

**2010-2011
HANDBOOK**

**MEMORIAL
HIGH SCHOOL**

www.wnyschools.net

**5501 Park Avenue
West New York, New Jersey 07093**

201-553-4110

Name _____

Homeroom

Board of Education

201-553-4000

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Angelica Jimenez
Vice-President

Vanessa Maria Flores Domingo Lopez Alex Locatelli
Trustees

Administration

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Assistant Superintendent
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Assistant Superintendent
of Administrative Services..... Robert Sanchez
Director of Human Resources..... Patrick Gagliardi
Director of Special Services..... Beverly Lazzara
Director of Educational Programs Marilyn Duran

Board Secretary / School Business Administrator.....
..... Dennis Tarantino, Interim

Memorial High School Administration

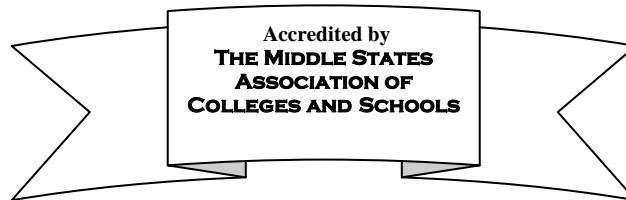


PrincipalScott Cannao
Assistant PrincipalKelly Jameson
Assistant PrincipalRenee Theobald-Rodriguez
Assistant PrincipalNelson Lopez
Assistant Principal
in charge of Alternative Education .. Alina Mendoza

Supervision

Athletics	Silverio Vega
Physical Education.....	John Fraraccio
Bilingual/ESL	Madely Miqueli
Language Arts.....	Diana Stedman
Social Studies.....	Anthony DeMarco
World Languages	Mercedes Bernal
Mathematics	Donna Mirabelli
Visual & Performing Arts.....	David Osnowitz
Career Education.....	William Endress
Science	Mary Ann Cinque
Special Education.....	Andrew Chiurazzi
Affirmative Action Officer	Anthony Ferrainolo
504 Officer.....	Beverly Lazzara
Coordinator of Educational Media.....	Alix Polynice
Coordinator of Cooperative Business Education	Kelly Doyle-Gambuzza
Coordinator of Home Instruction.....	Gladys Ruz
Nurse	Lenore Murray
Peer Coordinator	Ed Donnelly
Substance Abuse Coordinator.....	Elsie Diaz
Head Custodian.....	Manuel Castro

MEMORIAL HIGH SCHOOL



This is Tiger Country!

MISSION STATEMENT

We, as teachers, administrators, parents, and community members, commit ourselves to helping students develop the necessary academic and social skills needed to achieve their goals in a rapidly changing technological age. We shall provide a safe learning atmosphere that fosters positive interactions in a culturally diverse, global environment.

Date: May 13, 1999

BELIEF STATEMENT

We Believe That:

- All decisions should be based on student learning as the chief priority for the school.
- Curriculum and instructional practices, as well as methods of assessment, should incorporate a variety of activities to accommodate different learning styles and promote students' responsibility for their education.
- Student academic achievement needs to be continually recognized.
- Students need to apply their learning in meaningful ways by actively engaging in the learning process.
- Students need to reinforce skills where they can successfully participate in a culturally diverse, socioeconomic environment.
- Teachers, administrators, parents, students, and the community share the responsibility for raising student self-esteem and advancing the school mission.
- The quality of life in the community as well as a safe environment within the school will reinforce positive relationships and mutual respect among students, staff, and community.

MISIÓN ESCOLÁSTICA

Nosotros, como maestros, administradores, padres, y miembros de la comunidad, nos comprometemos a ayudar a los estudiantes a que desarrollen las habilidades académicas y sociales necesarias para lograr sus metas en un tiempo tecnológico que cambia rápidamente. Nosotros proveeremos una atmósfera de aprendizaje segura que promueva interacciones positivas en un ambiente culturalmente diverso y global.

CREDO ESCOLÁSTICO

NOSOTROS CREEMOS QUE:

- Todas las decisiones deben ser basadas en que el aprendizaje del estudiante sea la prioridad principal de la escuela.
- El programa de estudios y las prácticas instruccionales, así como los métodos de evaluación, deben incorporar una variedad de actividades que responsabilizan al estudiante en su educación.
- El progreso académico del estudiante debe ser reconocido continuamente.
- Los estudiantes deben aplicar sus conocimientos en formas significativas envolviéndose activamente en el proceso de aprendizaje.
- Los estudiantes necesitan reforzar sus destrezas donde ellos puedan participar con éxito en un ambiente cultural y socio-económico diverso.
- Los maestros, administradores, padres, estudiantes y la comunidad comparten la responsabilidad de mejorar la autoestima de los estudiantes y la misión de la escuela.
 - La calidad de vida de la comunidad, tanto como una atmósfera segura dentro de la escuela, reforzará una relación positiva de respeto mutuo entre los estudiantes y la facultad.

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SUPERINTENDENT'S MESSAGE

On behalf of the West New York School District, welcome to Memorial High School, a school respected and highly honored for many years. The school's rich history of academic and athletic achievements, combined with opportunities to forge life-long relationships through extracurricular activities, makes it the ideal setting for students to learn and grow.

The faculty and staff of Memorial High School comprise some of the most dedicated and concerned educators you will find anywhere. They have prepared this parent/student handbook so that students and their families are aware of the many opportunities for them to play an active role in the school's busy life. Share this handbook with your parents and/or guardians so that we'll be able to join together as a team of students, parents, and staff, making each unique experience part of a mosaic that sets the foundation for the rest of your life.

Please take time to review the information contained in this handbook, and we urge you to consult with teachers, counselors and advisors whenever a need or concern arises. Our educators are here to help you in any way possible, starting with this handbook.

John Fauta, Superintendent of Schools

PRINCIPAL'S MESSAGE

Welcome to Memorial High School. In the next few years you will be creating lifelong memories. You will always remember the teachers you've had and friends you've made at Memorial. I invite you to take advantage of your time at Memorial High School where you will be afforded many opportunities to grow both academically and socially. This comprehensive high school offers a variety of opportunities for all students in our academic and co-curricular programs. Our goal for the students at MHS is to make them well rounded individuals and therefore we encourage them to get involved in as many aspects of the total school program as possible.

This parent/student handbook has been prepared to inform you of our policies and procedures and to persuade you to become active members of the Memorial High School Family. Please review the handbook carefully.

Parents are encouraged to join our Organization of Parents and Faculty (OPF) which holds monthly meetings in the evenings throughout the school-year. Check out our website's monthly calendar for the dates of the OPF meetings and for monthly updates to the *School News* link.

The caring and dedicated staff at Memorial High School wants you and your parent(s)/guardian(s) to be assured that we are here to help you reach your full potential. Have a great year!

Scott Cannao, Principal

MEMORIAL HIGH SCHOOL
REGULAR TIME SCHEDULE

7:45 a.m.	Teachers Report
7:46 a.m. - 7:53 a.m.	Advocacy Period
7:56 a.m. - 8:36 a.m.	1 st PERIOD
8:39 a.m. – 9:19 a.m.	2 nd PERIOD
9:22 a.m. - 10:02 a.m.	3 rd PERIOD
10:05 a.m. - 10:45 a.m.	4 th PERIOD
10:48 a.m. - 11:28 a.m.	5 th PERIOD
11:31 p.m. - 12:11 p.m.	6 th PERIOD
12:14 p.m. - 12:54 p.m.	7 th PERIOD
12:57 p.m. - 1:37 p.m.	8 th PERIOD
1:40 p.m. - 2:20 p.m.	9 th PERIOD

**All periods are 40 minutes in length.*

MEMORIAL HIGH SCHOOL
TIME SCHEDULE

HALF DAY—NO LUNCH

8:00 a.m.	TEACHERS REPORT	
8:03 a.m. - 8:11 a.m.		Advocacy Per.(8min)
8:14 a.m. - 8:52 a.m.		1 st PERIOD (38 min)
8:55 a.m. - 9:33 a.m.		2 nd PERIOD (38 min)
9:36 a.m. - 10:14 a.m.		3 rd PERIOD (38 min)
10:17 a.m. - 10:55 a.m.		4 th PERIOD (38 min)
10:58 a.m. - 11:36 a.m.		8 th PERIOD (38 min)
11:39 a.m. - 12:17 p.m.		9 th PERIOD (38 min)
12:20 p.m.	TEACHER DISMISSAL	

HALF DAY—WITH LUNCH

8:25 a.m.	TEACHERS REPORT	
8:34 a.m. - 8:42 a.m.		Advocacy Per. (8 min)
8:45 a.m. - 9:25 a.m.		2 nd PERIOD (40min)
9:28 a.m. - 10:08 a.m.		3 rd PERIOD (40 min)
10:11 a.m. - 10:51 a.m.		4 th PERIOD (40 min)
10:54 a.m. - 11:34 a.m.		5 th PERIOD (40 min)
11:37 a.m. - 12:17 p.m.		6 th PERIOD (40 min)
12:20 p.m. - 1:00 p.m.		7 th PERIOD (40 min)
1:00 p.m.	TEACHER DISMISSAL	

**WEST NEW YORK
BOARD OF EDUCATION
District School Calendar
2010-2011**

September (17 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	*15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October (21 days)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	**13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November (17 days)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	*17	18	19	20
21	22	23	24	25	26	27
28	29	30				



School Closed



Testing Dates



One-Session Day



Prof. Dev. Day (No Students)

***Faculty Meeting**

**** Staff Dev. /Fac. Meeting (½ Day for Students)**

December (17 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	*15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January (21 days)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	**19	20	21	22
23	24	25	26	27	28	29
30	31					

February (18 days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	*16	17	18	19
20	21	22	23	24	25	26
27	28					

* **Faculty Meeting**

** **Staff Dev. /Fac. Meeting (½ Day for Students)**

 **School Closed**

 **Testing Dates**

 **One-Session Day (Staff & Students)**

 **Professional Dev. Day (No Students)**

March (23 days)





S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	*16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April (16 days)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	**13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May (21 days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	*18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- * **Faculty Meeting**
- ** **Staff Dev. / Fac. Meeting (½ Day for Students)**
-  **School Closed**  **Testing Dates**
-  **One-Session Day (Staff & Students)**
-  **Professional Dev. Day (No Students)**

June (11 days)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	*8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THIS CALENDAR MAY BE SUBJECT TO CHANGE DUE TO UNFORESEEN CIRCUMSTANCES

Tentative Last Day June 15, 2011

*

Faculty Meeting

**

Staff Dev. /Fac. Meeting (½ Day for Students)



School Closed



Testing Dates



One-Session Day
(Staff & Students)



Professional Dev. Day
(No Students)

September 8
(Professional Development Day for All Staff)

School Opens—September 9
(One-Session Day for Students Only)

DAYS SCHOOL WILL BE CLOSED

Teachers' Convention—November 4, 5
Veterans Day Observed—November 8
Thanksgiving Recess—November 25, 26
Winter Recess—December 24 – 31
Lincoln's Birthday Observed—February 18
Presidents' Day—February 21
Spring Recess—April 18 - April 22
Memorial Day —May 30

TESTING DATES

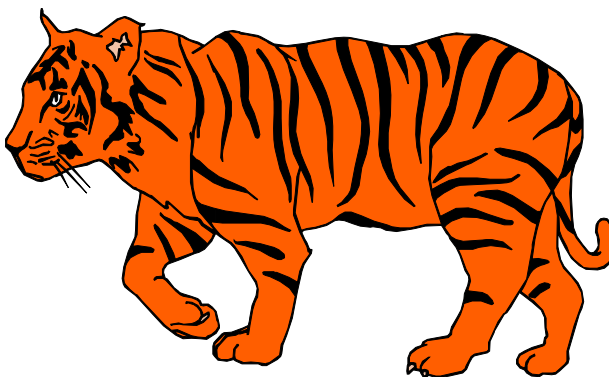
HSPA (fall) — October 5, 6, 7
HSPA (fall—Make-up) October 12, 13, 14
SAT—October 9*
PSAT—October 13*
SAT—November 6*
SAT—December 4*
Mid-Term Exams—January--To Be Announced
High School Proficiency Assessment-HSPA—March 1, 2, 3
HSPA Make-up—March 8, 9, 10
SAT—March 12*
AP Exam Dates—May 2-12*
End of Course Biology Assessment—May 17 & 18
End of Course Biology Assessment Make-up—May 19 & 20
End of Course Algebra 1—May 23-27 window (exact dates TBA)
End of Course Algebra 1 Make-Up Test—May 27
SAT—June 4*
ACCESS for ELL—May—To Be Announced
Final Exams—To Be Announced

**Tentative*

EMERGENCY SCHOOL CLOSING

On days when weather or some other condition requires a change in the regular school day, parents will be notified by the **Connect-ED** school-to-family notification system, and information will be posted on the school district website homepage www.wnyschools.net.

Furthermore, news of the closing of school will be carried at approximately 7:30 a.m. on radio stations WADO (for Spanish-speaking parent(s) and guardian(s), WOR (710), WINS (1010) and FOX TV Channel 5. Unless specifically announced, students should assume that school will be open and classes will be conducted as usual. No phone calls are to be made to the school or the Board of Education Office.



**OFFICE OF STUDENT PERSONNEL SERVICES
(OSPS) 201-553-4110**

The general purpose of student personnel services at Memorial is to assist the students to analyze and appraise their own abilities, aptitudes and values; to identify their interests and seek out personal life directions; to aid them in planning and attaining goals and to establish personal decision-making skills. Personal and group counseling are provided to accomplish these objectives.

STAFF

The staff of this office consists of an Assistant Principal, a substance awareness coordinator (SAC), guidance counselors and clerical personnel. The professional staff members are fully certified and have had appropriate graduate training to work effectively with the students, their parent(s)/guardian(s) and the teachers. Each student is assigned a counselor who will remain with the student throughout his/her entire high school career. The Assistant Principal of Student Personnel Services administers the guidance program of student personnel services and the services of the student information center (SIC).

Students who wish to see their counselors should obtain an appointment slip from the counselor during a non-class time period. In the case of an emergency, the guidance counselor is always available. In addition to student-initiated requests, counselors will send for all students for regular conferences and interviews. Students are encouraged to make extensive use of their counselors and the OSPS facilities.

FACILITIES

The OSPS includes individual offices for each counselor, the SAC, and the director and a variety of reference materials, computers, software, audiovisual equipment, and videos to assist the students and their parent(s)/guardian(s) in educational, vocational and personal decision making. Located on the south corridor of the first floor of the main building, this office is open at all times to all students of the school. The OSPS is a Career Guidance and Counseling Center. Parents/guardians are also welcome to visit the OSPS for conferences. It is advised that arrangements for such conferences be made in advance by calling the OSPS at 201-553-4110. The OSPS also includes the SIC, the location for the generation of student and teacher schedules, report cards, deficiency notices, and other student records.

SERVICES

1. COUNSELING

The primary activity employed in the guidance program is counseling. To promote efficient functioning is the goal of this process, which includes consideration of development or situational adjustment problems, self-understanding, and self-development.

2. EDUCATIONAL PLANNING

To assist students to attain their immediate goals upon graduation is a major priority of the OSPS. This service includes consideration of student interests, past performance, present potential and future opportunities.

3. EVALUATION

The counselors evaluate the performance of their students through cumulative records in order to provide relevant information about each pupil's present status, past performance and future potential. Information about students from standardized tests is interpreted and utilized to aid the student in self-appraisal.

4. VOCATIONAL INFORMATION

A Vocational Resource Center (VRC) is open to all students. The purpose of the center is to provide information to help prepare students to make knowledgeable choices about vocations.

The Guidance Information System (GIS) is located in the VRC and CEN.

5. COLLEGE/POST-SECONDARY INFORMATION

College applications and catalogs are available in the OSPS. During the first semester of each school year, representatives from many colleges, business, nursing and technical schools visit Memorial to supply information about their schools to the current senior class. A college visitation calendar is made available to all seniors so that they may make appointments to attend the presentations of their choice.

Qualified juniors may utilize the early admissions procedure provided they meet special academic criteria. All applications and transcripts for undergraduates are processed through the OSPS. The senior class rank is available at the end of September.

6. SCHOLARSHIP INFORMATION

Financial aid information and forms are available in the OSPS after the counselors present the annual financial aid workshop. Various local and county organizations provide scholarship assistance to Memorial's graduates. The selection of the scholarship recipients is completed by Memorial's Scholarship Committee. Additional

scholarship information about special programs is presented through posters, notices and announcements from the Guidance Office.

7. REFERRAL SERVICES

To meet the needs of some students, the counselors and the substance awareness coordinator make referrals to private or public agencies. This is done with the assistance of the school psychologist.

8. SCHEDULING ASSISTANCE AND ADJUSTMENTS

The counselors and teachers help students in the selection of courses for each of their four years at Memorial. The students review their cumulative records each year to assure they are meeting the requirements for graduation. Adjustments to the students' schedules are made according to a prescribed policy. Every effort is made to insure that each student's program satisfies the individual's educational plan.

9. PLACEMENT SERVICES

Students are advised regarding job openings in the community and the county. In some cases, the placement of students can lead to full-time employment following graduation. Information regarding working papers can also be obtained from the OSPS.

SMALL LEARNING ACADEMIES

Current research overwhelmingly supports the notion that students in high school are more successful when they attend small education environments. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, and school safety. Over the next few years, Memorial High School will be introducing Small Learning Communities. This approach makes it possible for student work to be more actively and closely monitored, and more academically focused, than is possible in a traditional, comprehensive high school. One of the goals of these Small Learning Communities will be to increase the rigor of instruction and selection so that entering 9th graders are prepared for college preparatory work and high school graduates are ready for university instruction. The Small Learning Community initiative at Memorial High School will take two forms, a Freshmen / Sophomore Loop Structure for grades 9-10 and Career-Based Academies for grades 11-12.

The Freshmen / Sophomore Loop is a two-year academy comprising both 9th and 10th grades. Grades 9 and 10 will be divided into a few groups of roughly 100 students each in a Freshmen / Sophomore Loop

Academy. Within this structure, students and staff will remain together in the same teams (or groups) for two years of 9th and 10th grade, looping with the same team of teachers for all core subjects, insofar as possible and practical, for two years. The Freshmen / Sophomore Loop Academy at Memorial will help personalize the high school experience. In addition, this academy will also ensure that all students will rotate through a series of exposure activities which will provide them with a basis to select their preferred Career Based Academy for the 11th and 12th grades.

These **Career Based Academies** are "schools-within-schools" organized around career themes. Within the personalized learning environment of a small community, the students will be exposed to academic and vocational instruction that will prepare them for postsecondary education and employment. Teachers and students integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high academic standards. Partnerships with local colleges, universities and employers will provide program planning guidance, mentors and work internships. Career based academies place an emphasis on building relationships between students and teachers as well as work-site supervisors and other employer representatives. The school-within-a school structure supports constructive relationships between students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the support students receive.

Currently, some students are participating in the following Small Learning Academies that are under various stages of development:

- Alternative Education
- Freshmen/Sophomore Loop
- Visual & Performing Arts
- Public Affairs
- Business
- Global Technology
- Liberal Arts

Small Learning Academies at Memorial High School are vibrant and stimulating places. The design and development of each of the academies is due to the involvement, enthusiasm, and commitment

of both teachers and students alike. If you have any questions regarding any of these programs, contact your guidance counselor.

A brief synopsis of each academy appears below.

ALTERNATIVE EDUCATION

PROJECT ACHIEVEMENT

Project Achievement is an alternative program for seventh and eighth graders who will be at least 15 by the beginning of the new school year and who have the ability to be successful in the Project Achievement classes. Because of extenuating circumstances, these students have been unable to perform at a satisfactory level in the elementary schools. These disaffected students have a specially designed school program; and if they complete the program, they will receive their elementary diplomas and sophomore status. These students are provided with follow-up counseling by their assigned guidance counselor. All students in the program sign a pledge/contract to adhere to the policies and procedures of the program.

PROJECT ALTERNATIVE

Project Alternative is a unique program for seventh and eighth graders who will be at least fifteen and a half by the beginning of the school year. These students will have a specially designed program consisting of two major components. The first component is a self-contained class that offers basic instruction to prepare the students to meet the state and school academic requirements. The second component is a vocational/technical preparation in elective classes.

The purpose of the program is to provide educational, vocational and supportive services to students who are potential dropouts. Because of their low test scores and elementary grades, these students are not eligible for other programs such as Project Achievement. If these students complete Project Alternative, they will receive their elementary diplomas as well as sophomore status at Memorial.

PASSES

This program is available to all ELL students ages 15-19, who have been assessed to be academically delayed. Passes is a nine-period a day, one-year program. The courses are taught by one or two bilingual/ESL teacher(s) at Memorial High School. The teacher(s) should have experience in elementary and/or remedial education.

It is important to note that PASSES is an un-graded, developmental, alternative bilingual program for ELL students with little or no formal education.

FRESHMEN / SOPHOMORE LOOP

The Freshmen / Sophomore Loop is a two-year academy comprising both 9th and 10th grades. Within this structure, faculty teams will consist of a social studies, math, science, and language arts teacher, for each student cohort of roughly 100 students. Specials such as physical education, arts, music, languages, and technology will be shared among all within this academy. Students and staff will remain in those same teams for two years of 9th and 10th grade, looping with the same team of teachers for all core subjects, insofar as possible and practical, for two years. During the 9th and 10th grades, all students will rotate through a series of exposure activities which will provide them with a basis to select their preferred academy for the 11th and 12th grades.

PERFORMING ARTS ACADEMY—TRIPLE THREAT

Triple Threat Academy is a program designed for students who show an interest in the conservatory approach to the performing arts. Classes taught by professional artists in the areas of dance, musical theatre, vocal music, dramatic literature and acting are provided, in order to create "well rounded" performers. The audition technique, as well as materials appropriate for audition use will be discussed. Students involved will have the opportunity to work with the prestigious Manhattan Theatre Club in workshop situations, as well as see three of their Broadway productions. This course is offered on the College prep level, with the possibility of taking it on the honors track.

PUBLIC AFFAIRS ACADEMY

The Public Affairs Academy will offer a rigorous curriculum in public policy analysis and administration that will prepare students to assume leadership positions in government, business, and non-profit organizations. This academy will be open to students in their junior year of high school that have expressed interest in public affairs and/or are recommended by their Social Studies and/or English teacher. These students are then interviewed by a core group of teachers from the academy. The Academy will go beyond traditional programs to offer a multidisciplinary approach to the complex economic, political, technological, and social issues of the 21st century. All courses will focus on studying public affair and policy in all facets of modern society. Each course, whether an elective or required selection, will incorporate media and technology into the everyday reinforcement of all classroom teachings. Through research and inquiry based methods students will be given the opportunity to study public affairs. Special attention will be given to the political and socio-economic nature of public affairs. Topics included in the study of public affair will include, but not be limited to, race, gender, ethnicity, social class, environment and culture. All of these topics will be looked at both historically and in modern context to help students better understand current events, political climates and relevant public affairs.

BUSINESS

Students in the emerging Business Academy will be given a hands-on introduction into the world of business. Students will learn basic business principles in multiple high-level core courses such as accounting, business law, personal finance, computer applications, economics, and marketing. Of particular interest to students in the Business Academy will be the FBLA (Future Business Leaders of America) and DECA (Distributive Education Clubs of America) clubs which develop competencies in business and related fields, and promote civil and personal responsibility. In keeping with recent trends in the business world, the Business Academy program will stress the importance of the global economy. This modern approach to high school business education will provide students with the communication skills and multicultural understanding that is so valuable in today's global business arena.

GLOBAL TECHNOLOGY

Students in the emerging Global Technology Academy will be exposed to a wide array of topics in the world of science, mathematics, technology and media. The students in the Global Technology Academy should have a strong interest in mathematics, science and/or technology. The program of study will be centered on the usual academic core subjects - English, social studies, world language, and mathematics with a concentration on technology. The academy will offer students a unique learning experience using cutting edge, web-based technology and connect them to the global community and the workplace of tomorrow. Program highlights include an Alternative Fuels education track, video production and project based-media. Many of the exciting components of this program will be integrated into the other Academies.

LIBERAL ARTS

Students in the emerging Liberal Arts Academy will be exposed to a wide array of careers including, but not limited to education, social work, culinary arts, and other vocational trades. This academy is ideal for those students who would like to further their education in the humanities and social sciences. The general knowledge skills developed through liberal arts studies can have a significant effect on students' future career development and long-term employment. Students who choose this academy are interested in one of the aforementioned fields, seek a well-rounded high school experience, and/or are still undecided as to what they would like to do in the future. Regardless of why students pick the Liberal Arts Academy, they will be prepared for study in a curriculum that will offer course work at honors and college preparatory levels.

SPECIAL PROGRAMS

SYRACUSE UNIVERSITY PROJECT ADVANCE

Syracuse University Project Advance (SUPA) is a partnership linking Syracuse University with Memorial High School. Qualified high school juniors and seniors will have the opportunity to enroll in Syracuse University courses for college and high school credit concurrently while on the Memorial High School campus. The courses we offer are basic introductory courses that fit well into most college and university curriculums. They are the same courses taught on the main campus of Syracuse University only at a fraction of the cost. There is an array of courses designed for those students who are capable of doing college-level work while still in high school. **However, students must be recommended to SUPA courses by their present teachers.** THERE IS A TUITION FEE (payable to Syracuse University) FOR SYRACUSE UNIVERSITY PROJECT ADVANCE COURSES.

SUPA Course Offerings:

- | | |
|---|-----------|
| • American History 101 | 3 credits |
| • American History 102 | 3 credits |
| • Calculus 295 | 4 credits |
| • Intermediate Italian 201 | 4 credits |
| • College Learning Strategies 105 | 3 credits |
| • Practices of Academic Writing 105 | 3 credits |
| • Narratives of Culture (Critical Reading)142 | 3 credits |
| • Sociology 101 | 3 credits |

PLEASE NOTE

Students taking SUPA courses do not have to gain acceptance into Syracuse University for the college credits to count. However, while Syracuse University states that over 90% of their SUPA courses are transferrable, each college and university determines the nature and extent of its policies for the acceptance of transfer credit. On the other hand, MHS students that take advantage of SUPA may be granted up to a full year of college credit (sophomore standing) at the institution of

higher learning of their choosing upon graduation from Memorial High School.

JUNIOR SEMINAR AND SATURDAY ACADEMY

Memorial offers two special programs, Junior Seminar and Saturday Academy, to help students succeed in the classroom and on state mandated assessments (*These two programs are currently under revision and may change*).

Junior Seminar is a mandatory support program for select juniors who have scored below grade level on the standardized assessments and teacher recommendation. Those who received below level scores in Language Arts Literacy and/or Mathematics were selected to be part of this program.

The targeted students will receive instruction in the areas of Language Arts and/or Mathematics in a one year course during their junior year. Students will receive 5 credits per course. The course is a pass/fail class and will not affect the students' grade point averages (GPA's). The skills mastered in these classes will enable students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation

Saturday Academy is a mandatory program for juniors designed to support students who scored below grade level on District Tests and/or are not doing well in Language Arts and/or Mathematics. The skills mastered in these classes will enable the students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation

The Saturday Academy meets on designated Saturday mornings for a period of several weeks. The Saturday Academy addresses the needs of eleventh grade students in the areas of Language Arts and Mathematics using small group instruction and offers the opportunity for students to earn one credit for their participation.

FALL & SPRING ACADEMIES

Fall Academy is a mandatory program for freshmen designed to support students who scored below grade level on District Tests and/or are not doing well in Language Arts and/or Mathematics. The skills

mastered in these classes will enable the students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation

The Fall Academy meets on designated Tuesdays & Thursdays from 2:25 p.m. to 3:05 p.m. for a period of several weeks. The Fall Academy addresses the needs of ninth grade students in the areas of Language Arts and Mathematics using small group instruction and offers the opportunity for students to earn one credit for their participation.

Spring Academy is a mandatory program for sophomores designed to support students who scored below grade level on District Tests and/or are not doing well in Language Arts and/or Mathematics. The skills mastered in these classes will enable the students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation

The Spring Academy meets on designated Tuesdays & Thursdays from 2:25 p.m. to 3:05 p.m. for a period of several weeks. The Spring Academy addresses the needs of tenth grade students in the areas of Language Arts and Mathematics using small group instruction and offers the opportunity for students to earn one credit for their participation.

MEDIA SERVICES

AUDIOVISUAL OFFICE

The Audiovisual Office is located on the third floor of the main building (Room 302). It houses Memorial High School's non-print (DVDs, Videotapes, etc.) media collection and it offers a wide range of services such as:

1. Access to equipment (TV, DVD, VCR, Data and Overhead Projectors, LCD Projectors, etc.)
2. Access to Memorial's software (DVD's, videocassettes, etc.)
3. Lamination, transparency production, photography, video, and other services.

Students can gain valuable experience and earn credit by working in the Audiovisual Office. Interested students should contact their guidance counselors.

The Audiovisual Office is open from 7:45 a.m. until 2:20 p.m.

MEDIA CENTER

The Memorial High School Media Center, located on the third floor of the main building, offers students and staff a completely computerized educational facility. Students and staff use computers to search for and check out books, research periodicals and Internet periodical databases, use resources for school and personal interests, and use different computer application programs. Internet access is available to students and staff. Instruction in all areas of computer research technology is available. The MHS Media Center has an extensive collection of books and periodicals for reference, research and personal use.

The Media Center is open Monday to Friday from 7:45 a.m.-2:20 p.m. Students may use the Media Center during their study and lunch periods. Extended hours for computer use only is available before and after school in Room 313 a.m. and Room 314 p.m. Students may borrow books and periodicals by showing their school ID cards.

Periodicals are available in regular paper form, on microfilm and on computer printouts. The Media Center has a copy machine for student use.

In order to use or gain access to the Internet, students **must** sign an Acceptable Use Policy which also **must** be signed by student's parent/guardian

VOCATIONAL TECHNICAL SCHOOL

Applications for admission to the Hudson County Area Vocational-Technical School may be obtained from Memorial's Guidance Office. Interested students must be interviewed by their guidance counselors before the application process can begin. The general criteria for admissions are:

1. Recommendations from the sending school
2. Record of attendance and tardiness
3. Record of discipline
4. Academic record
5. Health record
6. Area of interest

Students who attend the Hudson County Area Vocational-Technical School will learn a skill on a shared-time basis as well as earn a high school diploma at Memorial while meeting all state and district requirements. The listings of the various skill programs are available in the Guidance Office.

GENERAL INFORMATION

BEFORE AND AFTER SCHOOL

1. No student should be in the building before 7:45 a.m. unless the student is participating in a teacher-supervised school activity.
2. No student should be in the building after his/her classes have concluded unless requested by a teacher, participating in a supervised activity, or assigned to PM detention.
3. Groups using the building in the evening must use only the section of the building reserved for them and leave all rooms and equipment in proper condition.
4. A student completing his/her school day may not remain in or around the school building.
5. Students found in school after 3:00 p.m. who are not under the immediate supervision of a staff member may be subject to disciplinary action.
6. Students are reminded to schedule appointments with teachers ahead of time and not to stay after school in hopes of finding a teacher.

SALUTE TO THE FLAG

Pursuant to Law Title 18A:36-3 each Homeroom/Advocacy Period group will participate in the Pledge of Allegiance as it is being recited over the intercom.

VIDEO SURVEILLANCE

The Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds to enhance the safety and security for school district staff, pupils, community members, and other building occupants and to protect the school district's buildings and grounds.

FIRE DRILLS & LOCKDOWN DRILLS

Fire drills and Lockdown drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions.

These drills are an important safeguard for our schools; however, anyone caught setting off a false alarm will be prosecuted to the fullest extent of the law and face suspension and/or expulsion from school.

HALL PASSES AND ID CARDS

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a plastic hall pass from an authorized staff member.

Students must wear their school ID cards at all times in an appropriate manner according to school rules. Students not having their ID must be issued a temporary ID from the appropriate Assistant Principal's office in order to be admitted to class. Students not having or wearing ID's will face disciplinary action. These school ID cards will be issued to each student in the beginning of his/her freshman year and new cards will be issued in the beginning of his/her junior year. Of course, each new student to the school will be issued an ID card upon his/her registration. Students are responsible to keep their old cards until new ones are issued.

Both ID cards and hall passes are to be presented to any authorized staff member upon request. Lost ID cards must be replaced in the Audio Visual Office at a cost of \$5.00 with approval from appropriate Assistant Principal's office.

TEXTBOOKS

Textbooks are loaned to students for use during the school year. They are expensive and are to be covered and treated as personal property. The condition of the books should be noted when they are received. Please report any problems immediately to the teacher issuing the textbook. We expect books to be returned in nearly the same condition as when received. If not, fines are imposed and must be paid. If the student fails to return a textbook and does not pay the necessary fine, he/she may not receive a report card, student schedule, and be ineligible for extracurricular activities, athletic events and

school functions such as graduation, sporting games, field trips, proms, dances, clubs, pep rallies, etc.

Please be sure the student's name, school, and homeroom number are written on the book label in case the book is misplaced.

DESKS

Students are expected to care for desks in a reasonable manner. Each student is responsible for keeping his/her assigned desk clean both inside and outside. **No decorating of desks is permitted.** Damages caused by misuse of tape, graffiti, etc... will be charged to the student responsible. Any damage to a desk should be reported to the school administration immediately.

LOCKERS

Each student will be assigned a locker. Lockers with combination locks are issued to students at the beginning of the year by their homeroom teachers. Only locks issued by Memorial High School are permitted on the homeroom lockers. Lockers are **NOT** to be shared nor should a student give his/her combination to anyone. Lockers should be kept locked at all times. Rigging of lockers to remain unlocked is prohibited. Students are cautioned against telling their combination to each other, or they cannot expect their property to be safe. Each student is responsible for keeping his/her assigned locker clean both inside and outside. **No decorating of lockers is permitted.** Damages caused by misuse of tape, graffiti, etc... will be charged to the student responsible. Any locker malfunction should be reported to the school administration. Students are cautioned not to keep money or other valuables in their lockers. The school is not responsible for loss of personal belongings.

Students may access their assigned lockers in between class periods and during the homeroom/advocacy period. Students may not go to their respective assigned homeroom lockers at any other time, unless they have the permission of an administrator.

As previously mentioned, all students will be provided with locks for the lockers assigned to them in homeroom; however, ALL STUDENTS SHOULD BRING THEIR OWN LOCKS FOR USE ON THE LOCKERS IN THE PHYSICAL EDUCATION

LOCKER ROOMS. These locks are to be removed at the end of every period. **The security of the locker and its contents is the student's responsibility. We will not be held responsible for items lost or stolen from a locker that has not been locked.**

New Jersey Law (18A:36-19-2) permits the administration to inspect students' lockers or storage facilities provided for use by students. **The school reserves the right to inspect lockers at any time for the purpose of the health and safety of others.** The school administration will hold periodic inspections of all lockers.

CAFETERIA

Students have the option to eat lunch in school in the cafeteria or to leave the school building for lunch.

Food and beverages are prohibited in classrooms, corridors, hallways and stairwells.

Students using the cafeteria must:

1. Clean their table area before leaving. All debris must be emptied into trash containers. Clean up any food that is spilled.
2. Maintain orderly cafeteria lines. No running or pushing.
3. Eat only at the tables.

OFFICE TELEPHONES

All office telephones are reserved for school business purposes. Students will not be called out of class to the telephone. Only in an emergency situation will a message be delivered to a student.

HEALTH SERVICES

If a student is ill before coming to school, he/she should stay home. If a student is injured or becomes ill during the school day, he/she must report to the nurse, who will decide what should be done. If the nurse decides that a student must go home, proper arrangements will be made to release the student to an authorized adult. Students must not leave the building because of illness without authorization. If the nurse is not available, students are to report to the main office.

MEDICATION

School Board Policy prohibits students from taking any medication on their own. This includes over-the-counter medicine as well as prescription medicine. No medication will be administered to students in school except by the school nurse. Medication must be delivered to the school nurse in its original labeled container by the student's parent and must be accompanied by the parent's written request for its administration and by the physician's written and signed statement of the medication's name, the purpose of its administration, its proper timing and dosage, its possible side effects, and the time when its use will be discontinued. All student medications shall be appropriately maintained and secured by the school nurse.

ACCIDENTS

All injuries shall be reported to the school nurse. If the nurse decides that the individual should be sent to a doctor, the nurse will contact the student's parent/guardian and make arrangements. The school will make every effort to inform the parents of any accidents or illness occurring at school that may need care or observation at home. However, no student will be sent home unless he/she is picked up by a parent/guardian or designated adult. Please make sure that you provide the school with a phone number at which you may be reached during the day in case of an accident or illness. Please keep this number current. If the nurse is not available, students are to report to the main office.

ELEVATOR USE

An elevator is available to students in the school who have physical handicaps, are on crutches, etc., and who have received special permission from an administrator. A note from a doctor and a parent/guardian is required.

RADIOS, IPODS, CELL PHONES, ETC...

No electronic entertainment devices—IPODS, radios, CD or cassette players, game-boys, walkmans, MP3 players, portable TV's,

etc.—are to be brought to school. These items are subject to immediate confiscation and will be turned over to the assistant principals. Parent(s)/guardian(s) must come to school to reclaim them. Refusal to surrender items will result in immediate disciplinary action.

*** Cell phones are to be turned off and must not be visible while in class and in the hallways. Violation of this cell phone policy may result in being sent to the Administrative Office for disciplinary action.**

DO NOT BRING ANY OF THE ABOVE-MENTIONED ITEMS TO SCHOOL.

MEMORIAL HIGH SCHOOL IS NOT RESPONSIBLE FOR ANY LOST OR STOLEN PERSONAL PROPERTY INCLUDING CELL PHONES.

BEEPERS

State law prohibits beepers in the school buildings: “Any person enrolled as a student of a secondary school ... who brings or possesses any remotely activated paging device on any property used for school purposes ... is guilty of a disorderly person’s offense.” (2C:33-19).

BEEPERS WILL BE CONFISCATED AND TURNED OVER TO THE LOCAL POLICE. DO NOT BRING BEEPERS TO SCHOOL.

DRESS CODE

The West New York Board of Education recognizes that the Legislature has authorized school districts to require the wearing of school uniforms in certain circumstances. The Board further recognizes that uniform clothing requirements can assist in providing a safe and effective learning environment by discouraging peer rivalry,

instilling students with a sense of discipline, and helping students concentrate on their school work. The West New York Board of Education has allowed Memorial High School to adopt a school uniform policy.

It is our philosophy that certain standards of dress should be maintained. We believe that neatly attired students, who take pride in their appearance, generally display good self-discipline, good attitude and demeanor. Besides being **neat and clean**, clothing should not be hazardous to the health and safety of oneself and others nor detract from or interfere with the educational environment. Memorial has developed a fine reputation for the appearance and conduct of its students.

The purpose of these regulations is to provide pupils, parents and staff members with a clear description of the district's expectations with regard to student uniforms.

The following guidelines govern appropriate dress at MHS:

- **Shirts/tops (short and long sleeve styles) will be SOLID BLACK in color and must have the official Memorial High School insignia.**
- **Pants/bottoms** (shorts, skirts, slacks or chinos) **must be Khaki only** and conform to current policy on length and proper fit. Jeans (denim), sweat pants, and leggings are not to be considered part of the uniform at any time.
- **Skirts, Shorts, and Dresses must be no more than two inches off the knee.** Extremely short shorts, skirts or skirts with high side or front slits do not meet Memorial High School's dress code.
- **School Uniforms**—Must be worn **at all times** when the student is in the building or on school grounds. If not, students should be sent to the appropriate administrative office.
 - **RULES for uniform**
 1. **No Student is to wear anything over his/her uniform shirt, i.e., jackets, sweaters, pullovers, etc... THIS INCLUDES athletic team gear in lieu of the uniform (unless announced by the Building Principal for a special event).**

2. **Students may wear a long sleeve T-shirt underneath the official uniform shirt.**
3. **They may wear any of the solid black shirts/sweaters with our official logo sold at the stores, i.e., long-sleeve “polos”, fleeces or sweaters.**
4. **If the student wears an approved sweater or fleece, the uniform shirt must always be worn with it. NO EXCEPTIONS!**
5. **UNIFORM SHIRTS MUST NOT BE ALTERED, i.e. removing sleeves, collars, buttons, seams, etc...**
6. **Uniform shirts, when not tucked in pants, must not exceed the length of his/her fingertips.**
7. **Solid Black shirts without our official logo are a violation of our policy.**
8. **Any student in violation of our policy should be sent to the appropriate administrative office immediately.**
 - Proper and safe footwear is required, with shoe laces tied.
 - Head coverings, including hats, are not permitted in school except for religious observance or medical reasons.
 - Clothing which might injure a student or damage school property may not be worn or brought into school. (Chains, studs, etc.)
 - Obscene patches, emblems, or slogans are not permitted.
 - Undergarments are not to be displayed.
 - Sleep and loungewear are not to be worn.

As with all school policies, there are consequences for non-compliance. A student’s failure to comply with the policy would result in progressive discipline, which could include warnings, conferences, detentions, and Saturday Detentions. Continued non-compliance could result in the students being denied the opportunity to participate in extracurricular activities, athletic events and school functions such as graduation, sporting games, field trips, proms, dances, clubs, pep rallies, etc...

Students dressed inappropriately may face disciplinary action and parent(s)/guardian(s) may be called to bring in appropriate attire.

Program of sequential consequences with regard to non-compliance of school uniform policy:

1. First Offense: Telephone call to the parent indicating that the pupil is not wearing the required uniform and student will be assigned detention. The parent may also be asked to bring in appropriate attire.
2. Second Offense: Telephone call to the parent indicating that a second violation has occurred and the parent may be asked to bring in appropriate attire. Student will be assigned detention.
3. Third Offense: The pupil and parent will be required to attend a meeting with the appropriate administrator to discuss the cause of the pupil's repeated non-compliance to the uniform requirement and the consequences of continued non-compliance. Student will receive Saturday detention.

VANDALISM

Memorial High School students are expected to conduct themselves in a proper manner at all times. Acts of vandalism anywhere in the building or in the vicinity of the school will not be tolerated. Any student committing any act of vandalism will face suspension and/or expulsion from school with consequent possibility of failure. The student's parent(s)/guardian(s) will be required to pay for any damages incurred.

LOST AND FOUND

The main office is the area designed for lost and found articles. Anyone who finds a lost or misplaced article should take it there. Students looking for lost possessions should check with the secretary in the main office.

SMOKING

Fire regulations and state law prohibit smoking in the building and around school grounds.

Pupils who violate the provisions of this policy shall be subject to appropriate disciplinary measures and may be subject to fines in accordance with law.

In the event the pupil is found to have violated this policy and the law, the Principal or designee may file a complaint with the appropriate Municipal Court or other agency with jurisdiction as defined in N.J.A.C. 8:6-9.1(c).

Smoking violations may be punishable by suspension. To deter smoking, pupils in violation may receive:

1. a documented warning on first occurrence and phone call to parent
2. 1 OSS on second occurrence and parent conference to further discuss consequences
3. Any occurrence thereafter, a complaint with the appropriate Municipal Court or other agency with jurisdiction as defined in N.J.A.C. 8:6-9.1(c) will be filed.

According to Board Policy 7434
N.J.S 26:3D-15 through 26:3D-20
N.J.A.C 6A:16-1.3

DECORATION AND POSTER CODES

Before being displayed, all posters must be approved by the Student Council Advisor(s). Only posters showing good taste will be approved. Posters may be displayed in the cafeteria and on the bulletin board outside of the guidance office. Please use masking tape when hanging posters and remove all posters and tape immediately after the announced event takes place. Do not tape anything to lockers. Any posters and/or flyers hung in non-designated areas will be removed immediately.

SUBSTANCE ABUSE

The Board of Education recognizes that a pupil's abuse of harmful substances seriously impedes that pupil's education and threatens the welfare of the entire school community. The Board is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means, but will take the necessary and appropriate steps to protect the school community from harm and from exposure to harmful substances. Accordingly, the Board will establish and maintain a comprehensive substance abuse intervention, prevention, and treatment referral program in the schools of this district.

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

For the purposes of this policy:

"Substance" means alcoholic beverages, controlled dangerous substances, including anabolic steroids, as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4 and over-the-counter and prescription medications which are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.

"Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

"Evaluation" means those procedures used by a certified or licensed professional to make a positive determination of a pupil's need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the pupil or the pupil's family.

"Intervention" means those programs, services, and actions taken to identify and offer help to a pupil at risk for learning, behavior, or health difficulties.

"Referral for treatment" means those programs and services offered to a pupil or his or her family to help implement the recommendations of an evaluation or in response to the family's request for assistance with a learning, behavior, or health difficulty.

"School grounds" means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district

wastewater treatment facilities, generating facilities, and other central services facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

Procedures

1. Procedure when a pupil confides in any staff member or when any staff member becomes aware that the pupil or a family member is involved with substances.

a. That staff member should indicate concern for the pupil, suggest that a self-referral be made to the Substance Awareness Coordinator and shall inform the Substance Awareness Coordinator.

b. The Substance Awareness Coordinator shall determine the appropriate intervention services.

2. Procedure when a pupil is suspected of being involved with substances.

a. When there are observable behaviors that may be indicative of involvement with substances (as noted on the appended behavioral checklist), the referring staff member shall consult with the SAC.

b. If the pupil is not known to be involved with the SAC, a referral will be made to the Intervention and Referral Services Team. The team shall request respective staff to complete a grade level appropriate confidential Behavioral Checklist the building-based intervention team will meet to analyze the completed Behavioral Checklists.

c. If, as a result of the I&RS Team's analysis, it appears that the pupil's behavior may be caused by involvement with substances, the Principal shall be notified of such findings. A conference with the parent(s) or legal guardian(s), Substance Awareness Coordinator (SAC), and the Principal or his/her designee will be arranged at which time the pupil shall be referred to an outside resource approved by the State Department of Health or by the County Local Advisory Council on Alcoholism or Drug Abuse or by a licensed practitioner who holds a certification in Alcohol and Drug Abuse. The findings of this assessment and the therapeutic recommendations shall be submitted in writing to the Substance Awareness Coordinator within one week from date of conference. The Principal has the authority to mandate the foregoing requirements as a condition for remaining in school. (N.J.S.A. 18A:40A-10)

d. Upon completion of the diagnostic assessment if it is determined that the pupil is in need of a more extensive evaluation and/or treatment for a substance involvement, the Principal has the authority to mandate that this requirement be met as a condition for remaining in school. All expenses related to the foregoing stipulations shall be borne by the family. (N.J.S.A. 18A:40A-10)

Note: The Child Study Team will not act on referrals of new cases where involvement with substances is suspected but should follow the guidelines set forth in these regulations.

3. Procedure when a pupil's family member is suspected of being involved with substances.

a. If a staff member becomes aware of substance use in a child's family, the staff member shall contact the Building Principal, who shall contact the Substance Awareness Coordinator, who will see the child for assessment purposes, without parental notification. The Substance Awareness Coordinator will assess for potential family substance abuse/dependency. If he/she determines that there is evidence to indicate child abuse or neglect, he/she will make a referral to the Division of Youth and Family Services and work cooperatively to develop an appropriate intervention plan for the child and his/her family. If the Substance Awareness Coordinator determines that there is an active substance abuse/dependency in the child's family, he/she will make every effort to engage the child's family in helping resources and will work with the classroom teacher(s) and school nurse to provide appropriate support services for the pupil. (Nothing in this section should be construed to abridge a staff member's responsibility to contact the Division of Youth and Family Services in cases involving parental substance abuse.)

b. If, as a result of the I&RS Team's analysis, it appears that the pupil's behavior may be caused by a family member's involvement substances, the Building Principal shall be notified of such findings. The Principal shall notify the Substance Awareness Coordinator who shall determine the appropriate intervention services.

4. Procedure when it appears to any educational staff member or other professional that a pupil's behavior may indicate that he/she is under the influence of alcohol or other drugs in school, on school property or at a school function. (N.J.S.A. 18A:40A-12(a); N.J.S.A. 18A:40A-12 (b)). The need for medical emergency services will be assessed immediately.

a. The staff member shall immediately notify the Building Principal or, in his/her absence, an administrator designated by the Principal. The Principal or designee shall immediately notify a school nurse, if available.

b. When the school nurse is available, the Principal or his/her designee shall accompany the pupil to the nurse's office at which time a Health Status Assessment shall be completed. No staff member other than the school nurse or school physician shall conduct any independent medical examination of the pupil.

c. If, upon completion of the Health Status Assessment by the school nurse, he/she determines that an immediate medical emergency exists, appropriate medical transport shall be contacted. The Principal or designee shall notify the parent(s) or legal guardian(s), Substance Awareness Coordinator, and the Superintendent of Schools, and arrange for either the parent(s) or legal

guardian(s) or a staff member and /or the local police or the emergency medical team to accompany the pupil to a medical facility.

d. In response to every report the Principal or designee shall contact the pupil's parent(s) or legal guardian(s) and arrange for an immediate medical examination of the pupil, by a physician licensed to practice medicine or osteopathy including but not limited to a urine collection and analysis for drug/alcohol screening and/or anabolic steroids.

e. Upon completion of the Health Status Assessment by the school nurse and the nurse's determination that no immediate medical emergency exists, the Principal or designee shall notify the parent(s) or legal guardian(s), the Substance Awareness Coordinator, and the Superintendent of Schools.

(1) The Principal or designee shall ensure that the parent(s) or legal guardian(s) provides for the immediate medical examination of the pupil by a physician selected by the pupil's parent(s) or legal guardian(s), the school physician or the nearest approved medical facility.

(2) The parent(s) or legal guardian(s) may choose to have both the chemical screening along with the required physical examination done by a physician of their choice. The examination and drug screening are to take place within two hours of parent contact. The drug screening must meet the standards of West New York Public Schools (form will be provided). Parent(s) or legal guardian(s) is responsible for the cost of all examinations and drug screens performed outside of the school.

(3) Examinations performed by the school physician or nearest approved medical facility will be at district expense. Drug and alcohol screens conducted at school will be at district expense.

The urine sample must be submitted within two hours of parent contact. Failure to comply with this procedure will be considered a violation of the substance abuse policy.

(4) If a parent(s) or legal guardian(s) is not able to provide for the medical examination of the pupil within two hours he/she shall be transported to the nearest approved medical facility by a member of the school staff designated by the Principal. If the pupil is uncooperative, and/or if it appears that the pupil will be difficult to transport, then the local police will be called and asked to transport the pupil to the facility. Parent(s) or legal guardian(s) will be notified as soon as possible.

Any pupil who tests positive or who refuses to comply with this process shall be viewed as in violation of the substance abuse policy. Additionally, when the chain of custody is compromised or the sample is adulterated, the results are invalid and will be considered a substance positive finding.

f. If a pupil is suspected of being under the influence of a substance during a school function and the Principal or designee is not available, the supervising chaperone shall contact the pupil's parent(s) or legal guardian(s) and arrange for immediate medical examination of the pupil, including but not limited to a urine collection and analysis for drug/alcohol screening and/or anabolic steroids.

g. Before the pupil may return to school, medical clearance from the examining physician shall be furnished to the Principal or designee, and Superintendent by the parent(s) or legal guardian(s) within a twenty-four hour time period.

h. If there is a positive drug screening indicating that the pupil was under the influence of substances, excluding anabolic steroids, the Board-approved laboratory will fax the results to the Building Principal and the school physician. The school physician shall notify the parent(s) or legal guardian(s) within twenty-four hours. Attendance at school will then depend upon receipt of a written notification submitted to the Principal from the physician who has examined the pupil. The initial report shall certify that substance use no longer interferes with the pupil's physical and mental ability to perform in school.

(1) The pupil and parent(s) or legal guardian(s) will meet with the Principal and the SAC. The pupil will be referred to an outside resource approved by the State Department of Health and certified by the appropriate drug and alcohol licensing board or a licensed practitioner who holds a certification in alcohol and drug counseling to conduct a diagnostic assessment for substance abuse.

(2) If it is determined, through outside evaluation that a pupil is abusing alcohol and/or other substances, the SAC will monitor the pupil's continuum of substance treatment. He/she will provide support services for pupils who are in treatment or returning from treatment for substance dependency.

(3) Pupil is expected to comply with all treatment recommendations in order to remain in school.

(4) All pupils returning to school from suspension or treatment programs must participate in a reentry conference with the parent(s) or legal guardian(s), SAC, administrator, and guidance counselor.

i. If the results of the drug and alcohol screenings are negative, the pupil shall be permitted to resume classes immediately and no legal action can be taken against any individual involved in this procedure. The pupil shall be referred to the Intervention and Referral Services Team to address behaviors of concern.

The Violence, Vandalism, and Substance Abuse Incident Form shall be completed by the building administrator.

5. In instances involving the suspected use of anabolic steroids, the following shall apply according to the requirements of N.J.S.A. 18A:40A-12(b).

a. Whenever any teaching staff member, school nurse, or other educational personnel shall have reason to believe that a pupil has used or may be using anabolic steroids, that person shall report the matter as soon as possible to the Principal or designee, the school nurse, or school physician and to the Substance Awareness Coordinator (SAC).

b. The Principal or designee shall immediately notify the parent(s) or legal guardian(s) and Superintendent and shall arrange for an examination of the pupil by a doctor selected by the parent(s) or legal guardian(s) or by the school physician if the chosen doctor is not available. The pupil shall be examined as soon as possible for the purpose of determining whether the pupil has been using anabolic steroids.

c. The examining physician shall furnish a written report within one week to the parent(s) or legal guardian(s) and to the Principal and designees.

If the drug screening reveals that the pupil is under the influence of anabolic steroids, the pupil may return to school and the following procedure shall be enforced:

(1) The physician who examined the pupil shall submit his/her written report to the pupil's parent(s) or legal guardian(s), the Principal, and the Superintendent within one week.

(2) The pupil will serve a minimum suspension of five days, first offense. Alternative action may be taken by the Board of Education.

(3) The Substance Awareness Coordinator will assist the pupil and his/her family through the intervention and recovery process and will refer the pupil for assessment/treatment to a community agency approved by the State Department of Health.

(4) The Violence, Vandalism, and Substance Abuse Incident Form shall be completed by the building administrator.

6. Procedure when a pupil is involved in the sale, provision, or possession of mood altering substances and/or drug paraphernalia on school property or at a school sponsored or school related activity.

a. The pupil must be reported to the Principal or his/her designee and the Superintendent of Schools.

b. The Principal or his/her designee must immediately notify the parent(s) or legal guardian(s). The pupil shall be suspended from school for a minimum of five days, first offense, in accordance with State rules and regulations. During that time a comprehensive drug and alcohol diagnostic assessment must be scheduled. This assessment is to be completed within the ten days of the suspension. In addition, as a condition for returning to school and remaining in school, the pupil and parent(s) or legal guardian(s) must meet with the Substance Awareness Coordinator. The pupil shall be referred to an outside resource approved by the State Department of Health or Local Advisory Counsel on Drug and Alcohol or a licensed practitioner who holds a certification in Alcohol and Drug Counseling to conduct a diagnostic assessment for substance abuse. The Principal or his/her designee will notify the local police, and file a formal complaint.

(1) The pupil must have an immediate medical evaluation.

(2) The pupil will have an immediate urine drug screen and alcohol screen.

(3) The pupil will be suspended a minimum of five days, first offense.

(4) In order to return to school, the pupil must comply with the recommendations of the SAC, the treatment provider and the administration.

(5) Superintendent's review and/or Board of Education hearing to consider expulsion.

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

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

A pupil who uses, possesses, or distributes a substance, on or off school premises, will be subject to discipline. Discipline will be graded to the severity of the offenses, the nature of the problems and the pupil's needs. Discipline may include suspension or expulsion. The Board may establish consequences for a pupil not following through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors. The Superintendent and/or designee will notify the appropriate law enforcement agency pursuant to N.J.A.C. 6A:16-6.3(a).

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

The Board shall provide a comprehensive program of prevention, intervention, referral for evaluation, referral for treatment, and continuity of care for pupil alcohol, tobacco, and other drug abuse.

Identification, Evaluation, and Intervention

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

Any educational staff member or other professional to whom it appears that a pupil may be under the influence of alcohol or other drugs on school grounds, including on a school bus or at a school-sponsored function shall report the matter in accordance with N.J.A.C. 6A:16-4.3(a)1.

An immediate medical examination shall be conducted and a written report of the medical evaluation shall be furnished to the parent(s) or legal guardian(s) of the pupil, the Building Principal, and the Superintendent in accordance with N.J.A.C. 6A:16-4.3(a)2 - 4.3(a)8.

If the written report of the medical examination is not provided within twenty-four hours of the referral of the pupil, the pupil shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the physician.

If the written report of the medical evaluation verifies that alcohol or other drugs do not interfere with the pupil's physical or mental ability to perform in school, the pupil shall be immediately returned to school. If there is a positive determination from the medical examination indicating the pupil's alcohol or other drug use interferes with his or her physical or mental ability to perform in school, the pupil shall be returned to the care of the parent(s) or legal guardian(s) as soon as possible and attendance at school shall not resume until

a written report verifies the pupil's alcohol or other drug use no longer interferes with his or her physical and mental ability to perform in school.

Removal of a pupil with a disability shall be in accordance with N.J.A.C. 6A:14.

While a pupil is at home because of the medical evaluation or after the pupil returns to school, an appropriately certified school staff member(s) will conduct an alcohol and other drug assessment of the pupil and a reasonable investigation of the situation and may initiate referral alcohol or other drug abuse treatment in accordance with N.J.A.C. 6A:16-4.3(a)12, 4.3(a)13, and 4.3(a)14.

Whenever any teaching staff member, certified or non-certified school nurse, or other educational personnel shall have reason to believe a pupil has used or may be using anabolic steroids, that person shall report the matter in accordance with N.J.A.C. 6A:16-4.3(b)1.

The Building Principal or designee upon receiving such report shall immediately notify the parent(s) or legal guardian(s) and Superintendent and shall arrange for an examination of the pupil as soon as possible to determine whether the pupil has been using anabolic steroids in accordance with N.J.A.C. 6A:16-4.3(b)2.

The Superintendent will disclose to law enforcement authorities the identity of the pupil pursuant to the requirements of N.J.A.C. 6A:16-4.3(b)3.

A written report of the examination shall be provided by the examining physician to the parent(s) or legal guardian(s), Building Principal, and Superintendent.

If it is determined the pupil has used anabolic steroids, an appropriately certified school staff member(s) shall interview the pupil and others to determine the extent of the pupil's involvement with and use of anabolic steroids and the possible need for referral for treatment in accordance with N.J.A.C. 6A:16-4.3(b)5.

If the results of a referral for evaluation have positively determined the pupil's involvement with and use of anabolic steroids represents a danger to the pupil's health and well-being, an appropriately certified school staff member(s) shall initiate a referral for treatment to agencies and/or private practitioners as outlined in N.J.A.C. 6A:16-4.3(b)6.

In-Service Training N.J.S.A. 18A:40A-15(b)

The Board directs the Superintendent to develop a program of in-service training for all teaching staff members involved in the instruction of pupils. The

Board will provide time for the conduct of the program during the usual school schedule. In-service training shall prepare teachers to instruct pupils on substance abuse and inform teachers about the nature of substances, the symptomatic behavior associated with substance abuse, the availability of rehabilitation and treatment programs, the legal aspects of substance abuse, and Board policy and regulations on substance abuse.

Outreach to Parents N.J.S.A. 18A:40A-16; 18A:40A-17
N.J.A.C. 6A:16-4.1(c)7.

The Board will provide an outreach program to parent(s) or legal guardian(s) of pupils that includes information on the district's substance abuse curriculum, the identification of substance abusers, and rehabilitation organizations and agencies. The Superintendent is directed to develop the program in consultation with local agencies recommended by the Commissioner and to offer the program at times and in places convenient to parent(s) or legal guardian(s) on school premises or in other suitable facilities.

Records §408 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act,
42 U.S.C., and Implementing Regulations, 42 CFR Part 2
N.J.S.A. 18A:40A-7.1

Notations concerning a pupil's involvement with substances may be entered on his/her records, subject to Policy No. 8330 regarding confidentiality and limited access. All such notations shall be expunged when they are no longer required for the counseling or discipline of the pupil or when the pupil leaves school. Information regarding a pupil's involvement in a school intervention or treatment program shall be kept strictly confidential in accordance with §408 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, 42 U.S.C. 290 ee-3, and implementing regulations, 42 CFR Part 2.

If an elementary or secondary pupil involved in a school-based drug or alcohol counseling program provides information during the course of a counseling session in that program which indicates that the pupil's parent(s) or legal guardian(s) or other person residing in the pupil's household is dependent upon or illegally using a substance as that term is defined in N.J.S.A. 18A:40A-9, that information shall be kept confidential and may be disclosed only with the pupil's written consent, to another person or entity whom the pupil specifies in writing in the case of a secondary pupil, or to a member of the pupil's immediate family or the appropriate school personnel in the case of an elementary pupil; pursuant to a court order; to a person engaged in a bona fide research purpose, except that no names or other information identifying the pupil or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or to the Division of Youth and Family Services or to a law enforcement agency, if the information would

cause a person to reasonably suspect that the elementary or secondary pupil or another child may be an abused or neglected child.

Nonpublic School Pupils N.J.S.A. 18A:40A-5; 18A:40A-17c

The Board will lend to pupils attending nonpublic schools located in this district and to the parent(s) or legal guardian(s) of such pupils educational materials on substance abuse prepared and supplied by the Commissioner. The loan of such materials shall be at no cost to the district.

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

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

Any educational or non-educational school staff member who in good faith reports a pupil to the Building Principal or designee in compliance with N.J.A.C. 6A:16-4.3 shall not be liable in civil damages as a result of making such a report, as specified in N.J.S.A. 18A:40A-13 and 14.

Reporting Pupils to Law Enforcement Authorities N.J.A.C. 6A:16-6.3(a)

The Superintendent, or designee, shall report pupils to law enforcement authorities if the staff member has reason to believe a pupil is unlawfully possessing or in any way involved in the distribution of controlled dangerous substances, anabolic steroids, or drug paraphernalia, pursuant to N.J.A.C. 6A:16-6.3(a). The Superintendent will not report pupils who have voluntarily sought treatment or counseling for a substance abuse problem provided the pupil is not involved or implicated in a current drug distribution activity.

The Superintendent or designee may, but need not disclose to law enforcement authorities the identity of a pupil suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a pupil suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical evaluation, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the pupil and for determining whether the pupil is under the influence of alcohol or other drugs or has been using anabolic steroids, provided the pupil is not reasonably believed to be in possession of a controlled dangerous substance or drug paraphernalia, and is not reasonably believed to be involved or implicated in drug distribution activities.

Policy Review and Accessibility N.J.S.A. 18A:40A-10; 18A:40A-11

N.J.A.C. 6A:16-4.2(a) & (b)

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

This policy and regulation shall be made available annually, at the beginning of the school year, to all school employees, pupils, and parent(s) or legal guardian(s). Each newly hired employee and transferred pupil will be offered this policy and implementing regulations on his/her arrival in the district.

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

Adopted: 25 June 2008

GRADES

Academic success is dependent on a number of factors—the most important of which is the student’s desire to learn. Our school, through its faculty, curriculum, and services is dedicated to giving every student the opportunity to grow intellectually, socially, and emotionally. We are committed to this objective; and, therefore, we believe that the ultimate responsibility lies with the student to take advantage of all the experiences high school has to offer. The student must be equally committed to being an active participant in this learning process.

Grades are an evaluation of what you have learned. They become a part of a permanent record that lasts as long as you live. Institutions of higher learning, potential employers, and the various military services are all interested in your high school records. We only keep them—you make them.

Written or oral evaluation is a continuing process in each class. A variety of methods of assessment are used to give our diverse learners every opportunity to succeed.

EXAM POLICY

Every student must take the midterm exam or he/she may fail that course for the semester average. Except for exemptions, **every student must take the final exam or he/she may fail the course for the year.** This applies as well to students whose yearly average without taking the final exam would be a **D (65)** or better.

Exemption is based on a formula which doubles the weight of each marking period grade plus adding in the mid-term exam grade and then dividing by nine. If the average is an **A- (90)**, the student is exempt from the final exam. **Only seniors are eligible for exemptions.**

REPORT CARDS

Report cards are issued at the end of each quarter, using letter grades to designate a pupil's progress. Progress reports are issued at the middle of the first, second, and third quarters.

<u>Letter Grade</u>	<u>Numerical Equivalent</u>
A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D	69-65
F	64 - 51

Numerical averages of 50 and below*

*(May indicate Summer School Ineligibility)

ACADEMIC HONORS

High Honor Roll

At the end of each marking period, any student who has attained a grade point average (GPA) of 3.6990 or better will be listed on the High Honor Roll.

Honor Roll

At the end of each marking period, any student who has attained a grade point average (GPA) between 3.0 and 3.6980 will be listed on the Honor Roll.

GRADE LEVEL REQUIREMENTS

The following credits and course work must be completed to achieve the indicated class status:

Sophomore	30 credits which include PE/Health 9, English 9, and Pre-Algebra or Algebra
Junior	60 credits which include PE/Health 9 & 10, English 9 & 10, and two years of Math that include any combination of Pre-Algebra, Algebra, or Algebra, Geometry, or Pre-Algebra, Math Applications
Senior	90 credits which include PE/Health 9, 10, & 11, English 9, 10, 11 and two years of Math but scheduled for a third year of Math which includes Integrated Math or Geometry.

CURRICULUM MEMORIAL HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation from Memorial High School is based upon successful completion of the requirements listed below, in accordance with New Jersey State Law, and Rules and Guidelines of the West New York Board of Education.

1. Students must **not** have more than **fifteen (15)** days absent for a yearly course and not more than **eight (8)** days absent for a semester course. This is subject to review by the school administration and the West New York Board of Education.
2. Students must successfully complete **120 academic credits** in curriculum requirements which include the following subject areas:
 - **Language Arts Literacy** – 20 credits aligned to grade 9 to 12 standards;
 - **Math** – 15 credits including Algebra I or the content equivalent (effective with the 2008-2009 9th grade class), geometry or the content equivalent (effective 2010-2011 9th grade class), and a third year of math that builds upon Algebra I and geometry and prepares

students for college and 21st century careers (effective with the 2012-2013 9th grade class);

- **Science** – 15 credits including laboratory biology or the content equivalent (effective with the 2008-2009 9th grade class); chemistry, environmental science or physics (effective with the 2010-2011 9th grade class); and an additional lab/inquiry-based science (effective with the 2012-2013 9th grade class);
 - **Social Studies** – 15 credits including U.S. and world histories, integrated civics, economics, geography and global content;
 - **Economics** – 2.5 credits in financial, economic, business and entrepreneurial literacy (effective with the 2010-2011 9th grade class); and
 - One credit year of World Languages, with a second year recommended for those who wish to attend a four-year college
 - One credit year of Visual and Performing Arts
 - One credit year of physical education (including one marking period of health/safety plus 10 hours of drug and alcohol education) for each year of enrollment
 - One credit year of Practical Arts
 - Students may be placed in particular core courses or Saturday programs which are designed to address weaknesses in Language Arts and/or Mathematics or for students who have scored below grade level on District or State Assessments will be required.
 - Placement in Special Review Assessment (SRA) classes in the morning, afternoon or on Saturday will be required for those seniors who have not passed the HSPA test during their junior year. Failure to complete these classes successfully will prevent the student from graduating from Memorial unless he/she passes the HSPA test during senior year.
 - Career education, Family Life Education, Lessons on the Holocaust, and Lessons on African-American history will be provided across the curriculum
 - Technology will be infused across the curriculum.
3. Successful course completion is based upon mastering the Core Curriculum Content Standards as required by the State of

New Jersey and proficiencies enumerated for each course in each discipline

4. **Students must take mid-term and final examinations in all courses unless exempt. School policy states that an exemption is based on maintaining an A- average for all four marking periods and the mid-term exam. If a student does not take the final exam, the student will fail the course for the year. Only seniors are eligible for exemptions.**
5. All eleventh-grade students must take the High School Proficiency Assessment in Language Arts Literacy and Mathematics. Students must pass the HSPA or successfully complete the SRA in order to be eligible for graduation. This is a State of New Jersey regulation.

ADVANCED PLACEMENT COURSES (AP Courses)

Memorial High School offers nine different Advanced Placement Courses (AP Courses). Each AP Course offers a rigorous and comprehensive curriculum which resembles college level work and provides a solid foundation for the first year of college. As a requirement of the AP Course(s), all students must take the respective AP test(s). Achieving a passing test score may result in the student receiving college credit. However, any student not taking the AP test will not only fail to receive college credit, but will also receive a failing grade for the course (unless medically excused with a doctor's note).

- ADVANCED PLACEMENT LITERATURE AND COMPOSITION
- ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
- ADVANCED PLACEMENT CALCULUS AB
- ADVANCED PLACEMENT BIOLOGY
- ADVANCED PLACEMENT UNITED STATES HISTORY
- ADVANCED PLACEMENT SPANISH LANGUAGE
- ADVANCED PLACEMENT SPANISH LITERATURE
- ADVANCED PLACEMENT FRENCH LANGUAGE
- ADVANCED PLACEMENT ITALIAN LANGUAGE & CULTURE (*pending approval by the College Board®*)

MAKE-UP WORK

Students, who are absent for any reason, will be required to make up work missed in each class. This work should take approximately the same time as the time missed from class. All make-up work must be in by the end of the grading period. Only in extreme cases of prolonged absence will more than one week be allowed for work to be made up unless the school office grants permission. A day's absence does not excuse a student from the responsibility for all recitations on the day of his/her return.

It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain make-up work is no excuse for not doing missed work.

If a student will be absent for a prolonged period of time, his/her parent or guardian must contact the student's guidance counselor to request his/her assignments for each course.

EXTRA HELP

You may always seek extra help from your teachers if you do not understand an assignment, if the work is difficult or if you have been absent and have missed assignments and class discussions. Arrange a conference with your teacher before or after school or at a time convenient to both of you during the day.

A teacher will sometimes request that a student stay after school if it is apparent that the student is having difficulty with his/her work. This is not to be thought of as a punishment, but rather as the desire of the teacher to help you make progress.

STUDY HALLS

Each student in the study hall must have something with which to occupy himself/herself for study purposes. Study hall teachers may issue passes to the office, counselor's office, and the library only, and to the lavatories in emergency cases. Students desiring to see a teacher, other than their study hall teacher, must have previously obtained a pass from that teacher. If the student is to remain with the teacher all period, this is to be indicated on the pass.

Study halls will be held in the cafeteria or other locations noted on the student(s) schedules. Attendance will be taken. Students must be in assigned seats.

PAWS APPLAUSE

No act of kindness should go unnoticed

Nothing motivates students and staff members like recognizing their outstanding positive behavior and efforts. From time to time, our students and staff members do wonderfully positive things like return a lost wallet with all of its contents intact; help someone in need, etc... The "Paws Applause" program will allow students and staff members to recognize positive, outstanding student and staff member behavior immediately and personally. Every month students and staff members that have been selected for "Paws Applause" will have their names posted on a bulletin board outside of the main office.

If you would like to nominate a student or staff members for "Paws Applause," simply fill out the form below. A copy of your comments will be forwarded to the student or staff member you wish to recognize. At the end of each month, each student or staff member nominated will receive a "Paws Applause" certificate and one student will be selected as the "Student of the Month" based on a random drawing from all submitted forms. The winner will receive a certificate and a surprise gift.

ATTENDANCE POLICY

Good class attendance is essential if the maximum benefits of a thorough and efficient education are to be realized. The interactions of teachers with students and students with peers as well as participation in group discussions are activities that are a vital part of the classroom experience and cannot be "made up" at a later date. Regular attendance is vital, and anything that interferes with regular attendance and participation detracts from the maximum educational benefits available to the students. **(Medical notes must be turned into the nurse's office within ten (10) days of said absence or will not be accepted.)**

The Board of Education neither condones nor permits absences from school for any reason not specified in the law, and course credit may not be issued if the student attendance requirement is not met.

The Board of Education, in order to encourage good attendance, has set an absentee policy that permits only 15 days absent from school or class for a full year course and 8 days absent from school or class for a semester course. The parent or guardian of a student who is absent from school for any reason must report the absence between 7:30 a.m. 9:00 a.m. on the day of the absence. Those absences that are not reported by the parent or guardian by 9:00 a.m. on the day of the absence will be considered truancy and will be referred to the administration. Parents and guardians should report the student's absence by calling – **201-553-4110** and dialing the appropriate extension:

Seniors	X 7140
Juniors	X 7140
Sophomores	X 7139
Freshmen	X 7138

If no phone call is received, the parent or guardian will be notified by phone after 9:30 a.m. that their son/daughter is truant from school.

Parents/guardians will be notified on the 3rd, 8th, 13th, and 15th absence via letter from the administration requesting a parental conference. Excessive absences may lead to one or more of the following: parent conference with school administration, academic failure or loss of credit due to missed class time, and/or court appearance(s). Good attendance is critical in order to succeed in school. Teachers may request parental conferences on their own or in collaboration with the guidance counselor and/or assistant principal.

Credit may be withheld and/or summer school required making up for chronic absenteeism at the discretion of the administration. Truancy may lead to the administration pursuing legal action if warranted. Chronic absenteeism could also result in ineligibility for extracurricular activities, athletic events and school functions such as graduation, sporting games, field trips, proms, dances, clubs, pep rallies, etc.

When a student is absent for medical reasons, a doctor's note must be submitted to the school nurse within 10 days of return to school so that proper documentation is kept and recorded in a timely fashion.

Excused Absences

The following are reasons for necessary absences and are excluded in the 15 maximum:

1. Professional note (i.e. doctor, dentist, lawyer, etc...)
2. Death in family (up to 3 days maximum upon the discretion of the administration)
3. Religious holiday, as prescribed by state law and verified by a parental note
4. Court summons (legal papers must be submitted in advance to the assistant principal)
5. NJ state drivers' road test (written form showing time and date of test must be submitted in advance to the assistant principal)
6. Dated letter from a college verifying a visitation.

DAYS MISSED DUE TO FAMILY VACATIONS DO NOT QUALIFY AS EXCUSED ABSENCES.

Students are reminded that:

1. PM absences are considered cuts unless approved by an administrator.
2. Dental and medical appointments are to be scheduled AFTER school hours.

CUTS

The unauthorized absence of a pupil from any scheduled class or study hall during a day in which the pupil is legally present in school shall be defined as a cut of such class or study.

Academic penalties may be imposed at the discretion of the class teacher.

The following disciplinary action will be imposed by the Assistant Principals:

- 1st cut—One p.m. detention and parent notification**
- 2nd cut—One p.m. detention and parent conference**
- 3rd cut—One Saturday Detention (SD) +
Parent conference**

- 4th cut ---One Extended Sat. Detention + parent conference**
- 5th cut--- One Out –of -School Suspension + parent conference**
Loss of credit (30 day probation)
If there are no more incidents, credit may be reinstated.
- 6th cut---Dropped from class**

*** Loss of credit applies to cuts compiled in each individual course. Total cuts in all courses will result in Saturday Detention (SD) for each cut after the second and may result in Out-of School Suspension (OSS) upon the administrator’s discretion.**

LATE/TARDY POLICY

LATE TO SCHOOL

Students must be in their Advocacy (homeroom) period at 7:46 a.m. Late to the advocacy period is considered late to school and will be recorded as such by the advocacy period teacher during the advocacy timeframe. **If a student arrives after 7:53 a.m., he or she must report to the Attendance Office on the first floor of the main building before proceeding to classes.** A late slip will be issued and should be shown to his/her class teacher.

Students missing class (es) due to tardiness shall receive a zero for quizzes, tests and/or assignments missed. A student may not come to school for a single class or take a test and then leave. Violation of this rule will result in a zero for that class assignment on that day.

LATE TO CLASS

If a student is late to class, the Class Teacher may assign detention in the auditorium on the same day at 2:25 pm. A student shall receive a separate afternoon detention for each class late in a school day. If a student is late to class 3 or more times in a school day, that student may be placed in the Saturday Detention (SD) program. After the 3rd cumulative late to the same class, a parent conference will be scheduled with the appropriate administrator to discuss the reasons for lateness and to develop corrective action plan. After the 5th cumulative late to the same class, the student may be placed in SD and a parent conference will be scheduled with the appropriate

administrator to discuss the reasons for lateness and to develop corrective action plan.

EXCESSIVE SCHOOL POLICY VIOLATIONS

Any student that excessively violates school policy will face disciplinary action in an attempt to remedy the situation. The following school policy violations may result in these consequences:

Excessive ID violations, Late to Class, School Uniform and/or cuts (not in the same class)

Total Violations

- 5 = One Saturday Detention + parent conference
- 10 = One Extended Saturday Detention + parent conference
- 15 = Two Saturday Detentions + parent conference
 - *Missing any of the two assigned Saturday Detentions may result in three Out-of-School Suspension + parent conference.*
- Every incident after 15 may result in one Out-of School Suspension

DETENTION

All detentions are in the auditorium. There is NO TALKING during detention. The duration of detention is one hour.

A missed detention will result in two additional makeup detentions. A missed makeup detention will result in one Saturday Detention (SD). **Detention shall be assigned for the following:**

Afternoon Detention

Late to school
Cutting classes
Late to class
Violation of school ID policy
Other minor school policy infractions

SATURDAY DETENTION

A student may be assigned to the Saturday Detention (SD) program for committing an infraction of the school regulations or for repeated misbehavior. **This assignment will be on Saturdays from 8:30 a.m. to 11:30 a.m.** Release from SD is contingent upon satisfactory completion of assignments and may require a parental/guardian conference with the administration. A student may also be assigned to Extended Saturday Detention for repeated misbehavior upon the discretion of the administration. **Extended Saturday Detention will run from 8:30 a.m. to 12:30 p.m.**

Infractions resulting in placement in Saturday Detention may include, but are not limited to, the following:

Insubordination	Excessive cuts
Vandalism	Theft
Fighting	Forgery
Violation of dress code	repeated offenses of school rules
Disrespect	Missing makeup detention
Not signing in late to school	Refusal to surrender beepers, radios, etc.
Disruptive behavior	
Incomplete or unsatisfactory completion of SD assignments	
Use of foul or inappropriate language	

A student may be recommended for out-of-school suspension for violation of school rules and/or policies. Continual violation of school rules and/or policies could result in a student being recommended to the Board of Education for possible expulsion.

SATURDAY DETENTION REGULATIONS

- 1) You must report at 8AM in **Full Uniform** (pants and polo shirt) and have your ID.
- 2) If you are not in full uniform, you will be sent home and assigned **2 Saturday Detentions.**
- 3) You are not allowed to bring iPods or any other electronic devices. Any such devices will be confiscated and returned **ONLY** to the parent/guardian.

- 4) If you bring a cell phone, it must **NOT BE VISIBLE AND MUST BE OFF, OR IT WILL BE CONFISCATED**
- 5) No Talking or any other kind of communication between students is allowed.
- 6) No food or drink is allowed in the auditorium or other detention site.
- 7) *** Any student removed from Saturday Detention for not following the rules will be given **3 DAYS OUT OF SCHOOL SUSPENSION**.
- 8) Only a **DOCTOR'S NOTE** will be accepted for a missed Saturday Detention.
- 9) A Missed Saturday Detention will result in two Make-up Saturday Detention Assignments.
- 10) Missing any of the two assigned Saturday Detentions may result in three Out-of-School Suspension + parent conference.

TRUANCY

Truancy is defined as absence from school without parent's or guardian's knowledge. Any student who is found to be truant may face disciplinary action and not return to school unless accompanied by his/her parent or guardian.

FIELD TRIP ELIGIBILITY

Any student who is participating in a school field trip must have a permission slip completed with the necessary information including a parental/guardian signature. This must be returned to the faculty advisor prior to the trip.

Students should be aware that they might be denied the privilege of participating in a field trip if they have excessive absences from a class. The final decision rests with the administration.

No field trips will take place after May 15 without approval of the Principal.

PARENTAL RESPONSIBILITIES

The Board of Education believes that the ultimate responsibility for a student's behavior rests with his/her parent(s)/guardian(s). Students are to respect constituted authority, which includes obedience to school rules, regulations and procedures. The Board anticipates that parents will be concerned and cooperative in dealing with any behavioral problems that may arise and expects that this cooperative effort will be apparent to the child. Therefore, one of the most significant objectives of discipline must be to develop within the individual student the desire to exercise his/her rights judiciously. To realize this objective, the school reserves the right to hold: parental/guardian conferences, guidance conferences, or conferences with the court, and the right to request schedule changes.

STUDENT RIGHTS AND RESPONSIBILITIES

As students, you have a fundamental right to a free public education. You have a corresponding responsibility to join with other members of your school community in respecting the rights and responsibilities of others in that community.

The West New York Board of Education has a Student Code of Conduct Handbook that is available to you.

Acceptable behavior is largely a matter of respect for others combined with good common sense. Since the purpose of attending school is to get an education, anything that interferes with this objective is clearly unacceptable. The following specifics are presented to serve as a guide to acceptable behavior:

- Attend all scheduled classes.
- Arrive at school on time (unexcused tardiness may be considered cutting).
- Arrive at school in appropriate attire. (See specific dress code regulations).
- Animals and pets not allowed in school.
- **No skateboarding or in-line skates allowed on school property.**
- Overt displays of affection are not appropriate for the educational environment.

- School personnel will not tolerate foul or abusive language or personal threats. Such actions will lead to appropriate disciplinary action.
- Students must follow the directions and requests of their teachers and supervisors.
- All students must follow the proper hall pass procedures.
- Students and their parents will be held financially accountable for any school property defaced or destroyed or not returned.
- Card playing is not permitted.
- Wear shoes at all times.
- No food or drink is permitted outside of the Cafeterias. Lunches are to be eaten in the Cafeterias unless special arrangements have been made with the Administration.
- Do not throw snowballs or other foreign objects on school grounds.
- If a student has a question or if an unusual situation arises not specifically defined in the student handbook, inquiries should be made at the office of his/her Assistant Principal.

AFFIRMATIVE ACTION/HARASSMENT

The Board does not tolerate and expressly prohibits any form of harassment based on race, religion, color, national origin, ancestry, age, gender, marital status, domestic partnership status, political affiliation, liability for service in the United States Armed Forces, status as a Vietnam-era or special-disabled veteran, atypical hereditary cellular or blood trait, affectional or sexual orientation, physical or mental disability or handicap, genetic information or because of the refusal to submit to a genetic test or make available the results of a genetic test to the Board.

All Board officials, executives, appointees, managers, supervisors, employees, volunteers, consultants, outside contractors and pupils alike must comply with this policy and take appropriate measures to insure that such conduct does not occur. Violations of this policy will result in disciplinary action up to and including discharge or, in the event non-employees are found to be at fault, other appropriate action.

The Board having a policy for the prevention of sexual harassment, the following is the procedure for employees, pupils,

outside contractors and members of the public for filing a charge of harassment, including but not limited to race, religion, color, national origin, ancestry, age, gender, marital status, domestic partnership status, political affiliation, liability for service in the United States Armed Forces, status as a Vietnam-era or special-disabled veteran, atypical hereditary cellular or blood trait, affectional or sexual orientation, physical or mental disability or handicap, genetic information or because of the refusal to submit to a genetic test or make available the results of a genetic test to the Board.

Grievance Procedure

1. Complainant shall notify his immediate supervisor of the complaint. If the immediate supervisor is unavailable or the target of the complaint, the Complainant shall notify the next immediate supervisor, the District's Affirmative Action Officer, an Assistant Superintendent or the Superintendent. In the event that the Complainant is a pupil, the pupil should speak to his/her teacher, the building principal or his/her parent or guardian who shall inform the Superintendent of the complaint.
2. The Complainant shall be directed to the District's Affirmative Action Officer who shall conduct a full investigation of the complaint. If the District's Affirmative Action Officer is the target of the complaint, then the matter shall be directed to the Superintendent who will either conduct the investigation or designate someone other than the Affirmative Action Officer to conduct the investigation.
3. The Complainant shall complete as specifically as possible the "Complaint Form" and sign and date the form which will be held confidential.
4. The Affirmative Action Officer shall analyze the "Complaint Form". The Affirmative Action Officer shall interview the Complainant in a timely manner.
5. The Affirmative Action Officer shall interview any witnesses identified by the Complainant. All witnesses shall complete the "Witness Statement Form". The Affirmative Action Officer shall instruct the witnesses not to speak to anyone regarding the complaint.
6. The Affirmative Action Officer shall inform the target of the complaint that a complaint was filed. The target shall be informed prior to this meeting that the target may bring

a union or legal representative with them. The Affirmative Action Officer shall interview the target. The target is not permitted to review the complaint. The Affirmative Action Officer shall instruct the target not to speak to anyone regarding the complaint. The target is prohibited from retaliating against the Complainant.

7. The Affirmative Action Officer shall interview any witnesses identified by the target. All witnesses shall complete the "Witness Statement Form". The Affirmative Action Officer shall instruct the witnesses not to speak to anyone regarding the complaint. The target is prohibited from retaliating against the Complainant.
8. The Affirmative Action Officer shall complete the investigation in a timely manner. The Affirmative Action Officer shall verbally inform the Complainant and target of the conclusion of the investigation and the results.
9. The Affirmative Action Officer shall submit a written report to the Superintendent or his designee. The Superintendent shall take action accordingly.

All complaints, investigations and results of investigations are considered to be confidential. Any breach of these procedures may lead to disciplinary action or, in the case of outside contractors, other appropriate action.

Remedial Action

If the District determines that the target is guilty of harassing the Complainant, appropriate disciplinary action will be taken against the offending employee, including the following:

1. Referral to counseling
2. Verbal warning
3. Written warning
4. Reassignment
5. Suspension
6. Termination and/or
7. Referral to the criminal justice system for possible prosecution

Retaliation

It is a violation of this policy for any anyone to take reprisals against any person because she/he has filed a complaint, testified or assisted in any proceeding under this policy. Threats, other forms of intimidation, and/or retaliation against the complainant or any other party based on involvement in the complaint process may be cause for disciplinary action, including termination.

However, if, after investigating any complaint of harassment, the District determines that the complaint is not bona fide, or that an employee has provided false information regarding the complaint, disciplinary action may be taken against the individual who filed the complaint or provided the false information.

Constitutional Rights of Freedom of Speech

Nothing in these policies is intended to infringe upon anyone's right to express themselves as guaranteed by the Constitution of the United States or the State of New Jersey.

For questions or assistance, contact:

Affirmative Action Officer

Anthony Ferrainolo
West New York Board of Education
6028 Broadway
West New York, NJ 07093
201-553-4000
aferrainolo@wnyschools.net

HAZING

The Board of Education believes hazing activities of any type are inconsistent with the educational process and the Board prohibits all such and hazing behavior at any time on school premises, at any school-sponsored function or on any school bus.

“Hazing” means the performance of any act or the coercion of another to perform any act of initiation into any class, team,

organization, or group that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

All staff members, pupils and school volunteers shall be alert to possible behavior, circumstances, or events that might include hazing. A person who detects hazing and/or planned hazing shall immediately inform the pupil(s) involved of the prohibition against this behavior and/or conduct and direct them to immediately cease all such behavior and/or conduct. All such incidents must be reported to the Building Principal.

The Building Principal will report to the Affirmative Action Officer and the Superintendent any incident reported from a staff member, pupil, parent, legal guardian or any other source. The Building Principal will also report information received from anonymous sources; however, any formal disciplinary action will not be taken solely on the basis of an anonymous report.

There will be no reprisals or retaliation against any person(s) making such report of hazing behavior. Any allegations of reprisals or retaliation shall be reported directly to the Building Principal who will investigate such allegations and take appropriate action if the allegations are confirmed and/or if the person is found to have falsely accused another as means of retaliation or as a means of hazing.

The Building Principal or designee will immediately investigate any report of actual or planned hazing.

If the investigation determines hazing behavior was planned or was present, the administration will take reasonable, age-appropriate and effective corrective action to end the behavior which may include, but is not limited to, counseling, warning, and/or disciplinary action. The administration may need to provide support services to the pupil(s) that was to remedy the past hazing behavior.

Nothing in this Policy prohibits the Affirmative Action Officer from complying with the requirements of the district's Affirmative Action Program as outlined in Policy 1550 and N.J.A.C. 6A:7-1.1 et seq.

The Building Principal, in conjunction with the Affirmative Action Officer, will develop and conduct training and information programs for all school staff, pupils, parents and interested community members on the district's Hazing Policy.

Any pupil organization that seeks to organize and perpetuate itself by taking in members based on the decision of the membership of the organization, rather than from the free choice of any pupils who are otherwise qualified to fill the special aims of such organization, is prohibited.

This Policy shall be published in pupil and staff handbooks upon its adoption by the Board. The Board will seek school community input prior to the initial adoption and any revisions to this Policy.

N.J.S.A. 18A:37-1 et seq.;
18A:42-5; 18A:42-6

Cross Reference: Policy Guide No. 5841

Adopted: May 16, 2008

**DEPARTMENT OF SPECIAL SERVICES
1-201-553-4000**

What are my rights as a student who is eligible for special education services? All classified students with disabilities have certain rights based on Federal and State Laws. You have a right to:

- A free appropriate public education through age 21 or high school graduation, whichever comes first.
- Have transition services included in your Individualized Education Program (IEP) beginning at age 14. Transition services are activities/strategies that prepare you for a successful adult life.
- Attend and participate in your entire IEP meeting beginning at age 14, or younger if transition services are being discussed.

- Be informed on or before your 15th birthday that all parental rights under New Jersey special education law will transfer from your parents to you when you reach age 18.
- Be educated with students without disabilities to the maximum extent appropriate.

If you need more information or have a problem asserting any of these rights, first speak to your teacher, school case manager, school counselor and parent. If you need additional assistance you can request a meeting with the **Beverly Lazzara, Director of Special Services**.

You also have a right to get help in preparing for, obtaining and keeping a job after exiting from high school (regardless of the severity of your disability). Eligible students can apply for services through the Division of Vocational Rehabilitation Services (DVRS) up to two full years prior leaving high school. For most students, the application should be submitted in the spring of your junior year. You can submit an application to DVRS online at www.nj.gov/labor/dvrs/vrsrefer.html or by submitting a one page written application to the local DVRS office. You can also ask your case manager or transition specialist for an application. After you submit an application, a local DVRS counselor should contact you and schedule an intake interview within 14 days from the date DVRS received your application.

If you have a problem with applying for or receiving DVRS services, ask to speak with a DVRS supervisor or office manager. If you need further assistance, contact the Client Assistant Program at 1-800-922-7233.

SECTION 504 OF THE REHABILITATION ACT OF 1973

What is Section 504? Section 504 of the Rehabilitation Act of 1973 is Congress's directive to schools receiving any federal funding to eliminate discrimination based on disability from all aspects of school operation. Section 504 is a civil rights statute and not a special education statute. Therefore, it is the responsibility of the general education staff and administration to implement those practices and procedures necessary for a school to fulfill this law's requirements. School districts receive no additional funding to implement Section 504 accommodations.

What criteria are used to determine 504 eligibility? Like other students, those students with a 504 eligible disability are entitled to a free appropriate public education. An appropriate education for a student with a Section 504 plan may include the provision of specific accommodations and related services (e.g., counseling) in order to meet the needs of the student. Section 504 focuses on assuring access to educational services and the learning process that is equal to that given students who do not have disabilities.

For a student to qualify for Section 504 plan the student must meet three criteria. The three criteria are (1) A mental or physical impairment (or has a record of an impairment or is regarded as having an impairment), (2) which substantially limits, (3) one or more major life activities. It is important to understand that all three criteria must apply to a student before that student is eligible for Section 504 protection. In addition, this disability must be why the student cannot equally access or receive benefit from the school's programs and services.

Who is MHS Section 504 Coordinator? The Section 504 Coordinator for Memorial High School is Renee Theobald-Rodriguez, Assistant Principal. He can be reached at 201-553-4110.

The responsibilities of the high school coordinator are as follows:

1. Review annually the 504 Plans of students attending the high school with the 504 Team which includes the student and parents
2. Met with parents and/or adult students who have disabilities who feel that the student may be eligible for services under Section 504.

Who is the District Coordinator? The District Section 504 Coordinator for the West New York Board of Education is Beverly Lazzara, Director of Special Services. She may be reached at 201-553-4000.

The responsibilities of the district coordinator are as follows:

1. Monitor the 504 Plans throughout the district;
2. Track the number of the students with disabilities who have a 504 Plan;

3. Serve as a mediator in 504 disputes after attempts have been made to resolve disagreements with the school-based 504 team; and
4. Obtain and impart up-to-date 504 information to the building principals, the Superintendent of Schools and the West New York Board of Education

The Director of Special Services is also the Coordinator of the Americans with Disabilities Act (ADA). The ADA protects students with disabilities from being denied access (e.g. due to physical barriers) to educational, co-curricular and extra-curricular programs. The West New York Board of Education asks that all parent(s)/guardian(s) of students with disabilities to notify the Board with any concerns.

SECTION 504 COORDINATOR

Information Regarding Section 504 of the Rehabilitation Act of 1973

Section (§) 504 is an Act which prohibits discrimination against individuals with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working);
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

In order to fulfill its obligation under **§504**, the West New York School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person solely due to his/her disability will knowingly be permitted in any of the programs and practices in the West New York School District.

The West New York School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the student is determined to be eligible under **§504**, to afford

access to the appropriate educational services. If the parent/guardian disagrees with the determination made by the professional faculty/staff of the West New York School District, he/she has the right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) allows parents/guardians and students over 18 years of age certain rights related to the student's educational records. This Act gives the parent/guardian the right to: 1) Inspect and review his/her child's educational records within 45 days of the day the school receives the request for access; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact:

**Ms. Beverly Lazzara, §504 Officer
for the West New York School District
Phone: (201) 553-4000, Ext. 7152
E-mail: blazzara@wnvschools.net**

<i>Mailing Address:</i>	<i>Office Location:</i>
Board of Education	Memorial High School
6028 Broadway	5501 Park Avenue
West New York, NJ 07093	West New York, NJ 07093

INTERVENTION AND REFERRAL SERVICES

WHAT IS THE I&RS?

In accordance with 6A:16 subchapter 8, MHS has established an Intervention and Referral Services Committee (I&RS). The philosophy of the I&RS committee is to work collaboratively with the educational staff to assist general education students who are experiencing learning, behavioral, or health difficulties. The I&RS committee is made up of the following specially trained members of the staff:

- Teachers;

- A Child Study Team member;
- A nurse;
- A guidance counselor;
- The Student Assistant Coordinator; and
- A building administrator

* When a teacher refers a student, he/she will be asked to become a member for that particular case.

HOW DOES THE REFERRAL PROCESS WORK?

After a teacher has attempted to manage the problem by contacting the parent and enlisting the help of the student's guidance counselor, the teacher may seek the assistance of the I&RS committee by completing an initial referral form. Upon receipt of the form committee will take the following steps:

1. An I&RS committee member will gather information on grades, history, previous interventions, etc.
2. The parent will be contacted for additional information and will be invited to become part of the process.
3. The referring teacher becomes an active participant of the I&RS committee for the case referred.
4. The I&RS committee meets with the parent and student to create a service plan which provides for appropriate school or community interventions or referral(s) to school and/or community resources to achieve desired outcomes. The I&RS committee also provides support, guidance, and professional development to the school staff person who identified and referred the student.
5. The staff of the general education program shall maintain written documentation, including data setting forth the type of interventions utilized, the frequency, and duration of each intervention and the effectiveness of each intervention. [N.J.A.C. 6A-14-3.3(c)]
6. The I&RS committee will monitor case.

WHAT ARE THE VARIOUS RESPONSIBILITIES?

- Provide general academic and behavioral interventions
- Develop and monitor 504 plans
- Assist students with substance abuse concerns

WHAT ROLES DO PARENTS PLAY?

- Parents may refer their son or daughter to the I &RS committee.
- Parents are contacted so that they may take part in designing and implementing the service plan.

PLAGIARISM

WHAT IS IT?

Plagiarism is presenting someone else's words, ideas, or data as your own work. This covers unpublished as well as published sources. The following are all examples of plagiarism:

1. Quoting or paraphrasing material without citing the source of that material. Sources can include Web sites, magazines, newspapers, textbooks, journals, TV and radio programs, movies and videos, photographs, and drawings, charts and graphs; any other information or ideas that are not your own.
2. Quoting a source without using quotation marks – even if you do cite it.
3. Buying a paper on-line or downloading a paper from a free site.
4. Copying or using work done by another teacher.
5. Citing sources you didn't use.
6. Turning in the same paper for more than one class without the permission of both teachers.
7. Copying another student's written test answer.

HOW TO AVOID PLAGIARISM IN YOUR WRITING

Some ways to avoid plagiarism are to take careful note, write quotations exactly as they appear and enclose in quotation marks, use different ink for each type of source, list all source information (e.g., quotes, paraphrased passage, summarized idea, etc.) into your bibliography, and print any web pages you are using.

Cheating and plagiarism are not tolerated at Memorial High School. Any student proved guilty of such activity will automatically receive a failing grade for the specific item on which the cheating or plagiarism occurred.

ASSISTANCE WITH DOCUMENTATION

Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, 6th ed., 2003

Publication Manual of the American Psychological Association, 5th ed., 2001

The Chicago Manual of Style, 15th ed. rev., University of Chicago Press, 2003

WORKING PAPERS

New Jersey law requires employment certificates or special permits for the employment of any minor up to the age of 18. The only exception is for work in agricultural occupations for which a special permit is required only up to the age of 16.

After receiving a promise of employment for the first time a student will need to obtain “working papers” from Memorial High School. The working papers have several sections that need to be completed by different people.

1. A Promise of Employment - completed by person or company that has agreed to hire you. This section must be completed before any of the forms can be processed.
2. School Record – completed by Guidance Department when accompanied by birth or baptismal papers.

3. Health Certificate – completed by designated physician or family doctor to verify that you are healthy and able to work.
4. Proof of Age – in order of preference
 - a. Birth certificate or transcript
 - b. Baptismal certificate or transcript
 - c. Bible, passport, immigration card, provided such proof has been in effect for at least one year prior to date it is offered as evidence.

Once your first “working papers” have been approved by the NJ Department of Labor a new Promise of Employment is only required for each time a change in jobs occur, until the age of 18. At this time your employer may request an age certificate which can be obtained from the issuing officer at the high school.

General Employment – this includes mercantile establishments, offices, gas stations, restaurants, hotel jobs, counselor at camps, life guards 14-16 years of age, outside of school hours. Minors under 16 years old may not be employed during the hours they are required to attend school. Minors who are 16 and 17 years old may not work more than 8 hours a day, 40 hours a week, more than 6 consecutive days, and before 6 a.m. or after 11 p.m. except during school vacation season, and on days not preceding a school day, students may work until midnight

Employers have to post a schedule for each minor, showing work day beginning and ending times and any scheduled meal periods.

HARASSMENT, INTIMIDATION, AND BULLYING

The West New York Board of Education believes that a safe and civil environment in school is necessary for pupils to learn and achieve high academic standards.

Memorial High School prohibits acts of harassment, intimidation and bullying.

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

- Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability

- By any other distinguishing characteristic; and
- A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damage the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
- Has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in or, substantial interference with, the orderly operation of the school.

Violation of this policy will result in disciplinary action that may include suspension and/or a board hearing.

MARRIED/PREGNANT PUPILS

No pupil, whether married or unmarried, who is otherwise eligible to attend the district's school shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

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.

Pregnant pupils shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school.

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, as confirmed by attending physician, be assigned to an alternate educational program which may include home instruction.

A student who has received an alternate educational program 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.

MEMORIAL HIGH SCHOOL
STUDENT HANDBOOK
ACKNOWLEDGEMENT FORM 2010-2011

Please complete form and return to your Homeroom teacher

Student Name

ID Number

*Our signatures indicate that we have received, read, and
understand the 2010-2011 Student Handbook.*

Student Signature

Date

Parent/Guardian Signature

Date



Please tear out this page when
completed and return to Homeroom
teacher.