semester, students begin course work toward a chosen field of study to earn their high school diploma while accruing credits toward a certificate or degree program. Students will be required to complete the number of credits and graduation requirements of the District. The Program is designed to help students, create, define and achieve their educational and career goals. Essex County College monitors the instruction to assure the quality and uniformity in accordance with standards established by the State of NJ, the District and the College. When approved by the Board of Education this Program’s Gateway to College Liaison will be Shirlene Powell-Sanders.

Goals:
A unique opportunity for students to spend their first term in college in a small learning community of about 20 students, taking their required students as a group

Curriculum:
Students take courses at Essex County College that are equivalent to course required for graduation.

**Graduation Policy:**
Credits are based on assessment of proficiencies for all curriculum areas and not time spent in the program.

**Application:**
Students are referred through the school district. Upon review by the program principal, an appointment is made with parents and students.

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**THE ESSEX CAMPUS PROGRAM**

This is a countywide Alternative Program designed to serve students at risk of not successfully completing their high school career.

**Goals:**
- To provide students with a non-traditional educational experience;
- To create a humane, highly structured program of support and learning; and
- To provide students with the opportunity to graduate from high school.

**Curriculum:**
The curricula are a proficiency-based program of study.

**Graduation Policy:**
Credits are based on assessment of proficiencies for all curriculum areas and not time spent in the program.

**Application:**
Students are referred through the school district. Upon review by the program principal, an appointment is made with parents and student.

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**Student Records**

Each individual student shall have, upon enrollment, a Permanent Record Card where all student records are maintained pursuant with 6A:16-7.10 Student records and confidentiality. Adult students and parents of minor students may view and suggest alterations of the contents of the Permanent Record under the provisions of the Federal Rights and Privacy Act. While the student is in attendance, records may not be destroyed or altered. When the student is no longer enrolled, records are purged except for those records needed to meet the student’s post-graduate needs. Transcripts, recommendation letters and testing records will be maintained in the Permanent Record Card.

Transcripts and other records are sent out upon request. The student first fills out the Transcript Release Form and, for transcripts to be sent to colleges, the Secondary School Report Form from the Common Application. Both forms have the opportunity for students to sign whether they waive their right to access confidential letters of recommendation.

**Factors to Consider in Deciding to Retain Access**

- A potential recommender may choose not to write a letter for you if you retain your right of access.
• If you retain access, you need to be prepared to explain your reasons for your choice during interview(s).
• An employer or a member of an admissions committee at a school receiving the letter might tentatively draw one or more of the following conclusions:
  - The evaluation may be less candid as the writer knew that the student would see it. As a result, less weight may be assigned to such letters.
  - The student wanted to discuss the letter with the recommender/evaluator before it was put in final draft.
  - The student feels a moral obligation to exercise his/her civil rights. You will have an idea of the information schools/employers have and therefore can prepare for interviews accordingly.
• It may relieve stress and anxiety to know exactly what has been said.
• Factual mistakes in the letter can be corrected, if the writer chooses to make those corrections.
• If you conclude that the letter is unfavorable, you can choose not to use the letter. By reading an evaluation, you have a chance of learning from criticism.

Factors to Consider in Deciding toWaive Access

• If your recommender knows you well and has said he/she can write a letter in support of your candidacy, the chances are slight that inaccuracies or unfair statements will be presented in the letter.
• Certain subjective judgments or supporting comments of benefit to the student may not be included in a recommendation letter that is not confidential.
• A member of an admissions committee might tentatively draw one or more of the following conclusion:
  • That the evaluation may be more candid if the writer knew that the student would not see it.
  • As a result, more weight may be assigned to such letters.
  • The student has nothing to conceal.
  • The student did not feel it was necessary to review the letter before it was sent.
  • The student does not feel a moral obligation to exercise his/her civil rights in this way.

College Transcript Request Process

1. For each college to which you are applying, you must provide your counselor with a large (8” x 10” or 8½” x 11”) envelope. This envelope
   • must have four $.44 stamps affixed to the upper right corner
   • must be addressed to the Admissions Office of the college as per the instructions of the particular college on the college application
   • must have a return address on the upper left side – as such –

   Your name
   Montclair High School
   100 Chestnut Street
   Montclair, NJ 07042

2. Upon informing us that you have either e-mailed or “postal-mailed” your Application, you will be asked to complete and sign the “Orange Card” which, in effect, permits us to mail your
large envelope to colleges to which you have applied. When mailed, the envelope will contain:

- Your “Common Application Secondary School Report” form, the top portion of which you are to have completed. We do the rest.
- Your official high school Transcript
- Our School and Small Learning Community Profiles
- Counselor Recommendation Letter

Please Note:

- Your CEEB/ACT code is 310820
- When submitting any items-they are to go only to Guidance Secretary-not the counselor

3. Students requesting individual letters of recommendation from particular teachers are to provide to those teachers (for each college applied to) : a #10 size business envelope – the usual long rectangular kind-- with:

- The Admissions address of the college as it appears on the application.
- The return address of the teacher including the name and MHS address.
- Your name indicated on the inside flap.
- One $.44 stamp affixed to the upper right hand corner.

**Credit for courses outside the high school: college, summer, on-line, correspondence.**

Montclair High School will accept transfer credits from regionally accredited programs. We cannot accept credit for doctrinal religious courses. Montclair High School accepts course work from regionally accredited colleges. College courses are awarded 2.5 credits for a 3 credit college course. College courses are transferred at the honors level.

We accept summer school remedial credits from regionally accredited high schools. For students seeking advancement credit for summer school work, it is necessary to get approval prior to taking this course work.

**Course Repeats**

Students who complete a course make take a course to remediate these credits. This course must be at least 50% of the class time of the original course (60 hours for a 5 credit 120-hour course, for example). Both the failing course and the remediated course will appear on the transcript and both will be computed in the Grade Point Average. A student may choose to repeat a course in order to earn a high grade. The original course and grade and the repeated course will both appear on the transcript and will both be counted in the student GPA, but a student may only get credit once for the same course. (the remediated course will appear with a grade but no credit).
On-line course work

On Line Course Policy

6142.7

1. All on-line courses will have pass/fail grades reported on student transcripts. Students taking these courses will receive credit for graduation but, as with all pass/fail courses; the grades will not affect a student’s class rank or grade point average.

2. The principal’s office will maintain the master list of approved programs for doing on-line course work. Any student wishing to take courses at programs or institutions which are not yet approved must provide documentation including a description of the program, the accreditation of the program and the syllabus of the course proposed. Once a program is approved, future students will be permitted to take courses with this program.

3. Students wishing to take on-line courses must complete the On-Line Course Form and have it signed by the counselor, the parent and the student. Students must complete this PRIOR to beginning an on-line course.

4. Students may take a maximum of 5 credits through distance education.

5. The following courses, which require hands-on laboratory work, cannot be taken on-line: Biology, Chemistry, Physics and Geophysical Science.

6. Students taking on-line courses to satisfy a graduation requirement in the areas of Language Arts, Mathematics, Science, Social Studies or World Language shall be required to take the MHS final assessment for that course.

7. All on-line courses must conform to Montclair Board of Education policy and applicable policies of the New Jersey Department of Education.

Policy on Exchange Programs

Students and parents occasionally ask to participate in academic programs outside of Montclair High School. Sometimes the programs are experiential and no credit or transcript designation is requested or required. At other times, the family requests for us to integrate the learning experience elsewhere with our academic program. Some programs are year-long, some are semester-long and others fall during different time periods.

The first step in the process is the completion and submission of an Exchange Request Form. This will provide information on the name of the program, the contact information for the program and the certification of the program. After the submission of the Exchange Request Form along with a description of the program, the guidance director will consult with the Assistant Principals in charge of academic instruction. A written response will be given to the parent from the counselor outlining how the academic program will be integrated into the curriculum of the program. This letter will provide details of the following:
How the courses will appear on the Montclair High School transcript.

How the grades will appear on the transcript.

If the program is for the first part of the year, whether the courses will serve as a prerequisite for the remainder of the year in that course. For example, if the student proposes to take Honors Chemistry (or the equivalent) in an exchange program, will it be approved for the student to continue the course upon return.

If the program is for the latter part of the year, whether courses will be accepted as acceptable completion of courses begun at Montclair High School.

Courses taken during exchange programs will have grades and credits separately assigned for the course work taken on the exchange program from that taken at Montclair High School. For example, the transcript for a full year chemistry course taken at the EIE Exchange would read:

Chemistry H   Final Grade B  3 credits
Chemistry H- EIE, Israel Final Grade B  3 credits

Students must take the appropriate Montclair High School mid-term and/or final exam is required for any course work listed for Montclair High School credit.

Registering new students

Students must complete a preregistration process in order to enroll at Montclair High School.

Students coming from other countries present particular difficulties. We use the following guide to assist us in interpreting foreign transcripts:


Insufficient Credits to Advance

1) Counselors identify students who have insufficient credits to enter the following grade
2) Counselors submit the lists with the student names and the corrected grade and corrected homerooms to the administrators.
3) The administrators will note that they received the list and approve of all the changes and forward them to my office. The guidance office, when these are received from the team administrator, will adjust the students’ grade level and homeroom in StarBase.
4) Counselors should provide this list to the administrators by the end of the work day on the Friday after the start of school.

The following are the credits required for advancement:

Grade 10  17.5 credits
Grade 11  50 credits
Grade 12  80 credits
Emergency Procedures:

1. Be available for special assignments such as removal of records.
2. Aid in handling “special needs” of students directly related to effect of the emergency.
3. Follow Directions distributed at the office.
### HSPA REQUIREMENTS 119 CREDITS

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MONTCLAIR HIGH SCHOOL
Guidance Department
AUDIT CONTRACT

Student: ____________________________

Department: ____________________________

Course: ____________________________

Overseeing Teacher: ____________________________

This is to certify that I have agreed to audit the above course for **NO GRADE AND NO CREDIT**. A designation of “Audit” will appear on the report card/transcript. I agree to do all of the course work (at the discretion of the teacher), and attend class every day. If the attendance policy is exceeded by excused or unexcused absences, I will be formally withdrawn from the course with “W” (withdrawal) recorded on the transcript.

Decision to audit must be made prior to the half-ways point of the course.

**REQUIRED SIGNATURES:**

Teacher ____________________________

Student ____________________________

Parent ____________________________

Guidance Counselor ____________________________

Department Chair ____________________________
**RECOMMENDATION FOR HOME INSTRUCTION**

Date:_________ Student’s Name:_________________________________________

Grade _____ D.O.B.:_____________ Sex:_______ C.A._______

Address:____________________________________Home Phone:_______________ Cell(Bus) __________

School:_____________________ Grade:_______ Guid
Counselor:________________________

If the student is classified, please fill out the information below
Special Ed. Program___________________ Classification:_______ Case Manager__________________________

Estimated length of time for Home Instruction:___________:  Reason for H.I Request and additional comments:__________

________________________________________________________________________

<table>
<thead>
<tr>
<th>Request for Subjects</th>
<th>Current Subject Teacher ** H.I. will be offered first to this teacher, with a 24 hour right of first refusal</th>
<th>Accept Yes or No</th>
<th>Designated Home Instructor</th>
<th>Signature</th>
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</table>

Signature and date of Person Making Referral
__________________________________________________________

Director of Pupil Services - ___________________________________
Montclair Public Schools  
Department of Pupil Services  
Montclair, New Jersey 07042  

CHILD STUDY TEAM RECOMMENDATION FOR HOME INSTRUCTION

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Date of Birth</td>
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<tr>
<td>C.A.</td>
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<tr>
<td>Sex:</td>
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<tr>
<td>Parent or Guardian</td>
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<tr>
<td>School</td>
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<tr>
<td>Address</td>
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<tr>
<td>Grade</td>
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<tr>
<td>Counselor</td>
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<tr>
<td>Phone Number</td>
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<tr>
<td>SpEd Program</td>
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<td>Classification</td>
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<tr>
<td>Requested Subjects</td>
<td>Subject Teacher</td>
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</table>

Child Study Team Suggestions and Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

LDT-C: ____________________________

School Social Worker: ____________________________

School Psychologist: ____________________________

Director of Pupil Services: ____________________________
Date of Request:________________________________________________________________________

Student Name: ______________________________________________________________________

Course(s) to be Dropped: ______________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Course(s) to be Added: ______________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Reason for Change(s): ______________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

CONTACT NUMBERS:

Home:  Office:  Cell:  ______________________________________________________________________

_____________________________________________________________________________________

Parent Signature: ______________________________________________________________________

_____________________________________________________________________________________

COUNSELOR COMMENTS ON REAR
MONTCLAIR HIGH SCHOOL
Guidance Department
HONORS CONTRACT

Course Name

Course Number Section Number

Teacher Date

Contracting to: Honors [ ] High Honors [ ]

Student Names:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
INCOMPLETE CHANGE FORM

Date: ____________________________

Student’s Name: ____________________________

Teacher: ____________________________

Course #: ____________________________  Section #: __________

Course Title: ____________________________  Marking Period: __________

Grade will be changed from ____________ to ____________

Signature of Teacher: ____________________________
MONTCLAIR HIGH SCHOOL
Guidance Department

CONTRACT FOR INDEPENDENT STUDY

Student:

Department:

Title of Independent Study:

Supervising Teacher:

Student will undertake an independent study within the:

Student will complete the assignments listed on the second page of this contract.

Student will meet with

(Supervising Teacher)

(Days/Times).

On satisfactory completion of all assignments Student will receive:

Credits
(Number 1-5)

<table>
<thead>
<tr>
<th>Start Date of Independent Study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Independent Study</td>
<td></td>
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</tbody>
</table>

REQUIRED SIGNATURES:

Unit Administrator

Department Chair

Guidance Counselor
In the space below, describe what assignments will be completed in order for student to receive credit.

Description of Independent Study approved by Overseeing Teacher:

Overseeing Teacher Signature/Date ____________  Student Signature/Date ____________
JAMES N. EARLE Principal

Date:

Parent/Guardian of

Grade:

Counselor:

I have reviewed and understand the rationale of the faculty in recommending my son/daughter for:

I am aware that the:

a. Standardized test score of
b. Mid-term and final exam grade of
c. Final grade of
d. Teacher recommendation, and/or
e. Final grade

Led to this recommendation from the faculty, which they believe would give my son/daughter the greatest chance of academic success. We are concerned that these are indicative of deficits in skills necessary for success in _______________. Despite this recommendation, I have made the determination that I want my son/daughter to take ________________________, acknowledging that I am aware this is different from the faculty’s recommendation and that any change in level in any course made after the first day of class will not be made until the start of the next marking period. Any level change in this class will not be permitted until the end of the semester and the grade in the higher-level class will follow the student as an official grade of record.

Parent/Guardian Signature

SCHEDULE ADD/DROP FORM

Date of Request: ___________________________  Counselor’s Name: ___________________________
To the Student: It will be necessary for you to obtain the signatures of your Teachers, Parents and Department Chair. You must sign into your new class before signing out of the dropped class. When you have completed this, return this form to your counselor.

To the Sending Teacher: Please collect the student’s textbook before signing.

To the Receiving Teacher: Please be certain that all grades from the Sending Teacher are recorded immediately. Thank you.

<table>
<thead>
<tr>
<th>DROP (Present Schedule)</th>
<th>ADD</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Class Size</strong></td>
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<td>8</td>
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</tbody>
</table>

Parent Signature: ____________________________

Department Chair: ____________________________

Reason for Change: ☑ Administrative ☑ CST ☑ Faculty ☑ Guidance
DATE

Re: _________________________________________
Course: _________________________________________

I and my parent/caregiver have decided to withdraw from the above named course which was on my original transcript sent out to colleges and universities this fall and winter.

My guidance counselor has instructed me to contact, in writing, all the colleges and universities to which I have applied or been accepted to informing them of this decision. I acknowledge that it is my responsibility to have an admissions representative put a response in writing that I will share with my guidance counselor; or, have the representative contact my counselor directly (telephone or e-mail).

If I choose not to inform all the colleges and universities, I will be responsible for the possible consequences that the colleges or universities may render.

_____________________________________________  ________________
Signature of Student (must be 18 years or older)  Date

_____________________________________________  ________________
Signature of Parent/Caregiver  Date

_____________________________________________  ________________
Signature of Guidance Counselor  Date
Dear ____________,

Student Name has been referred to our Intervention and Referral Services (I&RS) Team. This referral allows us an opportunity to provide assistance to your child through the school’s I&RS Team. Working in cooperation with families enables the team members to better understand how to provide appropriate and effective help to all of our students. Your knowledge and information is most valuable to us. It will help in determining the best way to proceed in supporting you and your child.

Please call me at: _________________, if you have any additional questions.

You can also help us by completing the attached Parent Questionnaire and returning it to me as soon as possible. The information you provide will help us to determine a positive course of action, and will be held in strict confidence. A meeting has been scheduled for DATE at TIME. Your presence is requested in order for an action plan to be developed to assist Student Name.

Together, we can be more effective in helping your child achieve his potential. Thank you for joining with us in this effort.

Sincerely,

Name
Student Assistance Counselor (SAC)
Referral Form

Name of Person Referring: __________________ Date of Referral: ________
School:__________

Student’s Name:_____________________  D.O.B.:_________  Grade:_____
Gender:_______

Parent’s Name: _________________________ Address:________________________

Home Phone: _________________________ Work/Cell #:________________________

Reasons for Referral (Please check all that apply)  _____ Behavioral  _____ Academic
_____ Other

Describe what you would like the student to do that does not currently take place:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Strengths:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Weaknesses:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Successful
List Interventions Tried:                           Yes
No
1. ____________________________________ times per wk ____ # of wks ____
2. ____________________________________ times per wk ____ # of wks ____
3. ____________________________________ times per wk ____ # of wks ____
4. ____________________________________ times per wk ____ # of wks ____
5. ____________________________________ times per wk ____ # of wks ____

List dates and comments from any parent contacts:
________________________________________
______________________________________________________________________________
______________________________________________________________________________

Racial/Ethnic group ____ Evaluated by CST ___ Yes ___ No  Placement Code (ABCD)
________
Found Eligible by CST ___ Yes ___ No

Racial/Ethnic Codes
1) Native American
   80%
2) Asian/Pacific Islander
   40%-80%
3) African American
   Free/Reduced Lunch ___ Yes ___ No
   40%
4) White
   Pre-School ___ Yes ___ No
   Number of years in the district _____

Placement Codes
A) Incl. More than
B) Incl.between
C) Incl.less than
D) Separate setting

MSW/I&RSForms/Referral
Rev. January 2009
To: MHS Staff

From: Name, SAC ext.

Date:

Re: Intervention and Referral Services (I&RS) for Student Name

The above named student has been referred to the I&RS process because of consistent learning, behavioral or health difficulties. Thus the I&RS Team, in accordance with the State Board of Education regulations N.J.A.C. 6A:16-7, is required to gather data from all of the student’s teachers, counselors, etc., in order to develop an effective action plan to address the student’s needs.

Attached to this memo is a Behavioral Health Form that we need you to complete as soon as possible, in order to move the process forward. All the information provided will be treated in a confidential manner within the I&RS team. Please return the form to me in a sealed envelope prior to DATE.

Please feel free to contact me with any questions or concerns.

Thank you for your time and attention to this important matter.
Montclair High School
Intervention and Referral Services

Guidance Counselor Feedback Form

Confidential

TO: ___________________________________________________________

FROM: __________________________________ DATE: ________________

STUDENT: __________________________________ GRADE: __________

The I&RS Team is gathering information on the above-named student. Your input is essential in developing a complete and accurate profile. As the Case Coordinator for this referral, I am at your disposal to discuss this case at your convenience. In the meantime, would you please fill out this form and return to my office before ____________.

1) Academic information: GPA: _________  On track to graduate on time? Y / N
   Relevant Test Scores:
   __________________________________________________________

2) Confidential Information:
   Are you aware of any additional counseling, therapy or psychological testing that has been provided to the student. If so, please describe:
   __________________________________________________________
   __________________________________________________________

3) Parent Contacts:
   Please provide summative information on the frequency, purpose and outcomes of parent contacts regarding this student:
   __________________________________________________________
   __________________________________________________________

4) Additional Information:
Please give any additional information you think would be helpful in the team’s assessment of the student, including skills, positive characteristics, discipline issues, and supports or liabilities at home. (Use the back of the form if necessary.)

5) Is this student receiving services under:
   a. Special Education (IDEA)? Y N
   b. PL 504? Y N
<table>
<thead>
<tr>
<th>Montclair High School</th>
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<tbody>
<tr>
<td>Intervention and Referral Services (I&amp;RS)</td>
</tr>
<tr>
<td>Meeting Minutes</td>
</tr>
</tbody>
</table>

Student: ___________________________  Date: ____________  
Unit: ______  Grade: _______________  
Case Coordinator: ___________________  

Purpose: ________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Montclair High School
Intervention and Referral Services (I&RS)
Meeting Sign In

Student: ___________________________  Date: ____________
Unit: _____  Grade: ____________
Case Coordinator: ________________

__________________________________________________________

Purpose ________________________________________________

________________________________________________________________

Meeting Participants

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Signature</th>
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</table>
Parent Questionnaire
Confidential

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1) What do you see as your child’s strengths?</td>
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<tr>
<td>2) What makes you proud of your child?</td>
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<tr>
<td>3) What does your child do that causes you the most concern?</td>
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<tr>
<td>4) What has been the most successful way to deal with your child’s behavior?</td>
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<tr>
<td>5) How can the school assist you with the concerns you have for your child or the concerns that have been identified by the school?</td>
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<tr>
<td>6) In the past school year, has your child been seen by a doctor for anything other than a common illness? If so, what caused you to take your child to the doctor?</td>
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<tr>
<td>7) Has your child been seen by a health professional for any physical or emotional problem that interfered with your child’s success in school?</td>
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</table>
8) What other information about your child or your family situation would be helpful for the school to know?

____________________________________________________________________________________
____________________________________________________________________________________

Please use the following statements and rating scale to provide information on your child:

<table>
<thead>
<tr>
<th>Never</th>
<th>Hardly Ever</th>
<th>Most of the time</th>
<th>Always</th>
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</table>

_____ 1) Finishes what she/he begins.
_____ 2) Does the things I ask her/him to do.
_____ 3) Appears content.
_____ 4) Gets along with her/his friends.
_____ 5) Takes good care of her/his things.
_____ 6) Helps at home.
_____ 7) Makes me proud.
_____ 8) Obeyes.
_____ 9) Shares
_____10) Cries easily.
_____11) Talks back.
_____12) Hits.
_____13) Lies.
_____14) Appears afraid.
15) Must be reminded to do things.
16) Gets hurt often.
17) Feels sick often.
18) Fights.
19) Ruins things.
20) Teases others frequently.
21) Threatens others.
22) Has trouble remembering things.
23) Accepts criticism.
24) I trust my child.
25) I know what to expect from my child.

Please return the completed questionnaire in the enclosed envelope to the following address:

_________________ Montclair High School  100 Chestnut St.  Montclair, NJ 07042
Montclair Public Schools
Intervention and Referral Service

I&RS Action Plan Form

Student’s Name: _________________________________  School: _________________

Confidential
Date of Meeting: ____________________ Parent Notification Date:____________________

Person Requesting Assistance: ______________________________

I&RS Team Members in Attendance:

<table>
<thead>
<tr>
<th>NAME</th>
<th>DISCIPLINE</th>
<th>SIGNATURE</th>
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<tbody>
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Describe the problem(s) affecting the student’s academic performance:

Describe interventions attempted in trying to solve the problem prior to referring student
to the I&RS. Include the duration and frequency of the intervention(s), as well as the
effectiveness of each intervention. (Please attach all appropriate documentation used to
validate the problem, description and any supportive evidence of prior interventions used to solve the problem.)

Montclair Public Schools  
Intervention and Referral Service  

Goal Statement

**Student’s Name:** ____________________________

Goal Statement: (State in observable, measurable terms)

Describe below the new Interventions/Solutions to be implemented. Include the frequency and duration and the person(s) responsible for implementing each intervention.

<table>
<thead>
<tr>
<th>Description of Intervention</th>
<th>Frequency of Intervention (i.e.: 2x per week, 30 minutes)</th>
<th>Duration of Intervention (i.e.: three weeks)</th>
<th>Person(s) Responsible</th>
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</table>
Montclair Public Schools
Intervention Checklist

Student’s Name: ___________________________

Describe the implementation steps of the person(s) responsible, including the time frame (Include any recommendations for accessing school resources or community-based health or social services).

Describe how the plan will be monitored, including the person(s) responsible, the timelines for documenting the effectiveness of the interventions, and how the student’s progress will be evaluated:

Intervention #1
Person Responsible:________________________________
Timeline: 4 Weeks _____ 6 Weeks ____  8 Weeks____ Other______

<table>
<thead>
<tr>
<th>Academic Checklist</th>
<th>Behavior Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Grades</td>
<td>Minutes on Task</td>
</tr>
<tr>
<td>Quiz Grades</td>
<td>Calling Out</td>
</tr>
<tr>
<td>Daily Homework</td>
<td>Out of Seat</td>
</tr>
<tr>
<td>Long Term Projects</td>
<td>Following Directions</td>
</tr>
<tr>
<td>Class and Completion</td>
<td>Peer Conflicts</td>
</tr>
</tbody>
</table>
### Intervention #2

**Person Responsible:**

**Timeline:** 4 Weeks _____ 6 Weeks ____ 8 Weeks____ Other____

#### Academic Checklist

- Test Grades __________________
- Quiz Grades ________________
- Daily Homework _____________
- Long Term Projects __________
- Class and Completion__________
- Work Sample ________________
- Other _______________________

#### Behavior Checklist

- Minutes on Task ____________
- Calling Out _________________
- Out of Seat _________________
- Following Directions__________
- Peer Conflicts _______________
- Verbal ______________________
- Physical ____________________
- Compliance __________________
- Other _______________________

---

Date of Planned follow-up meeting: ____________________________
Persons to be invited to meeting:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Reminder: The summary of the I&RS team’s evaluation of the result of the each intervention and the follow-up plan must be documented on the follow-up meeting form. All documents and forms must be kept in the student’s I&RS file. Should the student be referred to the Child Study Team for evaluation, the entire I&RS file must be forwarded to the assigned case manager.
Follow-Up Meeting Form

Student’s Name: ___________________________________  School: _________________

Name of Person Referring: _________________________  Date: __________________

Describe the primary concern for referral: _______________________________________
_________________________________________________
_________________________________________________
_________________________________________________

List the interventions that you have applied from the Action Plan. Please provide brief
evidence of the success or failure of this strategy:

Intervention #1 ___________________________________
Targeted Behavior/Academic Concern Being Addressed:
_________________________________________________
_________________________________________________
_________________________________________________

Evidence of Success or Failure (work samples may be attached):
_________________________________________________
_________________________________________________
_________________________________________________

Intervention #2 ___________________________________
Targeted Behavior/Academic Concern Being Addressed:
_________________________________________________
_________________________________________________
_________________________________________________

Evidence of Success or failure (work samples may be attached):
_________________________________________________
_________________________________________________
_________________________________________________

Intervention #3 ___________________________________
Targeted Behavior/Academic Concern Being Addressed:
_________________________________________________
_________________________________________________
_________________________________________________

Evidence of Success or Failure (work samples may be attached):
_________________________________________________
_________________________________________________
_________________________________________________

Do you feel that the current strategies are working? (Circle one)  Yes  No

Do you recommend an additional I&RS Meeting? (Circle one)  Yes  No
Follow-Up Meeting Form

Student’s Name: __________________________

Are there any additional strategies that you would recommend?
___________________________________________________
___________________________________________________
___________________________________________________

Additional Comments:
___________________________________________________
___________________________________________________
___________________________________________________

Recommended Follow-up:
___________________________________________________
___________________________________________________
___________________________________________________

Continue Interventions: ___________________________ _____________________________

Revise Interventions:  ____________________________ ______________________________

Date for follow-up: _______________________________ ______________________________

Refer to Child Study Team: __________________________ ____________________________
Records Release Form

This confidentiality of alcohol and drug abuse patient records maintained by Montclair High School is protected by Federal law and regulations. Generally, the SAC may not say to a person outside the school based program that a person is involved with or has been referred to outside support services, or disclose any information identifying a client as an alcohol or drug abuser unless

1. the client consents in writing
2. the disclosure is allowed by a court order; or,
3. The disclosure is made to medical personnel in a medical emergency or to qualified personnel for research, audit, or program evaluation.

(In such situations as your involvement in a school referral or memorandum of agreement from law enforcement for either being under suspicion or violation of law or a referral by administration, police, SRO’s, security and nurse and any other persons connected to the referral are aware that support services may be implemented.)

Violations of the Federal law and regulations by a program is a crime. Suspected violations may be reported to appropriate authorities in accordance with Federal regulations.

Student Signature __________________________ Date _______________________

42 CFR - Part 2 and CFR Parts 160 & 164
RECORDS RELEASE AUTHORIZATION

I, ___________________________________________________________ hereby give

Permission to: __________________________________________________

(Name of Clinic which is to make disclosure)

To release from my files the following information:

______________________________________________________________

(Extent or Nature of Information to be disclosed)

This is to be released to ___________________________________________

______________________________________________________________
(Name or Title of Person or Organization to Which the Disclosure is to be made)

The purpose or need for such disclosure is:

___________________________________________________ ___________________________

This information may be given:

___________________________________________________ ___________________________

(Indicate Frequency)

This consent is subject to revocation at any time except to the extent that action has been taken in
reliance thereon and will otherwise expire on: ___________________

(Date, Event or Condition)

X

nature of Client: (or person authorized by law to give consent) Date

X

Signature of Witness Date

The within information is disclosed to you from records whose confidentiality is protected by
federal law. Federal Regulations (42CFR-Part 2 and 42 CFR Parts 160 &164) prohibits you from
making further disclosure of it without the specific written consent of the person to whom it
pertains or, as otherwise permitted by such regulations. A General Authorization for the release
of medical or other information is NOT sufficient for this purpose. The Federal rules restrict any
use of the information to criminally investigate or prosecute any alcohol or drug abuse client.
**MONTCLAIR HIGH SCHOOL**
James Earle, Ed.D, Principal

**Main Building**
100 Chestnut Street
Montclair, NJ 07042
Tel: 973-509-4100
Fax: 973-783-8745

**Assistant Principals**
- Eileen Gilbert
- John Porcelli
- Shirlene Powell-Sanders
- John Jeffries
- Ted Lawrence

**9th Grade Academy**
141 Park Street
Montclair, NJ 07042
Tel: 973-509-4004
Fax: 973-509-6407

**COMMUNITY RESOURCES**

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>CONTACT PERSON</th>
<th>CONTACT INFORMATION</th>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Kappa Alpha Sorority, Inc.</td>
<td>Mary LaMar</td>
<td>P.O. Box 509 Montclair, NJ 07042</td>
<td>Scholarships Mentorings</td>
</tr>
<tr>
<td>AVID</td>
<td>Betty Bland</td>
<td><a href="mailto:bbland@montclair.k12.nj.us">bbland@montclair.k12.nj.us</a> (973) 509-4100 ext. 2760</td>
<td>Academic Support Tutoring (AVID students ONLY)</td>
</tr>
<tr>
<td>Bridge Scholars Program</td>
<td>Joyce Hobbs Anthony Keys</td>
<td><a href="mailto:jhobbs@montclair.k12.nj.us">jhobbs@montclair.k12.nj.us</a> <a href="mailto:akeys@montclair.k12.nj.us">akeys@montclair.k12.nj.us</a></td>
<td>To enhance academic achievement for African-Americans through guidance and promoting college education.</td>
</tr>
<tr>
<td>Brother-to-Brother</td>
<td>Raymond Ford</td>
<td>(908) 209-2774</td>
<td>Mentoring male students Grades 9-12</td>
</tr>
<tr>
<td>College Prep Classes</td>
<td>Mr. Brown</td>
<td>Springfield Branch Library 50 Hayes Street Newark, NJ 07103 (973) 623-8699</td>
<td>College/Scholarship Info SAT/HSPA prep College Fairs/Trips</td>
</tr>
<tr>
<td>Delta Teen Lift Program</td>
<td>Keshia Golding (MHS Contact)</td>
<td><a href="mailto:kgolding@montclair.k12.nj.us">kgolding@montclair.k12.nj.us</a> (973) 509-4100 ext. 4783</td>
<td>12-18 yrs. Mentoring Trips Workshops Meetings held: Newark Public Library</td>
</tr>
<tr>
<td>Family Center</td>
<td>Elliot Dee</td>
<td>(973) 748-0800 ext. 25</td>
<td>Mentoring</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>CONTACT PERSON</td>
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<tr>
<td>League</td>
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<td>Guidance Staff</td>
<td>MHS</td>
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<td>Individual/Group Counseling</td>
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<td>College Preparation Workshops/Presentations</td>
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<td></td>
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<td>Scholarship Information</td>
</tr>
<tr>
<td>IMANI</td>
<td>Joann McCullough</td>
<td><a href="mailto:CAC73@comcast.net">CAC73@comcast.net</a> (973) 509-2822</td>
<td>Mentoring</td>
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<td>College Preparation</td>
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<td>Computer Access</td>
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<td>Workshops and Guest Speakers</td>
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<tr>
<td>Impact Community Development Corporation</td>
<td>Selene Filmore</td>
<td>(973) 857-8533 ext. 366</td>
<td>Youth Leadership Institute</td>
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<td></td>
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<td></td>
<td>(Application required)</td>
</tr>
<tr>
<td>Montclair Mentoring Program</td>
<td>Scott White</td>
<td><a href="mailto:swhite@montclair.k12.nj.us">swhite@montclair.k12.nj.us</a> (973) 509-4100 ext. 4108</td>
<td>Mentoring</td>
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<td></td>
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<td>(Freshman ONLY)</td>
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<tr>
<td>NAACP</td>
<td></td>
<td>(973) 746-9315 (follow the prompts)</td>
<td>ACTSO</td>
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<td>NAACP Youth Council</td>
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<tr>
<td>Project Oasis</td>
<td>Gail Dunn</td>
<td>(973) 744-9094</td>
<td>Academic Support</td>
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<td>Tutorial Program</td>
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<td>Life Skills Classes</td>
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<td>Parent Workshops</td>
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<tr>
<td>PTSO</td>
<td>Tracey Williams</td>
<td><a href="http://www.mhsptso.org">www.mhsptso.org</a></td>
<td>Parent Discussion Group</td>
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<td>Parent Resource Library</td>
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<td>Student Exam Bank</td>
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<tr>
<td>Rites Of Passage</td>
<td>Alonzo Brandon</td>
<td>(973) 509-4916</td>
<td>Information Sessions</td>
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<td></td>
<td>Wednesdays 6:30PM</td>
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<td></td>
<td>MHS Faculty Cafeteria</td>
</tr>
<tr>
<td>SAC (Student Assistance Counselors)</td>
<td>MHS</td>
<td>Keshia Golding - Team 1</td>
<td>Counseling Available:</td>
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<td></td>
<td></td>
<td>Andrew Evangelista – Team 3</td>
<td>Substance Abuse</td>
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<td></td>
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<td>Jaime Kohl – Team 4</td>
<td>Domestic Violence</td>
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<td>Suicide</td>
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<td>(among others)</td>
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<tr>
<td>Sister-To-Sister</td>
<td>Adele Katz</td>
<td>(973) 680-4402</td>
<td>Mentoring for Girls</td>
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<tr>
<td>Writer’s Room</td>
<td>Sara Peterson</td>
<td><a href="mailto:speterson@montclair.k12.nj.us">speterson@montclair.k12.nj.us</a> (973) 509-4100 ext. 4149</td>
<td>1:1 Coaching</td>
</tr>
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<td></td>
<td>Writing Support</td>
</tr>
<tr>
<td>Young Women, Wise Women</td>
<td>Karma Cloud</td>
<td>(212) 414-5062</td>
<td>9 month commitment</td>
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<td>Rites of Passage Program</td>
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Dates for Guidance: Proposed

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<td>(Registration required)</td>
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12th Grade Parent Night  9/16  7 pm  Atrium
Essay Writing Workshop  9/30  periods 4, 5, 6  Library
HSPA’s  10/5-7  8 am
HSPA Make-ups  10/12-14  8 am
PSAT’s  10/16  9 am
Student Advisory Committee  10/18  2nd period
Parent Advisory Committee  10/19  9 am
College Fair  10/21  6:30 pm
Essay Writing Workshop  10/28  periods 4, 5, 6  Library
Ninth Grade Parent Orientation:  10/28  7 pm  Atrium
Financial Aid Night  11/4  7 pm  LGI
Essay Writing Workshop  12/2  periods 4, 5, 6  Library
11th Grade Parent Night  12/9  7 pm  Auditorium
“Real Money” Workshop  2/10  7 pm  Atrium
Student Advisory Committee  11/15  2nd period
Parent Advisory Committee  11/16  9 am
Student Advisory Committee  12/20  2nd period
Parent Advisory Committee  12/21  9 am
8th Grade Parent Night  1/7  7 pm  Atrium
Student Advisory Committee  1/16  2nd period
Parent Advisory Committee  1/18  9 am
Career Workshops  1/25-27  Throughout the day
9th Grade Parent Night  1/27  7 pm  Atrium
Student Advisory Committee  2/14  2nd period
Parent Advisory Committee  2/15  9 am
HSPA Testing  3/1-3/3  8 am
HSPA Make-ups  3/8-10  8 am
10th Grade Parent Night  3/10  7 pm  Atrium
Student Advisory Committee  3/21  2nd period
Parent Advisory Committee  3/22  9 am
Student Advisory Committee  4/11  2nd period
Parent Advisory Committee  4/12  9 am
AP Testing  5/2-6, 5/9-13  8 am
Student Advisory Committee  5/16  2nd period
Parent Advisory Committee  5/17  9 am
Biology End of Course Assessment  5/17  8 am
Biology Make-up  5/18  8 am
Algebra I End of Course Assessment  5/23-24  8 am
Algebra I Make-up  5/25-26  8 am
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. & 1232g; 34 CRF Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR & 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. On the other hand, you may contact us at the following address: Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Junior Packet

STUDENT QUESTIONNAIRE (available online)

FEEL FREE TO BRAG! Please answer the following questions on a separate sheet of paper. This will be kept completely confidential in your personal file.

1. What are your plans after high school?

2. List 3 reasons you would like to attend college or pursue a career after high school.

3. What is your passion in life?

4. What kind of student am I? Tell me about any events or experiences in which have helped to shape your growth and way of thinking.

5. List 3-5 adjectives that which describe you. (see back) What outstanding characteristics and/or qualities do you possess?

6. List how you have spent the last three summers (indicate calendar year). Please be specific and detailed in your response. Which was the most rewarding and why?

7. Are there any outside circumstances that have interfered with your academic performance? Explain.
Please provide me with a statement about yourself; things that distinguish you from others; personal strengths; awards/honors; things you do outside of school (volunteer work, employment, hobbies/interests, etc.). Don’t be afraid to brag. Feel free to use whatever format you prefer: prose, bullets, etc. Tell me what you plan to do for the future (major, career, extracurricular pursuits) and what in the past has affected/influenced you (people, events). Write about your values and interests; what is important to you?

If there are people who can tell me about other sides of you, have them write something for me. Give me more information than I need – I can always not use what I feel is not relevant. Tell me what you most enjoy doing. Tell me about your hopes, wishes and dreams. In short, help me to inform colleges about who you really are.

**KNOW THYSELF VOCABULARY**

Choose five (5) words that best describe you.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Active</th>
<th>Curious</th>
<th>Idealistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable</td>
<td>Daring</td>
<td>Deliberate</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Determined</td>
<td>Empathetic</td>
<td>Individualistic</td>
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<tr>
<td>Agreeable</td>
<td>Eager</td>
<td>Easygoing</td>
<td>Industrious</td>
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<tr>
<td>Alert</td>
<td>Embarrassed</td>
<td>Empathetic</td>
<td>Intellectual</td>
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<tr>
<td>Ambitious</td>
<td>Enthusiastic</td>
<td>Entrepreneurial</td>
<td>Introspective</td>
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<tr>
<td>Analytical</td>
<td>Energetic</td>
<td>Fair-minded</td>
<td>Inventive</td>
</tr>
<tr>
<td>Articulate</td>
<td>Enthusiastic</td>
<td>Firm</td>
<td>Liberal</td>
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<tr>
<td>Assertive</td>
<td>Enthusiastic</td>
<td>Flexile</td>
<td>Lively</td>
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<td>Attentive</td>
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<td>Forceful</td>
<td>Logical</td>
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<td>Optimistic</td>
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<tr>
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<td>Fun loving</td>
<td>Good natured</td>
<td>Organized</td>
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<td>Conscientious</td>
<td>Friendly</td>
<td>Happy</td>
<td>Outgoing</td>
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<td>Conservative</td>
<td>Generous</td>
<td>Happy</td>
<td>Patient</td>
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<tr>
<td>Considerate</td>
<td>Hardworking</td>
<td>Helpful</td>
<td>Persevering</td>
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<tr>
<td>Consistent</td>
<td>Helpful</td>
<td>Honest</td>
<td>Persuasive</td>
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<tr>
<td>Courageous</td>
<td>Honest</td>
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<td>Poised</td>
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<td></td>
<td>Polite</td>
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<td></td>
<td></td>
<td></td>
<td>Practical</td>
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</table>
I am interested in the academic performance of your son/daughter, but also, and just as important, in learning about his/her in ways apart from the record in school. You are my best source of information and I am soliciting your help! Please describe your child as best as you can using the following questions as guidelines.

1. What are his/her out-of-school interests and activities which may not be known at school? How does he/she spend his/her time at home?

2. What are his/her outstanding characteristics, her/his unique qualities? To what is he/she especially committed?

3. What are his/her goals for the future?

4. Are there any other comments you would like to make to help me understand your child better?

5. Please describe your child as a person. What qualities do you most admire? In what areas has your child shown the most development and growth during the past three years?

6. Please describe any special occurrences that might have affected your child’s school record during high school years.
The Guidance Department wants to help you with your college applications. By completing this form in a thoughtful manner you will help us write an honest and meaningful recommendation for you. Feel free to use the back of the form if necessary.

Extracurricular and Personal Activities

Please list your principal “out of school,” community ad family activities and/or hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, awards or varsity letters earned, etc.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Position Held/Honors Won</th>
<th>Grade Level</th>
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**Athletics:**

|                          |                          |             |
Volunteer
Experience:

Work Experience: List any jobs (including summer employment) you have held during the past three years.

If you can, tell us briefly which of the above activities has had the most meaning for you and why.

Hodge-Podge (borrowed from Princeton University – OPTIONAL)
Look at these, your replies, if you choose to answer (and we hope you will), will help us to know you a little better.
Favorite Book: 

Favorite Recording: 

Favorite Activity: 

Favorite Quotation: 

Most Prized Possession: 

Favorite Course: 

Favorite Word: 

Anything Else? Significant factual information about you, your record, your personality, your hopes for the future, or perhaps unusual family circumstances (illness, strong parental support, travel, changes in school due to moving) would be helpful. What do you see as your greatest personal strength?
**IN-SCHOOL TEACHER REFERENCE:**

Ask permission of three (3) teachers for in-school reference to be sent to your Guidance Counselor. Obtain teachers who know you and are familiar with your work.

<table>
<thead>
<tr>
<th>Teacher’s Name (Print)</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

**LIST ALL SCHOOL ACTIVITIES (Grades 9-12)**

<table>
<thead>
<tr>
<th>Club, Sport, Activity, etc.</th>
<th>Sponsor’s Signature</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</table>
Please provide me with a statement about yourself; things that distinguish you from others; personal strengths; awards/honors; things you do outside of school (volunteer work, employment, hobbies/interests, etc.). Don’t be afraid to brag. Feel free to use whatever format you prefer: prose, bullets, etc. Tell me what you plan to do for the future (major, career, extracurricular pursuits) and what in the past has affected/influenced you (people, events). Write about your values and interests; what is important to you?

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Transcript Release Form

Date____________________

Student Name___________________________ Date of Birth_________________
(Please Print)

I hereby consent that all academic records be released to colleges and/or coaches upon
request. These records will include current transcripts and test scores (if requested).

The student should place their initials in one of the two boxes below.

______ I **waive** my right of access to confidential letters of recommendations and
confidential ratings on secondary school report forms.

______ I **do not waive** my right of access to confidential letters of recommendation and
confidential ratings on secondary school report forms.

Parent/guardian signature________________________________________

Student Signature______________________________________________
The school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self-evaluation. This form can be used by the school counselor as a self-evaluation or by the principal along with the required professional support staff appraisal form.

**The standards to be evaluated are:**

- Standard 1  Program Organization
- Standard 2  Guidance Curriculum Delivered to All Students
- Standard 3  Individual Planning with Students
- Standard 4  Response Services
- Standard 5  Systems Support
- Standard 6  School Counselor/Administrator Agreement
- Standard 7  Use of Data
- Standard 8  Student Monitoring
- Standard 9  Master Calendar/Time
- Standard 10  Results Evaluation
- Standard 11  Program Audit
- Standard 12  Advisory Council
- Standard 13  Infusing Themes

The performance standards are to be assessed by indicating “Yes” or “No” to each of the standards. Comments under each section could indicate strengths in that standard or recommendations.

<table>
<thead>
<tr>
<th>Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 A program has been written to meet the needs of the school.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.2 The professional school counselor demonstrates interpersonal relationships with students.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Comments: _____</td>
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Date: ____
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<tr>
<th>Standard 2: The professional school counselor implements the guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>2.1 The professional school counselor teaches guidance units effectively.</td>
</tr>
<tr>
<td>2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.</td>
</tr>
<tr>
<td>2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.</td>
</tr>
<tr>
<td>Comments: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.</td>
</tr>
<tr>
<td>3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.</td>
</tr>
<tr>
<td>Comments: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.</td>
</tr>
<tr>
<td>4.2 The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.</td>
</tr>
<tr>
<td>4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.</td>
</tr>
<tr>
<td>Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.</td>
</tr>
<tr>
<td>5.2 The professional school counselor provides support for other school programs.</td>
</tr>
<tr>
<td>Comments: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6: The professional school counselor has discussed the counseling department management system and the program action plans with the school administrator.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 The professional school counselor has discussed the qualities of the counselor management system with the other members of the counseling staff and has agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 The professional school counselor has discussed the program results that will be obtained on the action plans for the school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments: _____</td>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7: The professional school counselor knows how to use data as a guide to program direction and emphasis.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 The professional school counselor uses data from the counseling program to make decisions regarding revisions to the school counseling program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments: _____</td>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments: _____</td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Standard 8</td>
<td>The professional school counselor is accountable for monitoring the progress of every student.</td>
<td></td>
</tr>
<tr>
<td>Standard 8</td>
<td>The professional school counselor implements monitoring activities appropriate to his/her own school.</td>
<td></td>
</tr>
<tr>
<td>Standard 8</td>
<td>The professional school counselor develops appropriate interventions for students as needed and monitors their progress.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Standard 9: The professional school counselor implements the master calendar/time component to have an efficiently run program.**

| Standard 9 | The professional school counselor uses a master calendar to plan activities through the year. | YES | NO |
| Standard 9 | The professional school counselor distributes the master calendar to parents, staff and students. |
| Standard 9 | The professional school counselor posts a weekly/monthly calendar. |
| Standard 9 | The professional school counselor analyzes his/her time spent in each of the four areas of the management system to achieve a healthy balance. |
| Comments: |  | Date: |  |

**Standard 10: The professional school counselor has developed a results evaluation for the program.**

| Standard 10 | The professional school counselor includes every student in the results. | YES | NO |
| Standard 10 | The professional school counselor works with members of the school counseling team and with the principal to formulate the desired results. |
| Standard 10 | The professional school counselor knows how to collect and process data. |
| Comments: |  | Date: |  |

**Standard 11: The professional school counselor conducts a yearly program audit.**

| Standard 11 | The professional school counselor conducts a yearly program audit. | YES | NO |
11.1 The professional school counselor provides a yearly program audit that includes the results of all the program components.  

11.2 The professional school counselor shares the results of the program audit with the advisory council.  

11.3 The professional school counselor uses the yearly audit to make changes in the school counseling program for the following year.  

Comments: ______  

| Date: ______ |

Standard 12: The professional school counselor is responsible for establishing and convening a school advisory council for the comprehensive school guidance and counseling program.  

12.1 The professional school counselor has met with the advisory council.  

12.2 The professional school counselor has reviewed the school counseling program audit with the council.  

12.3 The professional school counselor keeps a record of meeting information.  

Comments: ______  

| Date: ______ |

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.  

13.1 The professional school counselor promotes academic success of every student.  

13.2 The professional school counselor promotes equity and access for every student.  

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.  

13.4 The professional school counselor understands reform issues and works to close the achievement gap.  

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.  

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.  

13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.
ABSENCE RE-ADMIT FORM

Student Name: ________________________________________________________________

Re-Admit Date: _______________ Dates of Absences: ____________________________

__________________________________________________________________________

Student has submitted a note to excuse the absence(s) on the above date(s). Note indicating legal documentation is on file in the Attendance Office.

Teacher Signature

Teacher signature indicates that they have recorded the absence information for their records.

Period 1:_________________________ Period 5:_________________________

Period 2:_________________________ Period 6:_________________________

Period 3:_________________________ Period 7:_________________________

Period 4:_________________________ Period 8:_________________________

Comments: ________________________________________________________________

__________________________________________________________________________

10-11 SPS/ pp
ADMINISTRATOR'S SUBSTANCE ABUSE INCIDENT CHECKLIST

PART 1  INITIAL IDENTIFICATION OF SUBSTANCE ABUSE INCIDENT
(Circle)
_____ Nurse/Staff Member/Security/Student Assistance Counselor/Administrator

PART 2  SUSPECTED OF BEING UNDER THE INFLUENCE OF
ALCOHOL/DRUGS

_____ 1. Administrator locates student and has student escorted to the Health Office

_____ 2. Security is summoned by staff member to escort student to Health Office

_____ 3. Nurse checks vital signs

_____ 4. Student Assistance Counselor performs pre-assessment interview

_____ 5. Case Manager contacted when appropriate

_____ 6. Administrator contacts parent/guardian to inform about incident and require the following actions:

- Remove from school to appropriate care until such time that a medical release for return is provided (can be issued by doctor after exam, allowing student to return while awaiting results.)
- Physical exam with chemical screen within 2 hour if suspected of drug and 1 hour if suspected of alcohol use (option of family/other physicians or ImmediCenter.)
- Letter prepared and sent home on urgent basis by Student Assistance Counselor informing parent/guardian of actions to be taken (may include disciplinary measures related to incident.)

_____ In the event parent cannot be contacted

- Arrangements made for school staff to accompany students to emergency room or ImmediCenter, depending on the severity of circumstances.
- Staff returns student to school, further action to be determined.
A. Chemical screen returns positive diagnosis:

___ Parent informed of disciplinary action set by Assistant Principal with referral to SAC for further clinical attention.
___ Required comprehensive assessment to be provided by licensed provider within specific period of time.
___ Treatment plan developed in conjunction with assessment results and supervised by the Student Assistance Counselor.

B. Chemical screen returns negative diagnosis:

___ Follow up by Student Assistance Counselor as deemed necessary.

PART 3 PATTERN OF BEHAVIOR RELATED TO SUSPECTED USE AFFECTING SCHOOL PERFORMANCE

___ Staff concern reported to Administrator or Student Assistance Counselor.
___ Student Assistance Counselor coordinates distribution of behavioral assessment forms to appropriate faculty and other staff (Nurse, Security) if appropriate.
___ I&RS protocol is activated if appropriate.

PART 4 SUSPECTED POSSESSION OR INTENT TO DISTRIBUTE

___ Administrator locates student and conducts preliminary interview (may include search of locker, person and other school property with Security Personnel.)
___ Administrator escorts student to SRO office for further investigation, and possible apprehension/charges.
Parent/guardian notified

Letter sent home by certified mail, notifying of incident & mandated actions, including comprehensive chemical assessment and out-of-school suspension.

10-11 SPS/pp
Attendance Appeal Form

Student Name: ___________________________________ Team: __________________________

Case Manager: ____________________________ (if applicable) Grade: ________ Date: ______________

Guidance Counselor: ___________________________ SAC: ____________________________

Home Address: ________________________________________________________________

Parent/Guardian Name: _____________________________ E-mail: _________________________

Home Phone: __________________________________ Cell Phone: _______________________

Course(s) you are appealing:

________________________________________________________ Period: ______________

________________________________________________________

________________________________________________________ Period: ______________

________________________________________________________

________________________________________________________ Period: ______________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Attach a brief statement explaining why you are appealing the loss of credit.
Official documentation for each absence must be attached to this Attendance Appeal Form. Acceptable documentation: Please refer to Student Attendance Handbook 2010-2011.

- Photocopies are acceptable.
- A student has five (5) days from the receipt of the no credit letter to file an appeal for reinstatement of credit. An appeal does not guarantee the reinstatement of course credit.

RETURN THIS FORM TO THE TEAM OFFICE.

****************************** Do Not Write Below This Line
******************************

______________________ Appeal granted     ____________________ Appeal denied

Appeal Date: ____________

Absences Granted:

___________________________________________________ _____________________

Cc: Team _____Asst. Principal
    Guidance Counselor/Case Manager
    Teacher
    Student Assistance Counselor
Student:

Department:

Course:

Overseeing Teacher:

This is to certify that I have agreed to audit the above course for **NO GRADE AND NO CREDIT**. A designation of “Audit” will appear on the report card/transcript. I agree to do all of the course work (at the discretion of the teacher), and attend class every day. If the attendance policy is exceeded by excused or unexcused absences, I will be formally withdrawn from the course with “W” (withdrawal) recorded on the transcript.

Decision to audit must be made prior to the half-way point of the course.

**REQUIRED SIGNATURES:**

Teacher: __________________________________________

Student: __________________________________________

Parent: __________________________________________

Guidance Counselor: ________________________________

Team Administrator: ________________________________
GRADE CHANGE FORM

Date: _________________________________

Student’s Name: ___________________________________

Teacher: _________________________________  School Year: ______

Course #: _________________________________  Section #: ______

Course Title: _________________________________  Marking Period: ______

Grade will be changed from _____________ to _____________

Reason for grade change: ____________________________________________________________

Signature of Teacher: _________________________________

Signature of Guidance: _________________________________

Signature of Principal: _________________________________

Date Change Completed: _________________________________

NOTE: NO GRADES WILL BE CHANGED WITHOUT THE ABOVE SIGNATURES.

AFTER THE FORM IS SIGNED BY THE TEACHER AND GUIDANCE COUNSELOR,
IT IS TO BE SUBMITTED TO THE PRINCIPAL’S OFFICE FOR APPROVAL AND SIGNATURE.
**HOME INSTRUCTION GRADING SHEET**

***To be submitted by Home Instructor at the End of Each Marking Period***

Student  ___________________________________________ Grade  ___________

Academic Year ____________________________

Received Home Instruction from _____________ to ____________ Total Absences

_________________________________________ School ______________________

Home Instructor _______________________________________________________

**MARKING PERIODS**

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>1st November</th>
<th>2nd January</th>
<th>3rd April</th>
<th>4th June</th>
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<tbody>
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</tbody>
</table>

Submitted by __________________________

________________________

Home Instruction Secretary

Date

cc: School Administrator
    Child Study Team
    Student File
    Guidance Counselor
    State File
# HOME INSTRUCTION STUDENT INFORMATION

Date: ____________________________________________________________________________

Name: ___________________________________________________________________________

School: Montclair High

Grade: ___________________________________________________________________________

*Start date: ______________________________________________________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher (Student’s Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Parent(s) Name: __________________________________________________________________

Address: __________________________________________________________________________

Phone #: __________________________________________________________________________

Approximate time of instruction: __________________________________________________________________________

Nicole Frasier, Secretary
Home Instruction
973-509-4100 ext.4075
May 6, 2010

RE:

Dear Parent/Guardian:

This is to confirm the tutoring arrangements we have made for your son/daughter. Instruction is to begin as soon as possible and the designated tutor(s) will be contacting you regarding home instruction arrangements.

Tutor’s Name:
Time: Hours per week
Place:
Subjects: Listed Above

ECESC (If needed - Mrs. Lola Thomas Coordinator: (973) 405-6262, ext. 251.)

Please be aware of the following policies and procedures regarding home instruction:

- Tutors are not permitted to instruct your child at home without you (or an appropriate adult) being present with instruction in the home.
- A formal re-admission conference must take place prior to a student returning to classes at MHS. Parents/guardians will need to provide the appropriate documentation indicating the student’s readiness to return. Parents/guardians are advised to contact and schedule a meeting with the student’s team administrator, along with the assigned guidance counselor or case manager (if the student is classified.)

If you have any questions, please feel free to call me. I may be reached at (973) 509-4100, ext. 4075.

Sincerely,

Nicole Frasier
High School Home Instruction Secretary
PROGRESS REPORT ON STUDENT RECEIVING HOME INSTRUCTION

****To be handed in with each time sheet submitted

Period Beginning ______________________ and Ending ______________________

Name: ___________________ Grade: _________ School: ___________________

Address: _______________________________________________________________

Tutor: ________________________________________________________________

Subject: ______________________________________________________________

Narrative summary of progress:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Assessment Used and/ or Tests Performance

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
MONTCLAIR PUBLIC SCHOOLS

PARENT CONSENT FOR 504 EVALUATION

Student Name: _____________________________________   DOB:_________  Age: _______

Grade: ________ School: ___________________________ __________________________

1.  NOTICE:
   a. A referral for a 504 evaluation has been initiated in order to determine the cause, extent or possible remediation for a suspected physical or mental impairment. The reasons for this referral are:

   b. Other options considered and general education intervention procedures employed:

   c. Proposed Assessment/Techniques/Personnel:
      - A review of all cumulative records
      - Test scores
      - Attendance records
      - Health information
      - Discipline records
      - Observation
      - Teacher(s) interview
      - Review of portfolio
      - Parent’s information
      - Outside consultants
      - Other

2.  CONSENT:
The evaluation will be conducted within 90 calendar days of parent permission (which begins the date the signed form is received by the 504 Building Chairperson). A 504 conference will be held to discuss the evaluation and any educational program recommendations. I understand the reasons for the referral and the description of the evaluation process and have check the appropriate box below:

   ____ I have been given a copy of my “rights” as provided by law.
   ____ Permission is given voluntarily to conduct the evaluation process as described.
   ____ Permission denied.
   ____ Interpreter needed (Specify)______________________________

Parent/Guardian Signature ___________________________ Date ________________

   c: Parents
      Principal
      Section 504 Cumulative Record

Please return to Scott White, Building 504 Chairperson, within 15 calendar days.
Montclair Public Schools

Receipt of Rights Information

I acknowledge that I have received a copy of “Parent/Student Rights in Identification, Evaluation, Accommodation & Placement” regarding the evaluation of my child under Section 504 of the Rehabilitation Act of 1973. I understand that I may contact the Section 504 Compliance Officer with any questions that I may have about my rights and the procedure for identification, evaluation, accommodation, and placement.

_________________________________  _________________
Parent/Guardian’s Signature      Date
Montclair Public Schools

Parent Letter – Determination of Non Eligibility

Dear Parent(s)/Guardian(s):

The 504 Evaluation Committee at Montclair High School which consists of professionals who have knowledge of your child, and who have used all available student records/teacher input, and have determined that Andrea Parente does not have a substantial mental or physical impairment that limits one or more of the major life activities; is not regarded as handicapped by other and has no record of such. As a result; the 504 Evaluation Committee has determined that ______________ is not eligible for services under Section 504, of the Rehabilitation Act of 1973.

Sincerely,
504 Evaluation Committee

Enclosed:
SECTION 504 OF THE
REHABILITATION ACT OF 1973

REFERRAL FORM

Section 504 of the Rehabilitation Act of 1973 defines an “individual with a disability” as any person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.

Major life activities include taking care of one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

- Personal Information (Please type or print)

  Student: _________________________________  Date of Birth: ____________
  Parent: _________________________________  Telephone Number: __________
  Address: _________________________________  Date: ________________

- Background Information

  A. Reason for Referral: __________________________ ______________________
     __________________________ ______________________
     __________________________ ______________________
  B. Strategies/Interventions to Date: ________________ ______________________
     __________________________ ______________________
     __________________________ ______________________
  C. Comments (Please feel free to attach relevant information): ______________
     __________________________ ______________________
     __________________________ ______________________
     __________________________ ______________________

Referred by ________________________________ (Print Name)

___________________________________(Signature) _______________Date of Referral

-1-

Section 504 Forms/Referral
Dear «Parentsname»:

Enclosed please find a revised Section 504 Accommodation Plan for «FirstName» «LastName». This plan will be in effect through the 2010-2011 school year and until the plan is reviewed. Please sign and return one copy of the Determination of Eligibility page (self-addressed envelope enclosed). The second copy is for your records.

If you have any further questions, please contact me.

Respectfully,

Scott White  
504 Committee Chairperson  
973-509-4100 x-4118  
swhite@montclair.k12.nj.us

Enclosed:  504 Accommodation Plan  
Determination of Eligibility (2 copies)  
Receipt of Rights  
Attendance Sheet  
MHS Envelope
Name: __________________________

Date Referral Received: ________________

Date of Meeting: ________________

Date of Plan: ________________________

Date Plan Mailed: ____________________

☐ Referral Form
☐ Parent Consent Form
☐ Review Documentation of Disability
☐ Guidance Information
  ☐ Transcript
  ☐ Schedule
  ☐ Report card
  ☐ Interim reports
  ☐ Attendance: class/period
☐ Meeting Date Set
☐ Teacher Evaluations Sent
☐ Meeting Confirmation Letter Sent
☐ Meeting Attendance Sheet
☐ Receipt of Rights (Parent Booklet)
☐ Determination of Eligibility Sign-off or Parent Letter: Non-Determination of Eligibility
☐ Accommodation Plan
☐ Teacher Receipt Sign-off
☐ Cover Letter to parent
☐ Evaluation Summary and Determination of Eligibility

☐ Plan signed by committee
☐ Plan signed by Principal
☐ Counselor given plan
☐ Counselor returned Teacher Receipt Sign-off
☐ Planned mailed to parents/guardians
  ☐ Accommodation plan
  ☐ Meeting Attendance Sheet
  ☐ Determination of Eligibility Sign-off (2 copies)
  ☐ Return envelope
☐ Determination of Eligibility Sign-off returned with parents’ signature

OR

☐ Evaluation Summary and Determination of Eligibility signed by committee
☐ Evaluation Summary and Determination of Eligibility signed by principal
☐ Parent Letter: Non-Determination of Eligibility sent
  ☐ Meeting Attendance Sheet
  ☐ Determination of Eligibility Sign-off (2 copies)
  ☐ Return envelope
☐ Determination of Eligibility Sign-off returned with parents’ signature
DETERMINATION OF ELIGIBILITY

Based upon the above assessment results, it has been determined that «FirstName» «LastName» does have a physical or mental disability which substantially limits one or more major life activities and that he/she is in need of educational accommodations or related services. Therefore, he/she is eligible for services under Section 504 of the Rehabilitation Act of 1973.

Based upon the above assessment results, it has been determined that ___________________________ does not have a physical or mental disability which substantially limits one or more major life activities and/or is not in need of educational accommodations or related services. Therefore, he/she is not eligible for services under Section 504 of the Rehabilitation Act of 1973.

Meeting Date: «DateofMtg»
Plan Date: «PlanDate»
Evaluation Participants:

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PRINT/TYOE</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>«Parentsname»</td>
<td></td>
</tr>
<tr>
<td>Teacher(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>«C»</td>
<td></td>
</tr>
<tr>
<td>Child Study Team</td>
<td></td>
<td></td>
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<tr>
<td>Nurse</td>
<td></td>
<td></td>
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<tr>
<td>Guidance Counselor</td>
<td>«C»</td>
<td></td>
</tr>
<tr>
<td>SAC</td>
<td>«F»</td>
<td></td>
</tr>
</tbody>
</table>

Reviewed by: ____________________________
James Earle, Principal

Section504/DeterminationElig
Eligibility Team Members: (fill in names and check whether knowledgeable about the…)

<table>
<thead>
<tr>
<th>Child</th>
<th>Meaning of evaluation Data</th>
<th>Accommodations/ Program Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>«a»</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>«b»</td>
<td>X</td>
<td>X</td>
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<tr>
<td>«c»</td>
<td>X</td>
<td>X</td>
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<td>«d»</td>
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<td>X</td>
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<td>«e»</td>
<td>X</td>
<td>X</td>
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<tr>
<td>«f»</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Variety of sources of evaluation information: (indicate each one used)

- achievement tests
- teacher recommendations/observations
- medical report
- adaptive behavior
- student work samples
- cognitive assessments

1. Specify the mental or physical impairment:

2. Check the major life activity that is affected by the impairment:
   - seeing
   - hearing
   - caring for one’s self
   - breathing
   - working
   - walking
   - learning
   - speaking
   - performing manual tasks
   - other (specify):

3. The term “substantially limits” means that the student is:
   - a) Unable to perform a major life activity that the average student of approximately the same age can perform

   OR

   - b) Significantly restricted as to the condition, manner or duration which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial and somewhat unique, rather than commonplace, when compared to the average student of approximately the same age.
Place an “X” on the following scale to indicate the specific degree that the impairment (identified in #1) limits the major life activity (identified in #2): For an “X” at “4” or above, fill in specific information evaluated by the team that justifies the rating:

1. Negligibly ____________________ __________________________
2. Mildly ______________________ __________________________
3. Moderately ____________________ __________________________
4. Substantially ____________________ __________________________
5. Extremely ____________________ __________________________

___ The team’s determination was less than “4”; the student is not eligible for Section 504 protections. Parents are to receive notice of their procedural rights, including an impartial hearing.

OR

___ The team’s determination was a “4” or above. The team should determine and list on the 504 Accommodation Plan the specific accommodations that are necessary for the student to have an opportunity to commensurate with non-disabled students of approximately the same age in this district.
Dear ________________________________: Date_________

This letter is to remind you of the 504 Committee meeting concerning ______________________ on ______________________, _______________________, at __________. Please come to the main office of the main building. This meeting is to review the 504 application and to determine eligibility for services under Section 504 of the Rehabilitation Act of 1973. Please bring any outside information that you believe might be helpful during this process.

The following persons will be attending this meeting.

Sincerely,
Dear «Parentsname»:

Enclosed please find the Section 504 Accommodation Plan for «FirstName» «LastName». This plan will be in effect through the 2010-2011 school year and until the plan is reviewed. Please sign and return one copy of the Determination of Eligibility page (self-addressed envelope enclosed). The second copy is for your records.

«FirstName»’s guidance counselor, «d», is available to help facilitate the implementation of the 504 plan and act as a liaison between «FirstName» and her teachers. If you have any further questions about the 504 process please contact me.

Respectfully,

Scott White
504 Committee Chairperson
973-509-4100 x-4118
swhite@montclair.k12.nj.us

Enclosed:
Section 504 Eligibility Determination – 4 pages (2 copies of sign-off page)
Accommodation Plan
Attendance at Section 504 Meeting
Receipt of Rights Information
Montclair Public Schools
Teacher Report to 504 Committee

Return to Scott White, Chairperson, Section 504 Committee (Team 4 Office: Ms. Malloy)

Student: ___________________________ Date: ___________________________
Teacher: ___________________________ Course: ___________________________
Due: ___________________________

1. Academic or Behavior Problems and how they manifest themselves: ______________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Student Strengths: ___________________________
   ______________________________________________________
   ______________________________________________________

Before action can be taken, regular classroom interventions need to be documented. Please comment on the reasons for their success or lack of success:

1. (After class) Teacher help, No_____ Yes_____ Comments: ___________________________
   ______________________________________________________

2. Alternate Teaching Methodologies or Accommodations you are currently making.
   (Please list and comment)
   a. __________________________________ Comments: ___________________________
   ______________________________________________________
   b. __________________________________ Comments: ___________________________
   ______________________________________________________

3. Note taking assistance, No_____ Yes_____ Comments: ___________________________
   ______________________________________________________

4. Phone contacts with parent (Dates): __________________________________________
   Meetings with student (Dates): __________________________________________
   Comments: ___________________________

5. Behavior Interventions: ___________________________
   Comments: ___________________________

Teacher Signature: ___________________________ Date: ___________________________

SUBSTANTIAL LIMITATIONS CHECKLIST

Evidence of substantial limitations is those factors that lead ultimately to poor outcomes. So, indicators that predict poor educational outcomes must be reviewed. The following is a list of some such indicators. This list is not exhaustive. Complete by responding to the following questions:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does the student have good attendance?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is the student on task 90% of the time?</td>
<td></td>
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<td></td>
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<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Is the student performing on grade level in:</td>
<td></td>
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<tr>
<td></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is the student passing all of his/her classes?</td>
<td></td>
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<tr>
<td>5.</td>
<td>Does the student usually follow oral instructions given to the</td>
<td></td>
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<tr>
<td></td>
<td>entire class?</td>
<td></td>
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<tr>
<td>6.</td>
<td>Does the student require individualized instructions most of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the time?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Can the student require individualized instructions most of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the time?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Can the student approach a task and follow through to correct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>completion independently?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Does the student have friends?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Can the student solve problems and made decisions independently</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Is the student susceptible to peer pressure (more than usual)?</td>
<td></td>
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<tr>
<td>12.</td>
<td>Does the student complete assigned tasks in an acceptable</td>
<td></td>
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<td></td>
<td>manner?</td>
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<tr>
<td>13.</td>
<td>Does the student complete homework satisfactorily?</td>
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<tr>
<td>14.</td>
<td>Does the student have discipline problems?</td>
<td></td>
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<tr>
<td>15.</td>
<td>Does the student participate in extra-curricular type activities</td>
<td></td>
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<tr>
<td></td>
<td>within or outside of the school?</td>
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<tr>
<td>16.</td>
<td>Is the student easily distracted?</td>
<td></td>
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<tr>
<td>17.</td>
<td>Does the student miss an hour or more of class per week due to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discipline problems?</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Has the student ever been retained?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Does the student spend two or more days per month in in-house</td>
<td></td>
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<tr>
<td></td>
<td>suspension?</td>
<td></td>
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</tbody>
</table>
Exchange Request Form

Student name________________________________________

Name of Exchange Program ____________________________

Accreditation________________________________________

Contact Name/Address/Phone__________________________

Web site________________________________________________________________________

Location of Exchange________________________________________

Proposed date of Exchange_____________________________

<table>
<thead>
<tr>
<th>Present Schedule</th>
<th>Continue on Exchange?</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
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The parent and student understand that coursework from the exchange program will appear separately from Montclair High School course work and pre-approval is necessary for any coursework taken.

Parent Signature/Date    Student Signature/Date
---------------------------------------------------------------------------------------------------------------------

Office use only:
________Approved by subject area supervisors. Attach copy of letter to parents describing how courses will appear on transcript and how student will satisfy mid-term and final assessments.

Counselor Signature/Date